

NEW METHODS OF COMMUNICATIVE COMPETENCE DEVELOPMENT

Globalization process strengthening is directed to the deepening of mutual influence and interdependence of all countries of the world to improve the system of education, to take into account not only its internal but also external factors. This is especially important for Ukraine, which has started integrating into the European educational space. Educational reform in a democratic Ukraine is linked to a new understanding of the role and place of the individual in the society. Recently, there have been significant changes in foreign language learning in Ukraine. Research is being conducted to promote the development of new learning technologies that would meet the ability of students to master communication skills according to their specific needs and requirements for the quality of education. They are: informatization of the educational space, integration processes of modern domestic education into European educational institutions in the field of education and scientific activity, students international exchanges, the possibility of obtaining a second higher education and mastership programs abroad [4].

Qualitative language training of students is not possible without the use of modern educational technologies. They are characterized by vocational-oriented learning of a foreign language. The educational goal is mastering communicative competence. Students learn communication in the process of communication itself. Accordingly, all exercises and tasks must be communicatively justified by a lack of information, choice and response. Advantages of these methods are in the way the students improve their oral language skills, overcoming the fear of mistakes. Disadvantages of the method include lack of attention to the quality of the language; communicative competence quickly reaches its limits. Among the main exercises and tasks students work with are storyline method, simulation method, carousel and station teaching method [4].

The storyline method is based on the combination of planned learning content with the interests and ideas of students. By receiving "impulses" or key questions from the teacher, students contribute to the story. This method does not use textbooks. It is about creative planning, hypothesis selection, experiences, systematization and presentation of work [3].

The simulation method is used especially by the students of economic specialties of universities who learn foreign languages. Here it is possible to apply the simulation method with success. The training is about a variety of simulation games that give students the opportunity to work out their skills, apply knowledge to solve a problem in a so-called "safe environment", which simulates real-life situations, such as working at a company. Simulation gives students the opportunity to try themselves in a certain role - a manager, a president of a company. It also gives them the opportunity to explore the system of work at a particular enterprise. The participants of the game have certain tasks - to sign a contract, to evacuate people during an emergency and so on. The simulations are characterized by a high degree of the participants' interest. They fully immerse themselves in the game, embody their role, and cheer for the result of the work, since the overall result of the game depends on the team spirit and speed of decision making. Through simulation, students develop strategic planning skills and develop teamwork skills, negotiate, and persuade a business partner. Simulations streamline students' knowledge, preparing them for the need to make fast and motivated business decisions in the future [3].

Carousel is a cooperative learning strategy that involves movement, discussion, and reflection. Like many interactive technologies, the carousel is borrowed from psychological training. This type of work is usually very popular with students. Two rings are formed: internal and external. The inner ring is students standing or sitting motionless, facing the outer circle and the outer are students moving in a circle and are being changed every 30 seconds. Thus, they manage to speak a few topics in a few minutes and try to convince the interlocutor that they are right. The etiquette dialogues, the topic of acquaintance, nationality, conversation in a public place, etc. are discussed during the carousel activity. The lesson is dynamic and effective [4]. This technique is also used to refine grammatical structures. It involves the following algorithm of work: a) each member of the microgroup (4-5 people) is given a blank sheet of paper and everyone is asked the same question. All participants write on their sheets of paper spontaneous wording to answer it. b) leaflets with time-deficit recordings are transmitted in a clockwise circle to neighbors in a microgroup.

Upon receipt of a sheet of entries, each participant must make a new entry without repeating the existing ones. Work ends when everyone returns his piece. At this stage, the records are not analyzed or evaluated; c) a discussion of the responses is formulated by the participants, who suggest and select the final list of the most important, relevant records; d) all microgroups offer their wordings from the final list in turn [3]. If there is no objection of other groups, it is included in the final general list. The evaluation is based not only on oral language proficiency but also on bearing in mind their reading and writing skills. Special attention is paid to heterogeneous groups. The carousel teaching strategy is used as a pre-assessment or a review game of a broad, multifaceted topic, if you need to get everyone involved, instead of hearing few students each time.

The method of training at stations ("learning stations", "learning centers") is based on the educational technique of doing work on training material, which is organized in the form of stations (students receive work plans with mandatory and selective tasks). The method of training stations allows creating an atmosphere in the classroom, which promotes the formation and improvement of language skills. By using this method, students learn to plan their time, gain self-control skills, analyze their own academic performance, plan and conduct work stages. The work on stations allows carrying out differentiation of abilities and interests of students, according to the complexity of the task [1].

The station teaching method was proposed by American educator G. Parkhurst in the early twentieth century and is actively practiced in European countries, especially in Germany. This method allows teachers to involve students in individual and collective work, to stimulate their cognitive, creative and communicative activity [2].

When studying at stations, students have the choice of time allocation, task sequence and using the social form (individual work, pair work, group work). Thus, students learn not only how to plan their time, they make self-esteem, analysis of their own academic success, planning and conducting stages of work. Station training can be used at any stage of the work on the material - both to study new topics, and to repeat and check the already completed material. The essence of the method is that students work on material that is organized in the form of stations. In doing so, students are divided into small groups, each receiving a plan with the number of stations and tasks required. At the end of the route, a report is provided to monitor the completion of the tasks. Such groups can involve students into different levels of language training, because the tasks cover different types of speech activities and levels of difficulty, so the success of the tasks depends on the contribution of each group member. It also learns how to work in a team. There is also another option for organizing students, where everyone gets his own plan of passing stations and completing tasks [2]. This option will allow students to be creative in completing tasks

and to organize their work independently, as well as to decide whether to work individually or in a team. How to place stations in an audience?

Station equipment does not require much physical effort from the teacher; they are served desks or desks on which the tasks are located. Task preparation is a complex process that takes a lot of time and effort. They should have different levels of complexity, cover lexical and grammatical material, all four types of speech activity, and enable students to be creative in their performance. Work at stations should be organized so that one group or a student can work at one station [3].

There also should be the buffer stations which are required to avoid the processing of one station by several students. It is also worth creating recreation stations with lighter or game tasks so students can relax. The passage of stations should be adjusted at times so as not to delay students at one station. Time should be sufficient to complete the task, but not too short to avoid superficial task completion. In such a lesson, the role of the teacher changes greatly. He does not dictate the plan, content and methods of teaching. Students organize their activities independently. The teacher acts as a moderator, which helps in solving the problem, so the supervisory function is changed into advisory [1]. Thus, the advantage of station teaching is that it effectively organizes the work in groups of students with different levels of language training.

In conclusion it should be noticed that a good language training of students is not possible without the use of modern educational technologies which teach students autonomy and develop cognitive, communication and creative skills. However, the considerable time and effort involved in training does not allow it to be used in every lesson. Students do better creative work when they know that what they're doing is relevant beyond a quantitative assessment. This will be more dynamic and productive when students are free from preoccupation with their own achievement and can take interest in the topic itself [2].

List of literature

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