

FORMATION OF COMMUNICATIVE COMPETENCE IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

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Abstract. In this article the author studies the process of formation of communicative competence in teaching foreign languages. Communicative competence is considered as a broad term that includes not only the structural features of the language, but also its social, pragmatic and contextual features. The priority direction of the “strategy for the modernization of education” is the education of a person who strives to maximize their capabilities, is open to new experiences, and is able to make conscious and responsible choices in various life situations. Thus, it is necessary to teach the child to solve certain communicative tasks in different areas and situations of communication by language means, that is, to form a communicative competence that includes mastering all types of speech activity, the basics of oral and written speech culture, basic skills and language use skills.

However, the concept of communicative competence includes not only mastering the necessary set of speech and language knowledge, but also the formation of skills in the field of practical use of language in the process of speech activity. This is also related to the implementation of educational tasks for the formation of a socially active person who is oriented in the modern world. Communicative competence here becomes part of cultural competence, leads to an increase in the General humanitarian culture of the individual, the formation of high creative, ideological and behavioral qualities necessary for its inclusion in various activities.

Keywords: communication, foreign language, competence, teaching

With the development of cultural and economic ties between countries and peoples, the role of learning foreign languages increases. Every year the demand for specialists who speak foreign languages increases. One of the most important areas in the development of education today is the use of a competence-based approach. We are talking about the formation of skills and abilities related to the practical application of a person’s communication abilities, cultural, social and informational competencies. This issue is widely discussed in the scientific and pedagogical literature, but the cognitive approach prevails in higher education institutions, and students have to memorize a large amount of information instead of developing the basic competencies necessary for successful activities [1].

A modern specialist is required not only to speak a foreign language, but also to be able to effectively apply it in the field of everyday and professional communication. But this is impossible without knowledge of social norms, spiritual values, and traditions of other peoples.

The concept of modernization of Kazakhstan’s education defines new social requirements for the formation of personal attitudes. There is a reorientation of the

assessment of educational results from the concepts of “preparedness”, “training”, “education” to the concepts of “competence”, “competence” of students.

The concept of “competence” has long been used in psychological and pedagogical literature, but the increased interest in it has appeared only recently, which can be explained by the rapidly changing realities in society.

As a result of cognitive activity and educational practice, the ability based on the acquired knowledge of the student, his intellectual and life experience, values and inclinations.

The category “competence” belongs to the sphere of relations between knowledge and practical activity of a person and implies a whole range of personal qualities of a person, including cognitive, operational and technological, motivational, ethical, social, and behavioral components [2].

Competence is a set of knowledge, skills, and abilities that are formed in the process of learning a foreign language. Therefore, language is a mirror of culture, which reflects not only the world around a person, but also their mentality, national character, lifestyle, traditions and vision of the world.

One of the goals of teaching a foreign language is the development of foreign language communicative competence, therefore, the main purpose of teaching a foreign language is to form communicative competence, i.e. the ability and readiness to carry out foreign language interpersonal and intercultural communication with native speakers.

Communicative competence implies the knowledge, skills and abilities necessary for understanding a foreign-language participant in the dialogue and generating their own model of speech behavior that is adequate to the goals, areas, and situations of communication. It requires knowledge of the basic concepts of linguistics (styles, types, ways of connecting sentences in the text, etc.), skills of text analysis and proper communication skills, i.e. skills of speech communication in relation to various areas and situations of communication, taking into account the addressee, the goal.

So, communicative competence as an integrated goal of teaching a foreign language should be understood as foreign-language interpersonal and intercultural communication with native speakers within the limits set by the standard.

The concept of communicative competence in teaching foreign languages provides for the formation of students ‘ knowledge, skills and abilities that allow them to join the ethno-cultural values of the country of the language being studied and practically use a foreign language in situations of intercultural understanding and cognition. The combination of such knowledge, skills and abilities is the communicative competence of students.

The use of a communicative approach in teaching foreign languages contributes to the formation of the ability to communicate in a foreign language, i.e. to acquire communicative competence – the ability to use all types of speech activities: reading, listening, speaking, writing [3].

Communication in a foreign language is not only the process of transmitting and receiving information, but also the regulation of relations between partners, the establishment of various types of interaction, the ability to assess and analyze the

situation of communication, the implementation of educational activities when mastering a foreign language as an academic subject. Educational competence organizes and optimizes students' independent work on the language, reduces time, physical and mental costs when learning a foreign language, promotes high-quality mastery of foreign language communication, and increases interest in the subject. The process of formation of educational competence involves the acquisition of knowledge about the methods of rational performance of educational work, options for performing educational actions in the absence of a given algorithm, skills for diagnosing one's own level of rational organization of educational activities; the ability to choose a method of educational activity that corresponds to individual personal characteristics, form a set of individual educational skills and actively use it, independently control the correctness of this choice [4].

In the process of communication, orientation to the social characteristics of the speech partner (its status, position, situational role) is manifested in the choice of speech tools that correspond to a specific communicative situation.

Based on the above, communicative competence can be defined as a means necessary for the formation of a speech situation in a social context, and the goal of forming a communicative competence – as a completed communicative act. To achieve this goal, you need communicative competencies – language knowledge and skills, speech skills, and the linguistic and cultural component of the training content.

In communicative competence, the most important role is given to language competence, which, thanks to a certain amount of knowledge, provides the construction of grammatically and syntactically correct forms, as well as understanding of semantic segments of speech constructed in accordance with the norms of a foreign language.

It should be noted that without knowledge of the grammatical structure of a foreign language, it is impossible to solve communication problems. But the grammatical system of a language is learned only on the basis of familiar vocabulary. Hence the conclusion: both grammatical and lexical skills and abilities serve as the center of language competence, on which speech skills and abilities are based.

Today, every person and the state as a whole are interested in practical mastery of a foreign language that provides access to the world market and familiarization with world culture. Therefore, communication competence becomes a priority goal. The structure of foreign language communication competence includes a number of competencies. First of all, it is a linguistic competence – one of the main components of communicative competence. Linguistic competence refers to the ability of a person to correctly construct grammatical forms and syntactic constructions in accordance with the norms of a particular language. Linguistic competence includes language and speech competence. Language competence is knowledge in the field of the language system (within the program minimum) and the skills to operate this knowledge. Speech competence – possession of the norm of speech behavior (in all types of

speech activity). An important role in the acquisition of language and speech competencies is played by educational competence – the ability and readiness of a person to effectively carry out educational activities when mastering a foreign language as an academic subject. Educational competence organizes and optimizes students' independent work on the language, reduces time, physical and mental costs when learning a foreign language, promotes high-quality mastery of foreign language communication, and increases interest in the subject. The process of formation of educational competence involves the acquisition of knowledge about the ways of rational performance of educational work, options for performing educational actions in the absence of a given algorithm, skills for diagnosing one's own level of rational organization of educational activities; the ability to choose the method of educational activity that corresponds to individual personal characteristics, to form a set of individual educational skills and actively use it, to independently control the correctness of this choice.

In accordance with the state educational standard for foreign languages, communicative competence should include the following essential skills: – read and understand simple, authentic texts (with an understanding of the main content and with full understanding); – verbally briefly tell about yourself, your environment, Express an opinion, give an assessment; – communicate verbally in standard situations of educational, labor, cultural, and household spheres; – the ability to write and transmit elementary information (letter). Foreign language communicative competence as a certain level of proficiency in language, speech and socio-cultural knowledge, skills and abilities allows the student to build their speech behavior depending on the communication situation, namely, situations of everyday, pedagogical, scientific, business, political and socio-political communication. The structure of foreign language communication competence includes a number of competencies. First of all, it is a linguistic competence – one of the main components of communicative competence. Linguistic competence refers to the ability of a person to correctly construct grammatical forms and syntactic constructions in accordance with the norms of a particular language. Linguistic competence includes language and speech competence. Language competence is knowledge in the field of the language system (within the program minimum) and the skills to operate this knowledge. Speech competence – possession of the norm of speech behavior (in all types of speech activity). An important role in the acquisition of language and speech competencies is played by educational competence – the ability and readiness of a person to effectively carry out educational activities when mastering a foreign language as an academic subject. Educational competence organizes and optimizes students' independent work on the language, reduces time, physical and mental costs when learning a foreign language, promotes high-quality mastery of foreign language communication, and increases interest in the subject. The process of formation of educational competence involves the acquisition of knowledge about the methods of rational performance of educational work, options for performing educational actions in the absence of a given algorithm, skills for diagnosing one's own level of rational organization of educational activities; the ability to choose a method of

educational activity that corresponds to individual personal characteristics, form a set of individual educational skills and actively use it, independently control the correctness of this choice. Special learning skills are required to master foreign language communication. The student should be taught to rationally organize the memorization of foreign language material, independently activate the language material, trace inter subject connections, work in pairs when performing foreign language actions, and see difficulties when working on language elements. Sociocultural competence – the ability to build speech and non-speech behavior taking into account the norms of societies that speak the language being studied-is important in the development of communication skills. Socio-cultural competence implies knowledge of the national mentality, worldview; removal of cultural difficulties; expansion of one’s own worldview, ideas about a different socio-cultural community.

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ШЕТ ТІЛДЕРІН ОҚЫТУ ПРОЦЕСІНДЕ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІКТІ ҚАЛЫПТАСТЫРУ

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Аңдатпа. Бұл мақалада автор шет тілдерін оқытуда коммуникативтік құзыреттілікті қалыптастыру процесін зерттейді. Коммуникативтік құзыреттілік тілдің құрылымдық ерекшеліктерін ғана емес, оның әлеуметтік, прагматикалық және контекстік ерекшеліктерін де қамтитын кең термин ретінде қарастырылады. “Білім беруді жаңғырту Стратегиясының” басым бағыты өз мүмкіндіктерін барынша іске асыруға ұмтылатын, жаңа тәжірибені қабылдауға ашық, әртүрлі өмірлік жағдайларда саналы және жауапты таңдау жасауға қабілетті тұлғаны тәрбиелеу болып табылады. Осылайша, баланы қарым-қатынастың әртүрлі салалары мен жағдайларындағы белгілі бір коммуникативті міндеттерді тілдік құралдармен шешуге үйрету керек, яғни сөйлеу әрекетінің барлық түрлерін, ауызша және жазбаша сөйлеу мәдениетінің негіздерін, тілді қолданудың негізгі дағдылары мен дағдыларын игеруді қамтитын коммуникативті құзыреттілікті қалыптастыру қажет.

Алайда, коммуникативті құзыреттілік ұғымы сөйлеу және тілдік білімнің қажетті жиынтығын игеруді ғана емес, сонымен қатар сөйлеу әрекеті процесінде тілді практикалық қолдану саласындағы дағдыларды қалыптастыруды да қамтиды. Бұл қазіргі әлемде бағдарланған әлеуметтік белсенді тұлғаны қалыптастыру бойынша тәрбиелік міндеттерді жүзеге асырумен байланысты. Мұнда коммуникативті құзыреттілік мәдени құзыреттіліктің бір бөлігіне айналады, жеке тұлғаның жалпы гуманитарлық мәдениетін арттыруға, оны әр түрлі іс-шараларға қосу үшін қажетті жоғары шығармашылық, дүниетанымдық және мінез-құлық қасиеттерін қалыптастыруға әкеледі.

Тірек сөздер: коммуникация, шет тілі, құзыреттілік, оқыту.

ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

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Аннотация. В данной статье автор изучает процесс формирования коммуникативной компетенции в преподавании иностранных языков. Коммуникативная компетенция рассматривается как широкий термин, который включает не только структурные особенности языка, но также и его социальные, прагматические и контекстные особенности. Приоритетным направлением «Стратегии модернизации образования» является воспитание личности, стремящейся к максимальной реализации своих возможностей, открытой для восприятия нового опыта, способной на осознанный и ответственный выбор в различных жизненных ситуациях. Таким образом, необходимо научить ребёнка решать языковыми средствами те или иные коммуникативные задачи в разных сферах и ситуациях общения, то есть сформировать у него коммуникативную компетенцию, включающую овладение всеми видами речевой деятельности, основами культуры устной и письменной речи, базовыми умениями и навыками использования языка.

Однако в понятие коммуникативной компетенции входит не только овладение необходимым набором речеведческих и языковых знаний, но и формирование умений в области практического использования языка в процессе речевой деятельности. Это соотносится и с реализацией воспитательных задач по формированию социально активной личности, ориентирующейся в современном мире. Коммуникативная компетенция здесь становится частью культурной компетенции, ведёт к повышению общей гуманитарной

культуры личности, формированию у неё высоких творческих, мировоззренческих и поведенческих качеств, необходимых для включения её в разнообразные виды деятельности.

Ключевые слова: коммуникация, иностранный язык, компетенция, преподавание.

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