Formation of the communicative competence of students in the process of teaching a foreign language in a non-language university

Formación de la competencia comunicativa de los estudiantes en el proceso de enseñanza de una lengua extranjera en una universidad no lingüística.

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ABSTRACT

The article deals with the issues related to formation of the communicative competence of students in the process of teaching a foreign language in a non-language university. The role of communication as an environment for the development of each individual is very great. The individual's education develops and grows in the course of the interaction of the individual with the languages of the community. The main role in this process for a long time belonged to educational institutions of various types. However, today the situation has changed dramatically, as communication facilities, namely, for example, computer technology, have clearly expanded the educational opportunities of each person.

Keywords: communicative competence, activity, non-language university, specialist; linguistic competence

RESUMEN

El artículo aborda los temas relacionados con la formación de la competencia comunicativa de los estudiantes en el proceso de enseñanza de una lengua extranjera en una universidad no lingüística. El papel de la comunicación como entorno para el desarrollo de cada individuo es muy grande. La educación del individuo se desarrolla y crece en el curso de la interacción del individuo con los idiomas de la comunidad. El papel principal en este proceso durante mucho tiempo perteneció a instituciones educativas de diversos tipos. Sin embargo, hoy la situación ha cambiado drásticamente, ya que las instalaciones de comunicación, a saber, por ejemplo, la tecnología informática, han ampliado claramente las oportunidades educativas de cada persona.

Palabras clave: competencia comunicativa, actividad, universidad no lingüística, especialista; competencia linguistica

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The modern educational system is faced with tasks related to the conditions of the intellectual, spiritual and moral development of future specialists and the conditions for the training of an intelligent person who thinks in universal terms and inherits the experience of previous generations.

Communicative competence - communication skills that allow a person to adequately comply with the norms and rules of life in society. The term "competency" (translated from Latin as "conformity", "proportionality") means a range of issues in which this competent person has knowledge, experience.

Communicative competence (Milrud R.P. 2004) is knowledge of the basic concepts of speech linguistics, skills of text analysis and speech communication in relation to various areas and situations of communication, taking into account the addressee, style.

Communicative competence - the ability to real communication is adequate to the goals, areas, situations of communication, readiness for verbal interaction and mutual understanding; these are skills, taking into account who we are talking to, where we are talking and for what purpose.

The following indicators are included in the concept of communicative competence:

- awareness in linguistic theory, its awareness as a system of rules and general requirements governing the use of language in speech;

- knowledge of speech theory, possession of the main types of speech activity;

- proficiency in basic language (identify, classify, etc.) and speech (select, update, etc.) skills;

- the ability to analyze the speech situation and, in accordance with it, choose the program (verbal and non-verbal) of speech behavior.

At present, the goal of teaching communicative competence is more multifaceted, it is aimed not only at transmitting information, but also, at expressing feelings, thoughts, will, and desires of a person; it requires the choice of not only other language units, but also extra linguistic conditions, under which communication takes place.

The formation of communicative competence is characterized by the presence of the following criteria:

- a desire to make contact with others;

- be able to assess the situation of communication;

- the ability to organize the course of a communicative act.

The ability of verbal communication is manifested in the communicative culture of students, the formation of which is evidenced by the following signs of mental activity:

a) installation for analysis, involving self-esteem and interpretation of one's communicative behavior;

b) flexible response to various communicative situations;

c) the ability to initiate and independently organize communicative interaction.

The development of communicative competence in the study of foreign languages contributes to the versatile development of the student's linguistic personality, and also assumes, the need for a harmonious combination of the educational activity itself, in the framework of which basic knowledge and skills are formed, with creative activities related to the development of individual components of students, their cognitive activity, creative thinking, ability to independently solve non-standard communicative tasks (Bim I.L. 2002).

In the context of a communicative strategy for language teaching, the formation of communication skills and the development of the ability to carry out communication, and the path to mastering the language is seen in its practical use as the most important goal. The communicative strategy of language teaching actualizes its educational potential, contributing to the students' mastery of the culture of speech behavior and communication.

Communicative competence develops in accordance with the topics, problems and situations of communication selected for this level of training within the following areas of communication: social, educational, labor, social and cultural.

The study of foreign languages in a non-linguistic university should be aimed at developing communicative competence, including speech competence, i.e. the ability to effectively use the language being studied as a means of communication and cognitive activity;

A competent approach to teaching foreign languages allows us to turn a modern student from a passive element of the educational system into an active participant in the educational process, where he learns to shape his worldview, comprehending the experience accumulated by mankind using traditional sources of information and new technologies, and the teacher acts as an adviser, assistant, opponent and consultant. It is the competency-based approach that allows not only to obtain a certain amount of knowledge, but also teaches the student the most important thing - the ability to think independently and acquire knowledge independently.

Thus, the competency-based approach puts forward in the first place not the student's awareness, but the ability to solve professional problems.

For students of non-linguistic universities, the main learning objectives are the formation of a foreign language speech competency, which is one of the main components of a foreign language communicative competence, as well as the ability to work with information.

As part of the competency-based approach, there are technologies that we believe contribute to the formation of foreign language speech competence, and also allow us to develop the ability to work with information, think critically and solve problems while working in a team. Among these technologies, DCTTWR ("Development of critical thinking through reading and writing") technology stands out, because its purpose is to use the means of reading and writing that are necessary for the development of foreign language competence.

The purpose of this technology is the formation of critical thinking skills through the interactive inclusion of students in the educational process.

One of the effective ways to solve this problem is the introduction of critical thinking development technology into the educational process. In this regard, the problem of the methodology of teaching a foreign language in non-linguistic universities is updated taking into account the use of active teaching methods, and in particular, the pedagogical technology "Development of critical thinking through reading and writing" (DCTTWR) The aforementioned technology is based on a communicative and active teaching principle, providing for a dialogue, interactive mode of classes.

The competency-based approach fundamentally changes the traditional idea of training a specialist in a technical university as simply transferring to him a certain amount of knowledge in teaching a foreign language (A.G. Shtarin. 2008).

It is one of the ways to intensify the educational activities of students, increase their level of motivation to learn a foreign language, develops activity and creativity, teamwork.

It should be emphasized that the competency-based approach does not imply a rejection of the knowledge model; it considers knowledge only as a tool for mastering one or another basic ability. We can say that if before the student had to "know this and that," then now he should "know this and that." The competency-based approach in vocational education requires not only a change in the methods of teaching foreign languages, but also a rethinking of the values and methodological basis of the whole process and the results of teaching a foreign language.

In accordance with the competency-based approach, the knowledge acquired within the framework of the training course should serve as the basis for the ability to solve professional problems, possess not only linguistic and regional knowledge, but also actively act as a successful participant in intercultural and professional communication.

In the context of the transition to a competency-based approach in teaching, the teacher needs new methods and technologies to identify the student's knowledge, update it, add what is missing, structure the training material, teach not only to remember and reproduce, but to apply knowledge and skills in practice . The methods that organize learning through desire stimulate the learning of students, stimulate their natural curiosity, and motivate interest in the independent acquisition of knowledge.

The formation of communicative competencies of students is one of the most important tasks facing the educational system in connection with the modernization of domestic education. In this regard, the issue of competency-based approach in education becomes relevant.

The competency-based approach places certain demands on students and their level of knowledge of a foreign language. In this regard, distinguish between basic and advanced competencies of students.

At a basic level, language is supposed to be a means of communication (a certain vocabulary, mastery of basic grammatical structures, knowledge of the laws of the functioning of the language, familiarity with the cultural environment, etc.)

An advanced level suggests that students will use a foreign language to solve practical problems, for example, to search for the necessary information on the profile of their specialty (Yesina L.S. 2004). This level has an interdisciplinary character and is assessed by the result achieved, and not just by the correct use of certain grammatical constructions and active vocabulary.

How successfully the competency-based approach to teaching is being implemented can be judged by the extent to which students with their level of knowledge of a foreign language are able to withstand competition in the free labor market in the future and take their rightful place not only in their society, but also in the international community.

In the conditions of teaching a foreign language, students develop certain competencies by acquiring knowledge that they will be able to acquire in their future professional activities in the field of economics, commerce and business, mastering various ways of solving problem-cognitive tasks, experience in effective decision-making and achieving set goals through overcoming obstacles. The stock of knowledge, the possession of methods for solving problems and the experience of achieving the goal are necessary components of students' competence.

Thus, the considered technology of teaching a foreign language in a non-linguistic university within the framework of the competency-based approach allows us to turn a modern student into an active participant in the educational process, able to solve a certain class of professional tasks, and, as we assume, contributes to the formation of foreign language speech competence.

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