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FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN TEACHING UNIVERSITY STUDENTS

World science is making huge progress discovering innovations in teaching foreign language as the second one. The foreign language university teachers should know what they should apply in teaching foreign language. Therefore, using of modern methods is one of the actual tasks.

The object of the article is to analyze the potential of the communicative approach in the development of communicative competence that is a powerful tool for self-development in the learning process.

The aim of the work is to present a theoretical and practical substantiation of the necessity and importance of development of communicative competence by means of learning a foreign language and analyze the priorities of the communicative approach in teaching foreign language.

So, learning a foreign language contributes to the development of communicative competence, forms the student's ability to use it as a tool of communication. Theoretical basis for communicative approach in teaching English as a foreign language were observed in the works of H. Douglas, Jack C. Richards, J. Webbe.

Learning a foreign language is a process of direct personal development of the student. And that is why practical importance should be given to the foreign language lessons. The main purpose of learning a foreign language is the development of students' communicative competence, which is the ground for the

communication skills, formed on the basis of the language skills [5]. The development of communicative competence depends on sociocultural and sociolinguistic knowledge and skills that ensure the entry of the individual in society and contributes to its socialization in any society.

Due to different approaches and methods to choose, the university teacher is able to discover what can really help in effective teaching. Effective teaching encourages teachers to determine what "works". These concepts, according to Richards, place great emphases upon the skills and personality of the individual teacher [3, 45]. It's important to avoid prescribing particular approaches or methods, but instead promote processes of self-discovery that enables teachers to develop their own definitions of effective teaching. They can discover their own strengths and weaknesses through professional development activities and reflection.

All students have their special intelligences which are different among others and influence how they catch up the lessons. These differences also encourage the teachers to be innovative, critically identify the students' characteristic of each learning situation, be creative and bring the interactive and practical teaching. There exist different ways to make the process of teaching and learning more interesting. The most important is to make the most and the best of study time. The learners are to be engaged in work every minute of the class.

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn how to use the language.

The communicative approach is a broad approach rather than a specific teaching methodology, and has now become the accepted 'standard' in English language teaching. Classroom activities guided by the communicative approach are characterised by trying to produce meaningful communication. As a result there may be more emphasis on skills, lessons are more learner-centred, and there may be use of authentic materials.

Communicative Language Teaching is a natural follow-on from the reaction during the 70s against previous methods which over-focused on teaching grammatical structures and template sentences, and which gave little or no importance to how language is actually used practically. The communicative approach emphasizes the ability to communicate the message in terms of its meaning, instead of concentrating exclusively on grammatical perfection or phonetics. Therefore, the understanding of the second language is evaluated in terms of how much the learners have developed their communicative abilities and competence. In essence, it considers using the language to be just as important as actually learning the language.

The Communicative Language Teaching method has various characteristics that distinguish it from previous methods:

– Understanding occurs through active student interaction in the foreign language;

– Teaching occurs by using authentic English texts;

– Students not only learn the second language but they also learn strategies for understanding;

– Using the new language in unrehearsed contexts creates learning opportunities outside the classroom [2].

Learning a language is interactive, co-operative, learner-centered and content-based, but the approach does not mean that learning a second language involves just 'conversation'.

The most common educational model applied in the context of the Communicative Method is the Functional-Notional approach, which emphasizes the organization of the syllabus. This breaks down the use of language into 5 functional categories that can be more easily analyzed: personal (feelings, etc.), interpersonal (social and working relationships), directive (influencing others), referential (reporting about things, events, people or language itself), and imaginative (creativity and artistic expression) [2].

Motivation is one of the most important factors affecting foreign language learning. Students are engaged in the activities for their own sake and not because they lead to an extrinsic reward. Typical extrinsic rewards are grades, and even certain types of positive feedback. The intrinsic motivation is sometimes thought to relate to long-term success. Extrinsic motivation is thought more related to short-term success.

Based on the above theory, teachers are suggested to make the learners engaged in enhancing the students 'intrinsic motivation, arousing the students' interest and curiosity, fostering learners' autonomy, building up a good teacher-student relationship [1, 154].

Motivation in education can do the following:

– directs behavior towards particular goals;

– increases persistence in activities;

– enhances cognitive processing;

– determines what consequences are reinforcing;

– leads to improved performance [6, 24].

Thus, the development of communicative competence of students by means of learning a foreign language helps to improve the remedial work. Although to make educational process effective it requires a teacher to adhere to the methodological guidelines and recommendations:

– Frequent repetition of the material is a prerequisite for the successful assimilation of the lexical and grammatical units.

– Educational material in a foreign language must be submitted gradually, in small parts, combining gaming and educational activities.

– The lessons of a foreign language should contain interdisciplinary connections.

– The priority should be given to the communicative tasks and exercises that ensure mastery of language as a medium of communication.

– Assessment should be the means of forming motivational readiness of the student to learn.

– More attention should be paid to the translation of the text as it leads the students to understanding and realizing the meaning of what they read.

– The organization of group work at the lessons of a foreign language is a very important stage in the development of the communicative competence of the students.

– The success motivates.

At different stages of the lesson, the teacher's aims may vary from providing a good model making its meaning clear, when presenting material to controlled communicative practice that is giving the students a chance to use the language.

Many students become passive when faced with a reading text. They can be given simplified exercises, easier language input, a choice of graded exercises, but this doesn't help with the obstacle of motivating them to read when given a simple text. These students need different techniques or need to be motivated differently. So obviously, the choice of text should not be random. It is important to choose a text that best answers the needs of the students. The students also need enough background knowledge on at least one of the themes, the theme is to be interesting and be able to decide the students' desires.

Use small bits of text such as word clues, titles and subtitles. Important vocabulary can be used in a pre-reading activity and serve the purpose of a lead-in to the topic. Keeping the number of unknown vocabulary items for each text helps the understanding of its deeper meanings. Paragraphs in each text should be clearly defined. Reading passages should be short and attractive. If a text is exploited well, it will allow the teacher to accomplish the objectives of the reading lesson.

The teacher always should remember that the final aim is communication and ability to explain the situation, so when working with the text we can follow the scheme like this:

– Suggest students reading the text on their profession, where they can get useful additional information on the subject;

– Give the task connected with inserting the gaps with missing words (text vocabulary), it helps to develop memory abilities;

– Multiple choice tests help users to improve their English skills and assess students' ability to:

– understand the text; communicate ideas clearly and effectively;

– understand grammatical elements and structures and how they relate to each other in a sentence;

– Completing the sentence helps in expressing ideas through sentence-combining and use of words and phrases; improve coherence of ideas within and among paragraphs;

– Guessing the word from the text (professional vocabulary) on its definition trains cognitive abilities and helps to develop memory abilities;

– Answering Wh-questions is an example of good feedback from other students and the teacher;

– The final task can be connected with communication in professional situations in English, which is the effective way to acquire professional English skills using real-life situations which simulate daily workplace situations;

Communication is the goal of learning foreign language. Learners need

language input from all four communicative skills: listening, speaking, reading and writing recycled and in a variety of methods [4].

Thus, the development of communicative competence is impossible without training verbal means of oral and written speaking skills. However, knowledge of lexical and grammatical material does not ensure the establishment of communicative skills. It is necessary to form the students' skills of operating with the educational material to use it later on in the certain areas of communication.

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