



Formation of Communicative Competence Through Student-Centered Learning in English Lessons

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ABSTRACT

There is no need to prove the value of the foreign language in modern world already. The last years there is an indicative significant increasing of the interest to the foreign language as facility of the international contact. The learner's miscellaneous age, proceeding with study of the foreign language, first of all, wants to learn to speak on this language. At present sociocultural context of the study of the foreign languages greatly changed: vastly increased their educational and self-educating functions, professional value on the market of the labor. So the primary task of the education foreign language on modern stage is a shaping of the foreign communication competency.

Keywords:

English lessons, personally oriented education, communicative competence, communicative method, speech exercises.

Communicative competence should be considered as a certain level of linguistic, speech, sociocultural, compensatory and educational-cognitive competence, which will allow the student to appropriately vary speech behavior depending on the functional factor of foreign language communication.

Since the task of forming communicative competence among students is a priority, it is important not only to know modern approaches, methods and technologies for teaching a language, but also to rely on those methods that were and are the basis of development, the source of the system of speech material and methods of its presentation.

The teacher of a foreign language faces a difficult task: to teach students at the present stage of development of society not only to speak, but also to think in a foreign language.

Communication-based learning is the essence of all modern methods of teaching a foreign language, and the communicative teaching method, aimed at the practice of communication, is the basis of any lesson, including mine. Communication should be taught only through communication, i.e. The lesson should be practical. The communicative

approach develops all the basic language skills: oral and written speech, reading and listening, in parallel, grammar is studied and vocabulary is replenished.

The communicative technique is used in almost all foreign schools, since the main goal of teaching a foreign language is the formation of communicative competence. But communicative competence can be formed only on the basis of linguistic competence of a certain level. However, the goal of learning is not a language system, but foreign language speech activity as a means of intercultural interaction. Language is an element of culture; it functions within a particular culture. Therefore, when learning any foreign language, it is necessary to get acquainted with the peculiarities of the culture of the country of the language being studied, the peculiarities of the functioning of the language in culture. And here we are talking about the formation of regional competence. For without knowledge of the socio-cultural background, it is impossible to form communicative competence, even within limited limits. The study of a foreign language is intended to form a person who is able and willing to participate in intercultural

communication. You can learn to speak only by speaking, to listen - by listening, to read - by reading.

One of the main principles of the communicative method is functionality, awareness on the part of students, which can give them personally practical knowledge of the language. Language activity has three sides: lexical, grammatical, phonetic, which are inextricably linked with the process of speaking. It follows from this that words cannot be assimilated in isolation from their forms of existence. Functionality implies that both words and grammatical forms are assimilated immediately in activity. For example, students are invited to ask about something, express their dissatisfaction or desire, confirm the thought or refute it, thereby prompting the interlocutor to action. In the process of this, the necessary lexical and grammatical material is assimilated. Based on this, we can conclude that in the assimilation of lexical units and grammatical phenomena, the leading one is not their form, but the functions performed by these means.

The main task of learning a foreign language is to overcome the language barrier, teaching students to speak fluently and correctly. At foreign language lessons, it is necessary to create a favorable psychological climate and an atmosphere of cooperation, where the main condition for real communication should be a student-centered approach to learning. Any person differs from another in his abilities, and the ability to carry out educational and speech activities, and in his personal characteristics. I carry out an individual and differentiated approach in my lessons through taking into account the personal interests and characteristics of students, their level of proficiency in a foreign language. To perform certain tasks in the lessons, students are allowed to choose either individual or group work style. Most often, group work is chosen, since these types of work imply common goals and objectives for all members of the group, as well as individual responsibility and equal opportunities for success. Group learning is based on the idea of cooperation rather than competition. The

overall success of the group depends on the contribution of everyone, and this means that everyone must be aware of the responsibility for their part of the work, and everyone has the opportunity to ask for help from a group mate. Equal opportunity for all means that everyone learns according to their ability. The efforts of both the weak and the strong student are judged by each of them achieving their own goal, and not by comparing with each other. In the group, the distribution of responsibilities is democratic. If a student in a group cannot write something, then he can arrange, pick up material, etc., i.e. a weak student feels more confident in a group, more secure. For example, when forming separate micro groups, I often use the following technique: each student draws out a card in the center of which there is a fragment of the picture, by connecting the cards, the students get the whole image. As a result of such a search, a working group is formed. The resulting pattern is the key to a series of tasks. Each group is given story pictures. It is necessary to compose a dialogue, while using the following new words and expressions. First, you need to do work with a dictionary, this task in the group can be entrusted to weak students, at this time the stronger guys express their ideas for compiling a dialogue. After the dialogue is composed, it is necessary to play it. The main condition: everyone should participate in the dialogue. As soon as each group acts out the dialogue, they are given the task to clarify any information on this situation. Another option: when studying the topic "Sport", students are offered photographs depicting a particular sport, as well as cards with key words, expressions and proverbs. At the end of the work, each group presents its own block of information on a particular sport, draws certain conclusions.

A student-centered approach allows students to express themselves brighter, which allows you to cause true motivation. Thus, in my teaching activities, I pay great attention to the formation of motivation. The formation of motives, first of all, is the creation of conditions for the emergence of internal motivations for learning, for their awareness by the students themselves. A special role in the formation of

motivation is played by novelty, primarily the novelty of speech situations, the novelty of the information received, the inclusion of students in search, creative activities. Novelty ensures the rejection of arbitrary memorization (statements, dialogues, texts, etc.), develops the productivity of students' speech skills, and arouses interest in learning activities. There was an opinion that mastering a foreign language is possible only through abundant memorization. If we constantly give instructions: "Remember ...", "Memorize the dialogue", "Read and retell", etc., we will certainly provoke a loss of interest. Mechanical memorization of huge material does not mean the ability to communicate in the future. There is another way - involuntary memorization. Students do not receive direct instructions for memorization - it becomes a by-product of speech activity with the material. When teaching speaking, novelty implies a constant variability of speech situations, which is necessary in order to prepare the student for a "meeting" with any new situation, with a constant change of various components (a change in the task, a change in the interlocutor, the subject of discussion, the relationship of the interlocutors, etc.)

Situations can be real, conditional, imaginary, fabulous. The main thing is that all of them should be correlated with the age and psychological characteristics of students. Situations can be specific, and then the student's speech is their direct reflection. I create abstract and problematic situations for my students. Students express their own opinion, attitude, agree or refute my opinion or the opinion of another student, using various speech clichés. Therefore, the discussion of the problem is real communication in the classroom. The situation can be depicted using visual means (situational pictures, a magnetic board), which will reflect a certain place and time of action, make it static or dynamic (change components, rearrange actors, add new characters). It is very important that students can "pass the situation through themselves", giving it a personal character. This increases the efficiency of mastering a foreign language, because along with intelligence, emotions are connected. The role that students

receive for a while or permanently makes the situation meaningful. The most adequate method of teaching speaking is various forms of dramatization, including improvisation and role-playing games. For example: when studying the topic "Media" students are invited to assemble a team of experts: a journalist, photographer, editor. Their task is to create their own newspaper and present it, while focusing on the topic of this newspaper. After that, they need to play a working moment, i.e. interview, write an article, obtain permission to publish it. In this role-playing game, the roles are distributed according to the level of student achievement.

The main form of learning activity is joint enthusiasm. Years of work helped me to conclude that only a passionate person can captivate others. The volume of regional and linguistic knowledge is very large, and therefore it is difficult to cover all the material. Based on this problem, the teacher is faced with the task of correctly selecting the amount of knowledge that will be necessary to represent the language system in a concentrated, model form, i.e. build a model of the content of the object of knowledge, which is a kind of source of knowledge for all students. The meaningfulness of the educational aspect is provided by modeling the content side of communication in various types of speech activity aimed at solving a communicative problem. The problem should correspond to the age and individual interests of students, as well as the types of activities they perform. Exercise is at the heart of it all. In the formation of communicative competence, exercises by nature should be speech. In my lessons, I use conditional speech and speech exercises in sufficient quantities.

Conditional speech exercises are exercises specially organized for the formation of a skill, a characteristic feature of which is the same type of repetition of lexical units, continuity in time. When performing this kind of exercise, students in the foreground is the speech task. Studying the topic "Sights of the Republic of Belarus and Great Britain", students are given handouts in the form of cards with the image of a place and an installation is offered. First: tell your friend: what it is, where to be, what is interesting. To

another: Express your doubt about what you hear using "Is..", "Really...?", "Really...?"

Speech exercises are characterized by the fact that when they are performed, students solve a speech-thinking task. They are used when describing some actions or events, to express one's own attitude to what is happening, to describe the appearance, character of the acting characters. However, it should be remembered that in order to form communicative competence, it is not enough to saturate the lesson with some conditional speech or speech exercises. It is necessary to enable students to solve a certain communicative problem that generates thoughts, ideas, as well as ways to solve this problem, while focusing their attention on the content of the answer. Here a speech act is required, and before committing it, you need to think about what to say, how to present this or that information, how to react, and whether it is worth expressing your thoughts on this issue at all.

When planning a lesson, I try to create natural situations. The ability to easily communicate in a foreign language in real life situations is one of the indicators of the quality of language proficiency.

The communicative technique contributes to the rapid mastery of the skills of speaking by students. This is ensured through the assimilation of various types of monologue speech, typical dialogues and forms of language modeling. Here, in the foreground is a specific language model. The main unit of the lesson and the entire strategy of teaching this technique is the act of speaking.

In the lessons for the development of speaking I use various types of handouts: cards for pair work with a description of the situation for dialogues, monologues and other types of work; pictures or drawings matched to topics for individual description; tables with speech samples for training new vocabulary and grammar; cards with texts for reading, selected taking into account the individual knowledge of students, etc.; additional authentic material (maps, posters, photographs, newspapers, magazines, audio recordings, etc.). As often as possible, I use pair and group forms of work,

creative tasks and projects in my work in the classroom, moving students in the class space in accordance with the form and objectives of the lesson, games that involve changing partners. I will say from experience that everyone is always involved in the game, i.e. each individual student is not a passive contemplator, but an active participant in the educational process. I often use such a game moment as "Try to guess" in my practice. When studying the topic "Outstanding people", students are invited to choose one celebrity, enter the image and tell about themselves, while not naming a name, others must guess.

Thus, the communicative-activity approach meets the didactic principles of scientific character, consistency, connection between theory and practice, consciousness, activity, visibility and accessibility. Age, individual, personal characteristics are taken into account. Activity character with the help of methodological techniques and tasks based on gaming, imitation and free communication. A situation of success is created, and self-expression of the individual becomes more important than demonstrating language knowledge, communication participants feel safe from criticism, persecution for mistakes, separate violations of language rules and random mistakes are considered the educational norm.

For students, a student-centered approach allows you to create a favorable atmosphere for working in cooperation. Using the principle of novelty and situationality makes it possible to show activity, creative skills, helps to improve the skills of oral monologue and dialogic speech, and increases the level of communication and culture. As a result, the motivational sphere of students increases and expands.

The teacher, in turn, solving new methodological problems, is constantly in creative search, thereby raising his professional level, which also stimulates the process of joint cognitive activity.

So, the use of the communicative method in the classroom has a number of advantages and brings positive results: it arouses interest in mastering a foreign language as a means of international communication, diversifies the

lesson, increases the level of the intercultural sphere of students and serves as the foundation for the formation of communicative competence.

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