DEVELOPMENT STUDENTS' COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH AS A FOREIGN LANGUAGE IN ACADEMIC LYCEUMS

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Abstract: English language holds a particularly important place among the foreign languages taught in the higher educational establishments of Uzbekistan, and interest of the students to it is constantly growing. Especially after the decree «On further development of foreign language teaching and learning» [1], much more attention is being paid to English language.

Key words: foreign languages, communicative competences, communicative situations.

Introduction

The main goal of teaching any foreign language, and English particularly, is the formation of communicative competence of the students. «Communicative competence is sometimes determined as the capability of personality to implement linguistic competence in various situations of speech communication», but recently it has started to be more often referred to as communicative-speech competence necessary «for achievement of concrete goals and performing various types of speech activity in communicative situations».

In the new level system determining a student's command of Uzbekistan as a foreign language (A1 – C1) commonly accepted in Europe, each level is characterized by a set of certain communicative skills. In our article we shall dwell upon formation of communicative competence of the students studying English as a foreign language in academic lyceums. Due to the specific requirements of CEFR [2], a student of academic lyceums should acquire the language competences of B1 level.

Methods and methodology

In developing communicative competences of academic lyceum students, interactive training is considered to be the most effective. «Interactive training is first of all dialogue practice which includes interaction of the professor and the student. In the core of concept of this technique lies the understanding of social interaction of individuals in interpersonal communication, the most important characteristic of which is considered to be an individual's capability to accept the role of the other and imagine in what way he is perceived by the partner in communication». The effective means of interactive training may be:

[1] A decree by the President of the Republic of Uzbekistan Islam Karimov, on December 10, 2012

[2] Common European Framework of Reference for Languages: learning, teaching, assessment. Department of Language Policy, Strasbourg.

a) training communicative situations, in simulation of which we work with maps, slides, computer software and internet applications.

b) training games.

Training communicative situations.

«Regularly and deliberately created situations play a very important role in the formation of foreign language communicative competence, since the facilitate formation of a motive and a need for a statement, help making hypotheses or suppositions, stimulate thought and draw the training process closer to the natural speech communication» . The students themselves feel the necessity of drawing the training process closer to natural situations of communication rather than automatically fulfill tasks from the textbooks and learning guides.

Communicative situations are the situations of natural communication simulated by the teacher (at the early stages of learning English (Level A1) on the topics «Acquaintance», «In the street», «In the transport», «In a shop», «In a café», «At the university» etc.). In simulation of communicative situations at the earliest stages from the first lessons cards or photographs of various things are distributed among the students. For instance, while practicing the topic «Doing the shopping» two students participate in a dialogue playing the parts of a consumer and a shop-assistant. The «shop-assistant» gets the cards with images of clothes, fruit and vegetables or other foods. Using the previously explained theoretic material (structures «How much is …?», «I like …», adjectives and expressing request or wish e. g. «Could I have …?», «Could you show …») the students make up spontaneous «live» dialogues, plunging into a situation of natural communication. Making up a dialogue without visual materials is less active and effective, while bright cards arouse interest in all students, simulation of the situations goes in an active and entertaining manner,

thus a positive attitude and of course interest to the English language is shaped from the very first classes.

In simulation of communicative situations at higher levels of foreign language training (A2, B1) city maps, computer software and Internet applications in our work can be engaged. For example, for studying the topic «How could I get to …?» we hand out city maps or maps print-outs to the students. Then they get the roles of a tourist and a pedestrian in the street. Using the maps (information in them) the students make up a dialogue.

Working with Internet applications seems to us to be a more up-to-date approach. If the classroom is equipped with a computer and access to the Internet- Google Maps are used. Then the final destination and the place of dialogue are entered, the root is offered, the necessary scale is chosen, and the students make up a dialogue which is close to the real-life situation of communication in the street with the support of the data of the map.

At a level of English language learning (starting with B1) we offer a real communicative situation to the students: a call via Skype. Before the conversation comes the preparation: at first students form questions, then call the organization. All students in the group listen to the conversation. As a conclusion a detailed analysis of the conversation is made: whether all the questions were answered, were the answers understood by the student, and what was his reaction to the answers of the clerk on the phone. The practice like that does not only make the classes more expressive and entertaining, but owing to it the main goal of teaching foreign language is achieved- the student becomes a part of a real-life spontaneous communicative situation with a native speaker instead of a learning situation which is easily foreseen. Without doubt, practice like that is very helpful but the teacher should very carefully approach the choice of places to call.

2. Training games

Practice shows that games in a classroom with Uzbek students are usually very active. The peculiarities of national mentality and temperament of Uzbeks, such as openness, hot temper and striving hot healthy competition, increase the efficiency of the training game even more. According to the observations, games in the classroom help even shyest students to overcome the language barrier.

Let us consider several of the simple but useful games most frequently used in the classroom.

1)»Auction». The structure of the game comes from its name. An «auction» is held in the class, where the teacher plays the role of the «auctioneer», and «the prices» are offered by the students. The «price» is a word related to the topic offered by the auctioneer, e. g. «classroom», «family», «street» etc. At higher levels the topics can be more complicated and modified. The students name the words on the topic, the auctioneer counts to three after each of them. Like in a real auction, the winner says the last word.

2) «Museum gallery». The game is based on the paintings by different artists from Art Gallery in Uzbekistan. The students are split into two groups. The groups are given two same sets of cards with the paintings by artist. The task of the first team is to describe the painting, the other team should guess which painting is meant. The description lasts for one minute. The team that guessed more paintings wins. As soon as the team guesses the painting, professor shows the painting on the computer screen and gives brief information- its name, name of the artist, the year of its creation.

We may state that the usage of interactive teaching techniques increases the performance and helps develop communicative competence of foreign language students. The main part is played by the teacher who sees the student not as an object, but as a full-fledged partner of the learning process and who should manage numerous and various techniques of communicative education.

Modern teaching techniques broaden the opportunities of teaching, enhance students' motivation and optimize academic activities. Such techniques are valuable practically not only in teaching English, but also other foreign languages. We also see our goal in preparing new tasks which will arouse interest of the students to the language that they learn and increase their motivation.

Using interactive techniques of teaching English makes the class really exciting and up-to-date. Organization of academic activity in such a way plays a significant role in development of communicative competence of students, helps development of their speech capabilities and increases interest in English language and culture.

All in all, developing students' communicative competence is very helpful and essential in teaching English as a foreign language.

In order to develop communicative competences of academic lyceum students we must pay special attention to interactive training as it is considered to be the most effective one. Besides that, training communicative situations and games will be very useful to achieve our aim in teaching English.

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