
Developing Communicative Competence of Esp Learners

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Abstract: It is necessary to talk about communicative competence as one of the main goals of teaching English. The goal of education in all types of educational institutions is not a foreign language system, but the use of foreign language in the process of communication. The article deals with the issues based on the theory of communicative approach in teaching foreign languages, describe the components of communicative competence and their characteristics, provides various forms and methods for developing communicative skills among students of a technical university.

Keywords: language system, communicative approach, teaching foreign languages, communicative competence.

INTRODUCTION

Teaching foreign languages is an integral part of modern higher education. A top-level specialist should be able to read original literature in the specialty, conduct a scientific conversation, master the skills of summarizing, annotating, independently searching for the necessary information in English. All this allows a person to be a successful and competent specialist in his profession, to be able to learn the latest important and interesting news in science and technology, using foreign websites and other foreign sources of information. The study of a foreign language is designed to help a master student, a future professional in his field, to master the necessary lexical material for the implementation of monologues and dialogic statements of a scientific and business nature.

A modern teacher of a foreign language, carrying out professional activities in a non-linguistic university, is in constant search of new ideas to improve the quality of foreign language training of a future graduate. The higher the student's level of preparation, the more difficult the task. Since the proven effectiveness in the development of foreign language professional communicative competence is shown by the professionalization of education [1, 2], it is important to create the most realistic conditions for professional communication in a foreign language. The development and practical application of a textbook for special purposes (ESP) can be a relevant and effective tool in the process of training a specialist who has the ability and willingness to participate in foreign language formal/ informal communication with adequate use of the acquired language tools and communication strategies, in order to effectively solve professional problems [3].

DISCUSSIONS

A.V. Matienko in the article "Foreign language professional communicative competence: definition of the concept in the logic of the formation of a multilingual and multicultural personality", exploring foreign language professional communicative competence, defines this competence as one of the key educational competencies. The author considers foreign language communicative competence as one of the components of the general system for the formation of professional competence of masters; determines that foreign language communicative competence has a certain structure, identifies the following components of foreign language communicative competence: linguistic, discursive, pragmatic, strategic, intercultural, professional.

Based on various approaches to the systematic description of the structure of foreign language communicative competence, described in communicative linguistics, the following conclusions are made in the methodology of teaching foreign languages: 1) foreign language communicative competence is not only a demonstration of knowledge of the language (language rules, forms of their use), but and practical skills to use the available language knowledge in order to achieve a communicative goal and results; 2) the relationship of all components of foreign language communicative competence contributes to successful speech activity, i.e. determines the favorable outcome of communication and at the same time allows you to identify, establish the student's ability for the practical use of a foreign language; 3) foreign language communicative competence also includes the student's ability to competently apply lexical and grammatical language means in the practice of communication in a foreign language; 4) components of foreign language communicative competence imply the important role of students' skills to compose monologues, texts in the oral and written spheres of communication, as well as meaningfully and effectively participate in communication with foreign representatives.

Foreign language professional communicative competence is one of the key educational competences. The unity and interconnection of the communicative and professional components provide an opportunity for higher foreign language education in the process of preparing masters to successfully form their ability and readiness to conduct research and professional activities in a foreign language [4, 5]. K.E. Bezukladnikov, M.N. Novoselov, B.A. Kruse in his work "Features of the formation of a foreign language professional communicative competence of a future teacher of a foreign language" presents a two-part structure of this competence: an invariant part and a variable part. The authors refer to the invariant part the components of the concept of readiness: motivational, emotional-volitional, attitude-behavioral, evaluative components, as well as abilities in cognitive and behavioral aspects. The variable part includes a set of professional and communicative competencies presented in the Federal State Educational Standards of Higher Education [5].

The communicative approach in teaching foreign languages (communicative language teaching) is an approach aimed at developing students' semantic perception and understanding of foreign speech, as well as mastering the language material for constructing speech utterances. The communicative approach in teaching foreign languages, first of all, is designed to teach students to freely navigate in a foreign language environment, as well as to be able to adequately respond in various language situations [1].

Perhaps many teachers find it difficult to give a precise definition of the communicative approach. What exactly is meant by the communicative approach? Teaching conversation, no grammar taught in the course, or classes that emphasize the use of open discussions? In order to better understand what a communicative approach is, it is worth considering the whole set of accompanying principles.

The main goal of training is the communicative competence of students. I would like to note that communicative competence is not considered as a personal characteristic of a person; its formation is manifested in the process of communication. The following components of communicative competence are distinguished:

- grammatical, formal or linguistic competence - systematic knowledge of grammatical rules, vocabulary units and phonology, which transform lexical units into a meaningful statement;
- sociolinguistic competence - the ability to choose and use adequate language forms and means, depending on the purpose and situation of communication, on the social roles of the participants in communication, that is, on who is the communication partner;

- discursive competence - the ability to build coherent, coherent and logical statements of different functional styles in oral and written speech based on understanding various types of texts when reading and listening; involves the choice of linguistic means depending on the type of utterance [2];
- socio-cultural competence - knowledge of the cultural characteristics of a native speaker, their habits, traditions, norms of behavior and etiquette and the ability to understand and adequately use them in the process of communication, while remaining a carrier of a different culture; the formation of socio-cultural competence involves the integration of the individual in the system of world and national cultures. [3].

METHODS AND ANALYSIS

The modern paradigm of education involves a philosophical rethinking of the tasks of the entire education system: both general secondary and professional. As rightly noted by E.N. Solovov, without this, any reforms and innovations are obviously unsystematic, local and fragmentary [4]. It is safe to say that new trends in determining the role and nature of the development of the education system are of a global nature and coincide not only at the European level, but also at the level of the entire world community. As emphasized by E.N. Solovova, the "knowledge-centric" model of education has long ceased to satisfy the real needs of the development of society and the individual.

In the field of teaching foreign languages, already in the 60s, emphasis was placed on the development of communicative skills in oral and written speech: at the level of both reception and production. However, many subjects of the school cycle are still focused on the transfer of formal knowledge, and not on the formation of practical skills for their use in activities. The subject "foreign language" is not always free from this shortcoming.

A characteristic feature of the current stage of development of education is the requirement to integrate the various components of the goals of education in order to achieve basic competencies that can only be formed through the joint efforts of all subject teachers and students themselves.

The formation of communicative competence also acts as a leading one in teaching foreign languages, since it most accurately reflects the subject area "Foreign language". The language is the most important means of communication, without which the existence and development of human society is impossible. The changes taking place today in social relations, means of communication require an increase in the communicative competence of schoolchildren, the improvement of their philological training. All this raises the status of the subject "Foreign language" as a general educational discipline. According to the new state standards in foreign languages, the main purpose of the subject "Foreign Language" is the formation of communicative competence, i.e. ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers.

Scientists include in the composition of communicative competence a certain set of knowledge and skills that ensure the effective flow of the communicative process. If we talk about communicative competence, then, according to K.M. Levitan, assumes such a level of training in interaction with other participants in communication, which is necessary for him to adequately perform communicative functions within the framework of his abilities and social status. And in this regard, the scientist identifies three main characteristics of personality traits necessary for adequate communication:

- ✓ practical possession of an individual stock of verbal and non-verbal means for updating the informational, expressive and pragmatic functions of communication
- ✓ the ability to vary communicative means in the process of communication in connection with the dynamics of communication

✓ construction of speech acts in accordance with language and speech norms [5].

As already mentioned, communicative competence is one of the key competencies and its formation should be provided by all subject areas of education, including the means of the subject "foreign language". The formation of foreign language communicative competence is an integrative goal at all stages of teaching foreign languages [6].

There are many ways to develop communicative competence offered by various methodologists and psychologists. Let's consider some of them. So, for example, Polat E.S. refers to the method of projects for the development of communicative competence.

Any foreign language is an element of culture. It functions within a certain culture, therefore, students should be familiar with the peculiarities of this culture, with the peculiarities of the functioning of a foreign language in this culture, that is, we are talking about the need to form country-specific competence.

CONCLUSIONS

The development of communicative competence does not occur naturally, but with the help of special techniques, which consist in creating special situations of influence. All active methods have one goal: to have a socio-psychological impact on a person, contributing to the development and improvement of her communicative competence. The purpose of teaching a foreign language is the formation of communicative competence, which is realized in the ability to verbal communication. The key to successful speech activity of students is also non-traditional forms of foreign language classes, during which students become familiar with the culture of the countries of the language being studied, and also expand their knowledge of the cultural heritage of their native country, which allows students to take an active part in the dialogue of cultures.

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