
PECULIARITIES OF DEVELOPING COMMUNICATIVE COMPETENCE IN ENGLISH LANGUAGE CLASSES OF FUTURE ENGLISH TEACHERS

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DOI <https://doi.org/10.30525/978-9934-26-532-7-9>

INTRODUCTION

English is the most widely used language in the world and covers all aspects of human life: fiction, official documents, communication between people from different countries, etc. Learning English well and being able to use it to communicate is an opportunity to get richer content available from different sources. Language is a weapon in the human struggle for life and professional growth. English is a tool that helps us move towards internationalization, and its value is reflected in our English language skills.

Due to the constant development of linguistics and language learning theory, people are of the opinion that “language is a communicative tool”. The sole purpose of learning a language is to use it to convey ideas and obtain necessary information, and English language proficiency for students majoring in 014 Secondary Education (English Language and Foreign Literature) is a necessity for their future careers. Everyone knows that the essence of learning is guidance, and the learning process is actually intended to instill in students the habit of continuous learning and development. Teaching English at a university aims to develop students' oral communication skills. The ultimate goal of learning English is to be able to use the language in communication and in the future profession.

Therefore, the goal of learning English is the ability to communicate with people from different cultures, and for students majoring in philology, it is also a component of training a future English teacher. In the process of teaching English, it is worthwhile to “penetrate” the culture of English-speaking countries in order to improve students' understanding and use of English and, at the same time, to deepen their understanding and knowledge of their native culture. However, in actual classroom teaching, teachers pay too much attention to basic knowledge and basic skills of English and neglect the development of students' communicative competence. Sometimes students do not understand British and American cultures in real intercultural communication and make “cultural mistakes”.

The study of modern methods of teaching foreign languages has been carried out by: O. Alioshyna, N. Borysova, K. Caplow, J. Cockrell, N. Dimitrenko, I. Humeniuk, A. Tkachov and others. The communicative approach was analyzed by: L. Baidiuk, I. Bashynska, N. Belomestnova, N. Bidiuk, M. Canale, K. Dewi, L. Harding, O. Kazachiner, S. Korol, I. Kostikova, I. Pavelchuk, V. Redko, M. Swain, G. Shian, A. Verbenets, Y. Zadunaiska and others.

The relevance of this study correlates with the need to develop students' communication skills and the need to find ways to develop students' communication skills during English classes and to consider techniques that will help us solve this problem. Therefore, the study of the peculiarities of developing students' communicative competence in English classes is currently relevant, as our task is to bring English teaching closer to a foreign language environment and to develop intercultural awareness of higher education students so that they can use the language correctly and appropriately.

The purpose of the study is to theoretically investigate the peculiarities of future teachers' communicative competence development in English language classes.

1. Foreign language communicative competence as a methodological problem

The American anthropologist and sociolinguist Himes put forward the concept of communicative competence, as mentioned by L. Harding in his study. He believed that communicative competence includes not only linguistic competence, i.e., in the process of using language, both parties should know whether the structure of communicative discourse is correct, but also should know the feasibility, appropriateness, and purpose of communicative discourse in a particular context. That is, the communicative ability allows the speaker to communicate in the right place, at the right time, and in the right way¹.

O. Alioshyna wrote that the ability to communicate in English is a subject of study and an important manifestation of comprehensive English proficiency. Speaking is also one of the most intuitive ways to express English literacy². When teaching English in higher education institutions, it is necessary to teach students basic knowledge of English and, more importantly, to develop students' spoken communication abilities and spoken communication skills, as well as to improve their literacy and proficiency in English.

¹ Harding L. Communicative language testing : current issues and future research. *Language Assessment Quarterly*. №11(2). 2014. P. 189.

² Альошина О. М. Сучасні методи та технології викладання іноземних мов у ВНЗ. *Проблеми та перспективи формування національної гуманітарно-технічної еліти*. Харків, 2012. Вип. 30–31 (34–35). С. 244.

A. Verbenets noted that when teaching English, it is necessary to emphasize the practicality of the language, pay attention to the development of students' ability to use English comprehensively, encourage them to actively participate in practical language classes and use language attempts creatively, promote the development of their speech skills, and gradually acquire the ability to communicate³.

K. Davy noted that communicative competence is a complex concept that includes language, rhetoric, social, cultural, psychological and other factors, including the use of language (spoken or written) and paralinguistic means (body language) by a person to achieve a certain communicative ability⁴.

Foreign language communicative competence is the ability to use foreign languages to achieve specific communicative goals. It can be used in certain social occasions (e.g., formal and informal) and for people with different social statuses (e.g., teachers and students, elderly and young people) in certain cases (e.g., greetings, farewells, requests). The ability to express oneself in a foreign language.

Foreign language communicative competence should include [53, p. 165]:

1. Grammatical competence, i.e. possession of a system of knowledge of speech, grammar and vocabulary of a foreign language.

2. The ability to “social language”, i.e. in different communication scenarios, foreign language users can express and understand words appropriately based on factors such as the topic, the speaker's personality and the purpose of communication.

3. Discourse ability is the ability to understand all the subtleties of text structure and content.

4. Strategic abilities, i.e. the ability to use verbal and non-verbal means to solve problems in different communication situations.

The communicative teaching method was first proposed in 1970. American linguist Thomas considered language a practical tool. Compared to other traditional teaching methods, the communicative teaching method has obvious advantages and characteristics: first, the communicative teaching method emphasizes practical application, it is more conducive to the application of learning, and second, classroom activities are dominant⁵. Learning mostly takes place in the classroom, and the content of learning is mainly face-to-face classes that include a wide range of knowledge; finally,

³ Вербенець А. В. Комбінування традиційних і сучасних методів навчання для формування комунікативної компетентності на уроках англійської мови у старших класах. Кривий Пір, 2023. С. 56.

⁴ Falla T., Davis P. A. Solutions Intermediate Student's book. 2nd edition. Oxford : Oxford University Press, 2008. P. 44.

⁵ Whyte S. Revisiting communicative competence in the teaching and assessment of language for specific purposes. Language Education & Assessment. № 2(1). 2019. P. 15.

the main part of learning is students, and the teacher mobilizes their interest in learning by using different methods⁶.

A big problem faced in the English language teaching process is that students are not interested in learning, and the communicative teaching method is a very good method to change this situation. For students, increasing their interest can greatly improve teachers' teaching effectiveness, mobilize students' enthusiasm for learning, and improve their English application skills and communication level. At present, teachers use physical teaching aids, body language, speech situations, simple strokes, drawings, etc.

In the process of teaching English, role-playing is a very effective way to increase students' interest in learning. With the help of real role-playing games, higher education students can determine the location of characters and have an accurate idea of the methods of using and timing of certain sentence patterns⁷. For example, when interpreting a plot, some represent one side and others represent the other. Through role-playing and comparison, students can better absorb the knowledge they have acquired, and interest in learning English can be increased through student participation in such games.

Classroom games, as the best way to improve the effectiveness of classroom teaching, can increase students' enthusiasm for learning and allow students to master relevant knowledge better and faster. For example, our usual listening comprehension solitaire games, phoneme pronunciation games, word change games, word competition games, etc. are all part of the game. The teacher divides students into groups, determines the amount of assessment for each group, sees which group performs the best and fastest, and then rewards them. Games greatly increase enthusiasm for learning English by allowing students to be stimulated to learn in a good classroom atmosphere⁸.

In language communication, students can continue to master the grammar they have learned in class and continue to acquire and improve their comprehensive use of English.

The ultimate goal of learning a foreign language is to communicate in a foreign language, that is, to receive and disseminate information in a foreign language. Communication in a foreign language is different from communication in your native language. Participants in native language communication belong to the same cultural background. Thus,

⁶ Zainuddin S. Communicative competence in language teaching (Lt). URL: <http://digilib.unimed.ac.id/443/1/Fulltext.pdf>

⁷ Yufriзал H. Teachers and students' perceptions of communicative competence in English as a foreign language in Indonesia. *Educational Research and Reviews*. Vol. 12 (17). 2017. P. 868.

⁸ Telychko N. V. Forms and methods of control of the foreign-language communicative competence. *Науковий вісник Мукачівського державного університету. Серія «Педагогіка та психологія»*. Випуск 1(19). С. 195.

communicative ability in a foreign language is actually a kind of intercultural communicative ability.

The definition of communicative competence is the determination of the degree of communication competence. Given the current reality that English has become an international language, communicative competence for English language learners should reflect the characteristics of English as an international medium of communication and should include those for whom English is their first language and those who use English as a language of instruction, the ability to communicate, the ability to recognize, evaluate and respond flexibly to communicate effectively with people from different countries, and the ability to ensure smooth communication in an intercultural environment.

Researchers in foreign language learning really began to study the role of the mother tongue in foreign language learning in the 1950s. They investigated the influence of the mother tongue on foreign language learning in terms of transmission and cognition⁹.

For higher education students whose mother tongue is Ukrainian, the Ukrainian language is not only a means of communication in everyday life, but also a cornerstone of traditional culture. For Ukrainians, knowledge of their native language has a significant impact on learning English. If the process of learning a foreign language blindly intensifies the learning of a foreign language without paying attention to improving the development of the mother tongue as the basis of the language, it not only does not contribute to the learning of a foreign language, but also causes great difficulties, obstacles and limitations. To become a mediator and communicator of different languages and cultures, it is equally important to learn foreign languages and the mother tongue¹⁰.

Those who learn English and have good communication skills can acquire communication skills in English relatively easily. Similarly, if the student's native language is structurally similar to English and the cultural background is similar, the probability and extent of positive transfer of communicative competence will be higher.

J. Behringer¹¹ believes that “foreign language beginners” tend to use the concepts and structures of their native language to analyze the foreign language they hear or see, so they also use some components of their native language to replace certain elements in the foreign language when using it. The learner makes hypotheses based on the existing rules of the foreign language and knowledge of the mother tongue, if they use their knowledge of the mother tongue to speak the correct foreign language, positive transfer

⁹ Mart C. T. From communicative competence to language development. *International Journal of English Linguistics*. Vol. 8. № 2. 2018. P. 164.

¹⁰ Павельчук І. О. Розвиток комунікативних навичок у старшій школі. URL: <https://molodyivchenyi.ua/index.php/journal/article/view/5733>

¹¹ Beringer J. Application of Problem Based Learning through Research Investigation. *Journal of Geography in Higher Education*. 2007. № 31. P. 447.

will occur. If the wrong foreign language is spoken with knowledge of the mother tongue, Negative Transfer occurs – this happens when English learners use a translation method to speak correct English.

Thus, mistakes in the process of learning English reflect students' constant assumptions and checking of foreign language rules and also reflect the real situation of students' active use of learning and communication strategies. Therefore, teachers should not only understand the errors but also encourage students to participate in communication.

2. Methods and techniques of teaching speaking in English language classes at higher education institutions

In the “Thematic Explanatory Dictionary of Terms for Students of the Faculty of Foreign Philology” by K. Ruzhyna, M. Vovk, M. Khyzhniak, speaking is defined as “a productive type of language activity through which (together with listening) oral verbal communication is carried out”¹², i.e. it is a way of expressing our thoughts orally.

Speaking is a complex type of speech activity, which is carried out with the help of speech hearing, memory, prediction and attention¹³. According to L. Kasianova, speaking implements the practical component of learning, which implies awareness of the application of foreign language rules, and even a fairly large vocabulary. The results of the study by L. Denysiuk and O. Panasiuk state insufficient mastery of teaching speaking skills; in particular, there are violations of logical connection, argumentation, question formulation, and use of lexical and stylistic means¹⁴.

When teaching English, two forms of communication are distinguished: monologue and dialogic speech, on which the choice of teaching methods depends.

Dialogic speech is a form of speech when there is a direct exchange of statements between two or more persons¹⁵. The peculiarities of choosing methods of teaching dialogic speech largely depend on age characteristics. When studying the topic “Famous artists”, which corresponds to the section “Creativity”, the role-playing game “Art dialogue: Meeting a famous actor”, where students become journalists preparing an interview with a famous

¹² Методика викладання іноземних мов у середніх навчальних закладах. *Тематичний тлумачний словник термінів для студентів факультету іноземної філології* / Укладачі: К. М. Ружин, М. А. Вовк, М. М. Хижняк. Запоріжжя : ЗНУ, 2010. С. 64.

¹³ Касьянова Л. В. Теоретичні засади процесу формування іншомовної комунікативної компетенції учнів. URL: <https://naurok.com.ua/teoretichni-zasadi-procesu-formuvannya-inshomovno-komunikativno-kompetenci-uchniv-7914.html>

¹⁴ Денисюк Л. В., Панасюк О. М. Компетентнісний підхід у навчанні іноземної мови у контексті Нової української школи. Актуальні проблеми філології та методики викладання гуманітарних дисциплін: Збірник наукових праць. *Наукові записки Рівненського державного гуманітарного університету*. Рівне : РДГУ, 2019. С. 130.

¹⁵ Вороніна Д. А. Зміст та структура іншомовної комунікативної компетентності сучасних фахівців. *Науковий часопис НПУ імені М.П. Драгоманова. Серія 13. Проблеми трудової та професійної підготовки*. С. 19.

artist. The goal of the game is not only to learn about his or her art, but also to use English for active communication and questioning. At the preparatory stage, students study the artist's biography and prepare questions for the interview in English. At the next stage, they act out a scene of a meeting with the artist, where everyone asks a question in English. At the final stage, each group asks their own questions and conducts the interview in front of the audience. This game helps to develop communication skills, understanding of culture and art, as well as to use English in real-life situations. The use of role-playing games helps to apply language skills in practical situations, not just abstract exercises. Participation in role-playing games encourages students to actively communicate, express their thoughts and ideas in English, which helps to develop their speaking skills.

Role-playing games may require a lot of preparation and can be held in optional or extracurricular classes. Dramatic games create an immersive atmosphere where students are involved in the roles of characters and settings, which encourages the use of English for emotional and physical expression. Theatrical games can be more complex and structured, taking into account the age and language levels of the students. For example, dramatic dialog can be used. For this type of work, the group is divided into pairs and each pair is asked to recreate a dialog from a textbook or movie in a theatrical form. In addition, you can use the method of "improvised theater" when students can create a script on the go, reacting to the proposed situations and roles. However, when using theatrical games, it is necessary to take into account the interests and level of language training of students so that they feel as comfortable and motivated as possible.

Situation games in the English classroom can be an effective way to practice and develop communication skills. They can be tailored to almost any topic of the lesson: "At the doctor's," "At the airport," etc.

Students can also use simulation role-playing games with cognitive content that prepares them for future social roles. Here, you can already organize discussions and conferences, having distributed roles in advance. During the game, you need to look for problems and find ways to solve them. Students can already discuss political, economic, social and environmental issues¹⁶.

Monologic speech is a form of speech addressed to one or a group of listeners (interlocutors), sometimes to oneself; in comparison with dialogic speech, it is characterized by extended speech (which is associated with the desire to cover the thematic content of the statement), the presence of common constructions, their grammatical formulation¹⁷. The development

¹⁶ Макар Л., Деркач Ю. Ігрові форми роботи як засіб формування іншомовної комунікативної компетентності школярів. *Молодий вчений*. 2020. 9 (85). С. 211.

¹⁷ Нагірний Л. Особливості формування іншомовної комунікативної компетенції студентів. *Науковий журнал Чернівецького університету : актуальні проблеми романо-германської філології та прикладної лінгвістики*. 2012. Вип. 4. С. 107.

of monologue speech can be achieved by using various methods and techniques, such as thematic speeches, discussions and debates, stories and stories, monologue essays, and storytelling.

Thematic speeches are effective for developing students' monologue speaking because they allow them to delve into specific topics, expand their vocabulary and improve their self-expression skills. Examples include discussing current events, talking about personal experiences, or presenting a project. It is important to structure the speech, maintain interest in the audience and provide feedback to gradually improve monologue skills. This technique can be used at all stages of English language learning, the choice of topic will be determined by the curriculum and the length of the message will depend on the level of language proficiency.

Introducing debates in English classes can be a very useful method for developing speaking, argumentation and critical thinking skills. It also helps to improve language proficiency. To make the debate effective, it is recommended to choose interesting and relevant topics, divide students into pro and con teams to help them develop their argumentation skills, encourage students to research their topics, analyze information and develop convincing arguments, and provide feedback after the debate to improve students' skills.

The storytelling method contributes not only to the development of language skills and the functional use of learned lexical and grammatical material in speech but also to the development of imagination, creativity, and socio-emotional and cognitive skills¹⁸. The authors of this method offer their own sequence and types of exercises for teaching monologue skills within the framework of the storytelling method in the English language class at a university. Before starting to read a class story, it is necessary to first study vocabulary, grammar, language functions, and culture if these aspects are present in the story. Thus, planning an English class using the storytelling method includes designing a lexical minimum, language functions, and grammatical structures¹⁹.

The structure of a lesson using storytelling includes:

Warm-up for activating students' knowledge, preliminary study of new vocabulary, anticipation of the development of events in the story, as well as setting goals for further work. Presentation of the story, consisting of questions and answers, for discussion. Practice may include retelling events and stories, identifying the main ideas, as well as creating one's own or an alternative version of the development of events²⁰.

¹⁸ Нагірний Л. Особливості формування іншомовної комунікативної компетенції студентів. *Науковий журнал Чернівецького університету : актуальні проблеми романо-германської філології та прикладної лінгвістики*. 2012. Вип. 4. С. 108.

¹⁹ Нос Л., Павленко Н. Використання комунікативних вправ на уроках англійської мови у початковій школі. *Молодий вчений*. 2020. 10 (86). С. 417.

²⁰ Пантелєєва О. О., Малєєва Т. Є. Формування іншомовної комунікативної компетенції студентів немовних спеціальностей. *Духовність особистості: методологія, теорія і практика*. 2019. № 1 (88). С. 136.

In English classes, the Speaking section provides tasks aimed at identifying the level of knowledge of meta-subject skills. The oral part includes four tasks:

1) reading a fragment of a stylistically neutral text (C3 of the basic level of difficulty);

2) a question-and-answer dialog based on a photo/specific situation (C4 of the basic level of difficulty), focused on testing dialogic speech skills (requesting information and clarifying it, situational and correct use of language tools)

3) creating a monologue based on a photo/specific social/business/cultural situation (C5 of the basic level of difficulty), which tests the ability to logically and complexly build a statement in a certain volume, accurately and correctly use language means of communication;

4) creation of a monologue with elements of comparison and contrast based on a photo/specific situation (C6 of the basic level of difficulty), which tests the adequate use of description, reporting, and reasoning strategies.

The following mistakes were found in the process of preparing and checking this type of task:

Common errors in all tasks:

1) – phonetic errors (incorrect accents, intonation);

- semantic errors (misreading of words that changes their meaning);

- lexical and grammatical errors;

- lack of desire to achieve the goal of communication / resolve the communication situation;

- inability to express one's own opinion;

- lack of logic in building a dialog in general.

2) – composing a monologue instead of a questioning dialog;

- lack of questions to the interlocutor, inability to formulate them correctly;

- inconsistency of the question wording with the specific task;

- non-compliance with grammatical rules when constructing a statement.

3) – violation of the logic and structure of the description;

- inconsistency of the answer with the instructions in the task;

- incorrect interpretation of the content of the picture);

- impersonality of the statement.

4) – a detailed description of one photo instead of a brief description of two;

- lack of comparison and generalization.

Thus, teaching speaking is a complex and continuous process consisting of the stages of forming speech skills, improving speech skills, and developing speech abilities. Speaking can be considered as both learning and as a goal of learning. As a means of teaching speaking, it is used in the formation of pronunciation and lexical skills and is a way to consolidate the

material in practice, while at the center of teaching, speaking is a goal that focuses on the ability to conduct a conversation.

3. Educational model of developing communicative competence of students of higher educational institutions

Given the psychological and pedagogical features of teaching English to students, in our opinion, it will allow for achieving the best results in the development of foreign language communicative competence. In this study, we highlight the following:

Interest in the language being studied. Starting to learn a foreign language, students get acquainted with a new learning environment and gain new knowledge. They feel new and show a high level of interest and enthusiasm. However, after a while, their enthusiasm disappears. Due to the deepening of learning, some of the content becomes boring, difficult to understand and devoid of appeal. Students easily lose energy and concentration. Stability noticeably leaves much to be desired. Some higher education applicants find it difficult to switch attention when working with different types of speech activities²¹.

It is necessary to pay attention to:

- use of educational materials (it should not be monotonous). Proper use of real-life examples in teaching and interspersing them with foreign cultures, use of teaching with pictures, to specify an abstract problem and increase interest.

- teaching methods should be flexible and diverse, using heuristic learning. The teaching method can be more lively, it is necessary to teach from simple to complex, from known to unknown, step by step, so that students can understand and gain confidence.

- the teacher's explanation should be specific. The time for explaining each question should not be too long. When presenting new material, it is necessary to make intervals so that students can discuss, practice and take notes, which is important for maintaining their attention.

- it is worth increasing the frequency and time of dialogue between the teacher and the student. Interest in learning should be stimulated, and opportunities for learning and practice should be expanded, which will help students better concentrate.

- when changing the content of the study, it is necessary to pay attention to the transition, avoid jumps and explain the new content when the student's attention is shifted. When teaching, the teacher should monitor the student's attention and observe the students²².

²¹ Макар Л., Деркач Ю. Ігрові форми роботи як засіб формування іншомовної комунікативної компетентності школярів. *Молодий вчений*. 2020. 9 (85). С. 211.

²² Король С. Розвиток іншомовної комунікативної компетенції майбутніх вчителів іноземної мови за допомогою методу інтелект-карт. *Молодь і ринок*. 2019. № 3 (170). С. 87.

Features of student memory.

Language is also basic knowledge, including related culture, habits and grammar, vocabulary, etc. Some higher education students want to use unnecessary hard memory, as a result of which they are unable to remember and master the skills at a good level. In addition, students only memorize English mechanically, and their learning is not flexible, which affects the quality of learning.

It is necessary to pay attention to:

– When preparing classes, you should carefully study the material from the textbook. The main goal is to find out the logical relationships and internal connections between the content of the textbook, combining cultural characteristics and other related knowledge, so that students can learn and learn systematically.

– Think seriously about key and complex teaching methods. Highlight the teaching process of explanations, carefully make class notes, try to clarify, and understand the essence so as to learn, understand, and remember.

– When teaching idioms, speech, methods and skills, you should pay attention to regularity. For similar content, opposite explanations should be given, so that students can strengthen their memory with understanding and promote understanding with memory.

– after learning new knowledge, it is necessary to pay attention to organizing various reviews (repetition after class, tasks before class, discussion of one question per day, confrontation in the study group, etc.) in order to consolidate the knowledge gained, as well as help students learn methods of conscious memory and provide them with detailed information²³.

Features of thinking.

With the development of society, the development of science and technology, and the deepening of cultural education, the quality of culture and intellectual level of students have improved significantly. They have a certain ability to analyze and solve problems, but in real learning, due to the lack of understanding of relevant knowledge, many students were unable to fully reveal their mental abilities, demonstrating the lack of rich imagination during learning²⁴.

It is necessary to pay attention to:

– it is necessary to apply the principle of heuristic learning and actively encourage students to think independently. In classes, it is important to pay attention to helping them find key points, peripheral “obstacles” to the main

²³ Корніяк О. М. Розвиток комунікативної компетентності особистості в сучасному соціокомунікативному просторі. URL: <https://core.ac.uk/download/pdf/32305847.pdf>

²⁴ Борисова Н.В. Нестандартні прийоми як складова формування комунікативної компетенції при навчанні майбутніх вчителів англійської мови. *Актуальні питання гуманітарних наук*. Вип. 59, том 1, 2023. С. 223.

content, and key points and the main content must be studied – it is necessary to actively conduct pedagogical research and promote teaching and learning. Teachers should seriously summarize the experience of developing heuristic teaching methods, and students should pay attention to studying teaching methods with positive thinking and communicating in time.

– pay attention to the use of multimedia teaching methods to inspire students. This is necessary to show students' enthusiasm for thinking, create a good atmosphere and encourage independent thinking. Attention should be paid to teaching students in terms of comparison, classification, abstraction, generalization, materialization and systematization.

– when checking homework and exams, it is necessary to increase the proportion of reading, listening and speaking, as well as develop and train comprehensive speaking skills. Extracurricular educational activities should develop mental abilities²⁵.

Skill formation.

Skill formation in students is associated with their mastery of language elements, pronunciation methods and tone. In the process of skill formation, students are characterized by speed of implementation, thoroughness and a large number of errors. This is due to the fact that when they first started to contact those who communicate in foreign languages, they felt interested and talkative and quickly accepted them, but after a period of communication, students felt monotonous and repetitive, sluggish, uninitiated and even regressive²⁶.

It is necessary to pay attention to:

– seriously study grammar, intensive reading, oral English and other teaching methods, and then work on a real situation. For skill formation, attention should be paid to the peculiarities of the language in order to avoid a gap between study and use.

– pay attention to the individual psychological characteristics of students in the process of skill formation, identify their problems at different stages of the skill formation process and comment on existing problems in a timely manner.

– Summarize the methods and skills of skill formation, pay attention to organizing the exchange of experience in the classroom and outside the classroom, and hold competitions at appropriate times to shorten the time for the formation of necessary skills. In recent years, we have paid attention

²⁵ Задунайська Ю. Формування іншомовної комунікативної компетентності у вищих навчальних закладах педагогічного профілю. *Соціально-гуманітарний вісник*. 2018. Вип. 23. С. 32.

²⁶ Дмітренко Н. С., Доля І. В. Застосування проблемно-орієнтованого навчання на заняттях з іноземної мови у вищому навчальному закладі. *Сучасні інформаційні технології та інноваційні методики навчання у підготовці фахівців: методологія, теорія, досвід, проблеми*. 36. наук. пр. Випуск 46. Київ-Вінниця : ТОВ фірма «Планер», 2016. С. 168.

to the generalization and promotion of interactive teaching methods in teaching, which have played an important role in improving students' abilities.

– The organization of speaking exercises should be scientific and reasonable, and should not be interrupted for a long time. The number of exercises should be moderate. You can start with a smaller number, then increase it, and then reduce it again to improve the quality of skill formation²⁷.

Speech expression skills play an important role in communication and interaction. English teachers need to focus on the study and teaching of oral and written speech in the process of their regular teaching, to consolidate the basic knowledge of English.

Language is a tool for communication, as well as a way to express emotions. English as a second language, other than the native language, is more difficult to learn due to the longer learning cycle and fewer opportunities for practice. The development of communicative skills in English should begin with oral expression, and targeted guidance and training should be carried out according to the age characteristics and knowledge level of students. The initial stage stimulates their interest in learning, encourages them to read and write, provides opportunities for oral practice of English, and eliminates fear and shyness before reading and speaking English. Only when they are familiar with English can they learn to master the language better²⁸.

In the process of teaching English in higher education, verbal communication is the main direction of learning. The student's ability to communicate will directly reflect the comprehensive quality of English proficiency and is also an important manifestation of the extent to which students use English in various areas of their communication.

Due to the wide range of cultural differences, foreign language teaching should permeate all aspects, especially face-to-face learning. This requires teachers to constantly improve their theoretical knowledge, strive to increase linguistic and cultural literacy, and have a deep understanding of intercultural relations. To do this, immerse yourself in cultural awareness.

First of all, the task of each teacher is to help organize the student's learning trajectory. Any learning process goes from simple to complex, and this is a gradual process. For oral communication in English, students need to have a certain linguistic foundation. In the process of teaching English,

²⁷ Денисюк Л. В., Панасюк О. М. Компетентнісний підхід у навчанні іноземної мови у контексті Нової української школи. Актуальні проблеми філології та методики викладання гуманітарних дисциплін: Збірник наукових праць. *Наукові записки Рівненського державного гуманітарного університету*. Рівне : РДГУ, 2019. С. 130.

²⁸ Гуменюк І. Б. Формування ключових життєвих компетентностей учнів шляхом встановлення міжпредметних зв'язків на уроках англійської мови. URL: https://imso.zippo.net.ua/wp-content/uploads/2017/08/2017_7_11_

school teachers increase their level of preparation for writing²⁹. Writing is a manifestation of the ability to express themselves. Using a foreign language requires a higher level of English proficiency. Writing is a process of "relaxation". First, students must learn to write competently what they want, and only then can they say it. The ability to write is the basis of the ability to speak. This is a transitional stage. To have excellent oral skills, you first need to reach a certain level of writing. Teachers follow such recommendations mostly at the initial stage of learning.

The second stage is to encourage students to listen and learn English in universities. Teaching in English can be conducted in the class. Some students with poor English proficiency may find it difficult to understand, but students are more and more familiar with English in a good English-speaking environment and are more and more accustomed to English. The teacher should encourage students to read and speak English together, encourage students to use English in answering questions or asking questions, and correct speech defects and grammatical errors, which can effectively promote the development of communication skills³⁰.

Finally, there are various ways to improve students' understanding of communication and expression in English. Teachers can use video and audio materials, play short films in English, video clips, and songs in English in the teaching process to increase interest in learning English and create a good learning atmosphere. When learning English in a relaxed atmosphere, listening and speaking skills are improved.

Learning English is not only about being able to read and understand a text, and this should not make students feel that using oral English is unnecessary and a waste of time. Language learning is comprehensive and systematic. The ability to read and write is far from enough. Its ultimate goal is to learn to speak and express your thoughts, to enliven the language, and to use knowledge instead of ignoring the basics. This is the basic requirement for developing communication skills in English, and it is also a problem that should be paid attention to in the process of learning English.

Successful learning of English is the ability to use the knowledge and skills you have learned and mastered to communicate with people, only memorizing words and grammar is a mechanical behavior. This way of learning will inevitably lead to high scores and low energy levels, a waste of educational resources, and a delay in the development of talents. Teachers should regulate the relationship between speech teaching and exercises,

²⁹ Башинська І. С. Формування іншомовної компетентності учнів на уроках англійської мови. *International scientific journal «Grail of Science»*, 24. February, 2023. С. 638.

³⁰ Вороніна Д. А. Зміст та структура іншомовної комунікативної компетентності сучасних фахівців. *Науковий часопис НПУ імені М.П. Драгоманова. Серія 13. Проблеми трудової та професійної підготовки*. С. 18.

organize oral practical classes reasonably, perform practical tasks in speech communication, and develop speech communication and expression skills.

4. Teaching English communication in English classes

Teaching English communication skills is influenced by sociolinguistics, psycholinguistics, and transformational generative linguistics. Special attention is paid to the communicative nature, communicative function, communicative purpose, and communicative process of teaching English.

Speech practice means speech communication. The main focus of such practice is on speech form, and students learn more speech form in the process of such practice; the main focus of such communication is on speech content, which allows the two parties to understand each other. The purpose of teaching English in higher education is to develop students' ability to communicate in English and master speech forms. However, mastering language forms in the form of language practice is the main prerequisite for the development of communicative competence in higher education students in English. Communication practices complement each other, and they must be organically combined. You should communicate on the basis of language practice, such as connecting with your own life, using words and sentence patterns in the text to express your own thoughts, and talking about your experience and achievements after studying, reviewing, and consolidating the learned vocabulary and sentence patterns. Whenever the teacher presents new material, he should first involve students in practicing, and only then move on to meaningful practice, and then perform communicative practice and gradually push language practice to language communication³¹.

You should first master communicative skills through listening, speaking, reading, and writing. Listening, speaking, reading and writing skills when teaching English in higher education institutions must reach a certain level³²:

The development of intelligence is currently in the era of a new technological revolution. It pursues only the accumulation of knowledge and ignores the development of intelligence. Such a process is unable to meet the requirements of the time or fulfill the tasks of teaching English. Therefore, during such teaching, attention should be paid to the development of intelligence in students. Intelligence refers to such

³¹ Бідюк Н. М. Комунікативна компетентність майбутнього вчителя філолога: зміст та структура. *Інформаційно-комунікаційні технології в сучасній освіті: досвід, проблеми, перспективи*: збірник наукових праць третьої Міжнародної науково-практичної конференції (12–14 листопада 2012р.). Львів, 2012. С. 159.

³² Вербенць А. В. Комбінування традиційних і сучасних методів навчання для формування комунікативної компетентності на уроках англійської мови у старших класах. Кривий Ріг, 2023. С. 34.

processes as observation, memory, creative thinking, the ability to independently analyze and solve problems, etc.

Observation is a necessary condition for the development of intelligence. The ability to observe refers to the process of perceiving language in a planned manner, which is often accompanied by active thinking, that is, the ability to fully, deeply and correctly recognize the characteristics of the language. Intuition of language and objects, diagrams and electrochemistry are important tools for the development of observational skills.

The ability to remember is the basis of the development of intelligence. Memory is the reflection in the mind of language materials that have touched the past. To accumulate language materials and master the skills of verbal communication (listening, speaking, reading and writing), it is necessary to rely on memory skills. Understanding the inherent connection of language, mastering the structural rules of each of its elements, such as pronunciation, vocabulary, and grammar, and the ability to use language knowledge for meaningful listening, speaking, reading, writing, and verbal communication are the keys to improving the ability to remember.

The ability to think creatively is the basis of the development of intelligence. Thinking is a general and indirect reflection of the human brain on objective things. Language is a tool for thinking, and language is also the material shell of thinking. The key to the development of mental abilities is to teach them the method of learning and the method of thinking. Actively analyze, synthesize, compare and generalize the laws of linguistic knowledge, connecting analogies and actually applying the laws to reach the level of inference and understanding by analogy, which is the fundamental guarantee of acquiring linguistic knowledge and developing communicative competence³³.

The ability to independently analyze and solve problems is a concentrated expression of the development of intelligence. Develop the ability and perseverance in independent study, analysis, and problem-solving, which will contribute to the disclosure of ingenuity and will have benefits for life. The ability to independently study includes the ability to read according to language rules, pronounce words and check phonetic signs for correct pronunciation, and even the ability to read the text aloud. With the help of vocabulary lists or dictionaries, text notes and grammar knowledge, the student will be able to explain the vocabulary and its relationship to word combinations, and grammatical structure, and then have the ability to read, understand and summarize the main ideas of the text, as well as highlight difficult points for asking questions in class, etc.

³³ Дмітренко Н. Є., Петрова А. І. Застосування проблемних ситуацій для формування іншомовної комунікативної компетентності у майбутніх учителів на заняттях з англійської мови. *Іноземні мови*. №3. 2017 (91). С. 24.

English teaching should provide ideological education and develop talents in them with comprehensive development in all aspects of shock, intelligence, physique and beauty. English teaching should not only adhere to the rules of language teaching and fully consider the characteristics of students who master English but also pay attention to cultivating patriotism, internationalism, dialectical materialism, correct motivation for learning, perseverance, and goodness in them. English teaching is not only based on its teaching, regardless of ideological education, and cannot only choose political terms, put political labels and name political slogans³⁴.

To be able to understand simple subjects of everyday life, social policy, science and technology, as well as to have a certain level of listening, speaking, reading and writing skills, studying English in higher education requires students to master basic phonetic, vocabulary and grammatical knowledge. Let's consider each component separately.

Phonetics: the ability to read letters and phonetic symbols; the ability to compose words that comply with pronunciation rules, in accordance with pronunciation rules, which leads to fluent reading of texts and dialogues with (mostly) correct pronunciation, intonation, pauses, sentence stress, and rhythm.

Vocabulary (vocabulary): learn 3000 words, master 2000 words.

Grammar: master the basics of grammar and syntax and be able to use the acquired grammatical knowledge to analyze more complex sentences in the text to achieve a correct understanding of the text.

Texts: be able to read texts correctly and fluently, be able to ask and answer oral and written questions, build dialogues, write stories and be able to summarize texts, as well as be able to conduct dialogues and retell familiar topics of texts. Ability to write short works (essays) and letters³⁵.

The English teacher is responsible for the development of creativity. Talents should be developed, especially communication skills, which shows that when teaching English, attention is paid to communication training using real situations. It is necessary to introduce social life into the lessons, conduct a series of bright, interesting and realistic communication activities and turn knowledge from textbooks into practical skills. It is necessary to move the group into society and continue to develop English communication skills in real life to improve students' practical skills³⁶.

It is worth paying attention to extracurricular conversations (you can hold conversation clubs) in English for students to develop good oral skills.

³⁴ Корніяк О. М. Розвиток комунікативної компетентності особистості в сучасному соціокомунікативному просторі. URL: <https://core.ac.uk/download/pdf/32305847.pdf>

³⁵ Касьянова Л. В. Теоретичні засади процесу формування іншомовної комунікативної компетентності учнів. URL: <https://naurok.com.ua/teoretichni-zasadi-procesu-formuvannya-inshomovno-komunikativno-kompetenci-uchniv-7914.html>

³⁶ Загальноєвропейські Рекомендації з мовної освіти: вивчення, викладання, оцінювання. URL: http://www.khotiv-nvk.edukit.kiev.ua/Files/downloads/zagalnoeyevrop_rekom.pdf

Shyness, fear of mistakes, self-doubt and reluctance to speak are the main reasons for the wrong approach to learning English.

The more students are afraid of making mistakes, the less they dare to speak, so teachers should instill confidence in them. How to do this? First of all, teachers should set a good example, meet and greet, communicate, and speak English as much as possible so that they can develop conversational skills. For example, let them use everyday phrases to develop conversational habits. Appropriate topics for conversation can be suggested so that students can consciously communicate in English in their free time. Speaking English in their free time sometimes confuses foreign language students. Therefore, teachers should suggest topics for students to talk about. There are many different topics for such conversations, and the style of conversation can also be eclectic, in pairs or groups, with teachers and students. Students should gain knowledge through continuous speech, which will improve their ability to verbally express their own thoughts³⁷.

Teachers should select teaching materials, explore interesting topics for students to communicate, and guide and encourage students to communicate.

In the process of studying the content of the study, it is necessary to study the textbooks in-depth and find communicative topics in them. There are many topics suitable for communication in each text. Teachers should identify and clarify the communicative topics contained in the textbooks, and then help them apply them in practice.

Through the use of knowledge to achieve the goal of completing the learning task, students should be given the opportunity to speak often in class so that they can master oral speaking skills and learn to communicate. After such classes, students can really use the material they have practiced. According to the model of "relying on teaching materials – communicating without teaching materials – returning to teaching materials to complete learning".

In teaching communication in English language teaching, although most of the learning material is taken from textbooks, if students just follow the textbook and do not use it flexibly, they will definitely not have real communication and will not have verbal skills³⁸. Therefore, teachers should not only use teaching materials, but also take additional materials or use various teaching aids to teach students to calmly and freely carry out real communication, do exercises in real communication, and truly live in learning and application. If students can do this, they will achieve the goal of completing their studies.

³⁷ Король С. Розвиток іншомовної комунікативної компетенції майбутніх вчителів іноземної мови за допомогою методу інтелект-карт. *Молодь і ринок*. 2019. № 3 (170). С. 88.

³⁸ Костікова І. І., Казачінер О. С. Навчання іноземних мов молодших школярів: варіативність організаційних форм : монографія. Харків : Вид-во ТОВ «Щедра садиба плюс», 2014. С. 145.

The requirements for the quality of education are for all students, and the different levels of students should be taken into account when teaching English. When facing students with different levels, differentiated guidance should be used, especially for students with lower language levels. In order to give them confidence, the methods and content of the course should also be suitable for students with different levels. The authors of the textbooks divide the tasks into three different levels in order to make it more comfortable to guide students in communication while learning English³⁹. Relatively high demands are made on the best applicants, and they master various communication topics that expand and deepen, taking the topics of the textbooks, this allows them to raise their level.

The educational material should be mastered in the classroom so that students can communicate in creative situations. When creating educational situations, several principles should be followed [24, p. 417]:

- 1) the principle of educational materials;
- 2) the principle of living and interesting;
- 3) the principle of communication and practicality;
- 4) the principle of moderate complexity.

Close binding to educational materials means mastering the educational content; live and interesting is a characteristic of ensuring students' learning enthusiasm; communicative practicality reflects the goal of language learning; moderate complexity ensures the fulfillment of the requirements for the quality of education for all students.

During the teacher's explanation, students should be given the sentences they have invented, and then the classroom atmosphere will become active. Then the teacher can identify the proactive students and enable them to learn to communicate in English in the context set by the teacher, acquire knowledge in a pleasant atmosphere, show great interest in English classes, and truly "learn by enjoying"⁴⁰.

We should not forget to use various forms of extracurricular activities to stimulate students' enthusiasm for learning and promote English communication.

Proper motivation for learning is an important psychological condition for students to acquire knowledge and skills. The development of learning motivation refers to the process of encouraging students to transform the objective requirements of society and learning into their own internal learning needs; stimulating learning motivation fully mobilizes students' learning needs that have been formed in the learning process. Improving the learning process is a prerequisite for motivation, and motivation further

³⁹ Нагірний Л. Особливості формування іншомовної комунікативної компетенції студентів. *Науковий журнал Чернівецького університету : актуальні проблеми романо-германської філології та прикладної лінгвістики*. 2012. Вип. 4. С. 109.

⁴⁰ Павельчук І. О. Розвиток комунікативних навичок у старшій школі. URL: <https://molodyvchenyi.ua/index.php/journal/article/view/5733>

strengthens the existing motivation for learning. In learning English, both classroom and extracurricular activities are very important, and extracurricular activities are a complement to classroom work. Therefore, teachers should use various extracurricular activities from time to time to stimulate students to study, satisfy their desire for success and promote communication in English, such as “English Corner,” “Party,” “English Salon,” and other English classes. Practice shows that the development of these activities is very important for learning English and developing communicative competence in English⁴¹.

According to the teaching materials, Ukrainian and English cultures should be taken into account accordingly so that students can understand the differences in the use of the same semantic meaning in different cultural traditions. Students learning English often suffer from their native language. It is not surprising that they misunderstand or use certain linguistic phenomena. As an English teacher, you should compare Ukrainian and English in a timely manner so that students can understand the English cultural background, accurately understand a certain phenomenon and use it correctly. For example, comparing polite language between Ukrainian and English, some students use English to communicate with the intention of being polite, but because they cannot get rid of the influence of their native language, they are inclined to "Ukrainian" English.

It is worth making extensive use of modern technical teaching equipment, which helps to improve the level of teaching, and vivid animation can increase students' interest in learning. Therefore, teachers try to use multimedia teaching methods as much as possible so that students can develop their abilities and increase their interest in communicating in English. Students should be encouraged to watch more English TV programs and read English newspapers and magazines.

In addition to classroom learning, students can learn English through various learning channels. For example, in the program “English in 5 minutes”, you can learn many communicative phrases in English, if students develop habits and have perseverance, they will definitely get good results and improve their English communication skills. In addition to watching English TV programs, reading English newspapers and magazines can also help students improve their English proficiency.

You can involve foreign teachers (volunteers) to participate in English activities to increase interest in English communication. By organizing extracurricular English classes with the participation of foreign teachers, students can better adapt to the perception of English. Such interest in foreign teachers encourages them to speak, listen and communicate with

⁴¹ Чиханцова О. А. Іншомовна комунікативна компетентність як фактор розвитку особистості. URL: <https://lib.iitta.gov.ua/718913/2/%D0%A7%D0%B8%D0%B2%D0%B0.pdf>

them, which is an opportunity to practice and develop communication skills⁴².

Stratified communication training helps to improve the overall level of English communication. Quality teaching is intended for all students, so in order to develop communicative competence in English, attention should be paid to students at all levels and attention should be paid to the development of stratified communicative competence so that each student can learn something.

The complexity of communicative topics should be determined according to different levels of communicative preparation. However, there is an imbalance in the development of students. In order for each student to reach different levels of development, it is necessary to properly stratify them in teaching. When learning English, complex and easy communicative topics should be offered to students at different levels so that they can perform the exercises correctly. Teachers should guide the communicative preparation of students at different levels and make full use of the communicative role of high-level guidance and low-level communication.

When teaching communication between students, those students with higher English proficiency can have a sense of "accomplished duty" to a certain extent, while students with low English proficiency get rid of the fear of making a mistake and boldly participate in communication training with their communication partners to achieve improvement in communication. When students of different levels intersect during English communication, teachers should provide appropriate psychological guidance to allow lower-level college students to do psychological exercises, thereby enhancing self-confidence, increasing interest in learning English, and improving English communication competence; allowing high-level students to gradually mature psychologically and "train intelligence".

"A journey of a thousand miles begins with a single step". Students' communication competence cannot be improved at once but it can only be improved through long-term and unremitting joint efforts of teachers and students, as well as continuous communicative training in educational institutions, in the classroom, and outside it.

In current HEIs, when teaching English, most teachers still use the traditional approach to teaching in the past, and they have not developed students' speech skills at a deeper level. Explaining grammatical material, presenting phrases, etc., the teacher allows students to master certain elements while working on the test, and the practical skills of English students are insufficient.

⁴² Чос С. Нестандартні форми розвитку комунікативної компетентності учнів початкових класів нової української школи. *Житомирщина педагогічна*. № 4 (24), 2021. С. 33.

The goal of teaching English to Ukrainian students is to master the necessary and sufficient level of foreign language communicative competence for solving communicative tasks in various fields of activity, oral and written communication in English, as well as for further self-education.

Thus, we will outline the tasks of teaching⁴³:

- to form students' ability to learn;
- to improve the general cultural level;
- to use English freely to solve problems of interpersonal and intercultural interaction.
- independently acquire and use in practical activities new knowledge and skills, including in new areas of knowledge that are not directly related to their field of activity.

Currently, there are the following problems in the development of students' communicative competence when teaching English in higher education institutions⁴⁴:

- they consider communicative competence to be oral practice, knowledge of grammar is not required;
- they consider communicative competence to be only oral speech and ignore written speech.
- when it comes to the development of communicative competence, the English system is ignored, and the practice of language forms, language meanings and functions is ignored⁴⁵.

So, how to train students' communicative abilities when teaching English? There are two foundations for the formation of communicative competence: language knowledge and speech skills. Accumulating language knowledge and mastering speaking skills can improve the ability to communicate in English, and practicing speaking can consolidate language knowledge and acquire language skills, which in turn helps to improve communication skills. To develop the ability to communicate in English, the following should be considered:

Successful English teaching should create more classroom situations so that students can use the language materials they have learned. Therefore, during classroom teaching, it is necessary to create scenarios around the learning content. Visual aids such as real objects and pictures should be used to enhance the intuitiveness, vividness, contextuality and artistry of classroom teaching.

⁴³ Biletskaya I. Traditional and modern foreign language teaching methods. URL: <https://dspace.udpu.edu.ua/bitstream/6789/2003/1/Traditional%20and%20modern%20foreign%20language%20teaching%20methods.pdf>

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⁴⁵ Yede F. S. A comparative analysis of traditional methods and communicative language teaching in relation to students' academic and communicative achievement. *European Scientific Journal*. Vol. 16. № 13. 2020. P. 136.

Encouragement vocabulary should be used in classes. For example, Have a try! Please! etc., encouraging students to speak. Oral skills should be constantly developed. Over time, students gradually get used to hearing what they are saying, and almost everyone can ask and speak, and participate in daily conversations.

In classes, it is worth using various forms of learning activities, such as reading aloud, running an English corner, encouraging students to perform in English, that is, moving from mechanical exercises to communicative activities, and extracurricular activities such as English week, staging English works, etc. should also be held, so that students can further broaden their worldview, expand their knowledge, and constantly improve their communicative competence in English.

Creating a language environment in the classroom refers to creating a temporary local language environment similar to communication in their native language through the joint efforts of teachers and classmates. A good language environment plays a significant role in developing students' language perception skills and developing speaking skills. Creating a good language environment, on the one hand, can create a good, free, and democratic atmosphere and also increase enthusiasm and enthusiasm in learning oral speech; on the other hand, a good atmosphere also helps to reveal the inner potential of students and move them forward. Learn better and more effectively. A harmonious language environment helps to enhance the learning effect and facilitates the assimilation and perception of relevant knowledge by students.

When creating a language environment, attention should be paid to the following points⁴⁶:

A) The atmosphere of language communication should be similar to the content of the textbook. Such an environment is more conducive to mastering the relevant material.

B) Constantly encourage students to innovate. Innovation can constantly develop the potential of students to maximize the needs of their individual development.

C) It is worth developing a good relationship between the teacher and the student, which contributes to further progress in learning.

D) Students should be encouraged to continue to communicate and improve their learning experience.

By using task-based learning, teachers can achieve two goals: optimizing resource allocation and improving the learning process in English classes. Task-based language learning aims to enrich students' knowledge and enhance their abilities by developing students' ability to identify, investigate, and solve problems. The learning model is task-based and promotes students' continuous learning and understanding of knowledge

⁴⁶ Шевченко С. Використання інтерактивних технологій для розвитку пізнавального інтересу на уроках англійської мови. *Англійська мова та література*. 2005. № 24. С. 5.

through excellent teaching processes and methods. By providing effective learning objectives, this learning model also allows students to develop a good learning habit of thinking more and spending more time learning the language. As an indispensable task-based language communication in its model, it enhances students' oral confidence and satisfies their needs for oral expression. The more the purpose and effectiveness of language communication are improved, the more flexible students' language use will be, and the more open-minded students' thinking will be.

Textbooks are an important material carrier of language. On the one hand, rich language materials can help students gain deeper language knowledge, enrich their knowledge system and expand their knowledge. On the other hand, the system of language knowledge structure in students. In the process of enriching language teaching materials, teachers should pay attention to the selection of high-quality text content. Effective text content can help students master certain language knowledge and skills, and help them understand the difficulties and key points in the lesson. Second, teachers should also pay attention to expanding text content. Simple text content can meet students' learning needs.

Diverse cultural knowledge is more conducive to stimulating students' interest in learning. Teachers should also pay attention to the cross-cultural background of language. Faced with the difficulties of understanding cultural expression and cultural content, teachers should persistently encourage students to think in different ways⁴⁷.

Language communication should be expressed in the form of speech. On the one hand, rich oral communication can promote students' full mobilization of their learning enthusiasm and the realization of the comprehensive use of teaching feelings; on the other hand, they can strengthen their thinking and emotional perception of texts and improve their lives.

CONCLUSIONS

Communicative competence in English includes the ability to accurately receive and send information, receiving information includes listening and reading, and sending information includes speaking and writing. Thus, communicative competence in English is, first of all, a kind of language competence, which refers to the ability to master grammar knowledge and use the four aspects of listening, speaking, reading and writing.

The development of speaking communicative skills cannot be achieved immediately. In the process of teaching, the teacher must give students the opportunity to practice speaking in English and realize how to learn and use

⁴⁷ Borysova N. Developing speaking skills by means of authentic video materials in "Practical English language course". *Вісник Житомирського державного університету імені Івана Франка. Педагогічні науки. Вип. 4 (115)*. Житомир, 2023. С. 78.

English. Learning English is not blindly mastering the content of the textbook, but using it practically in a way that makes their own knowledge meaningful.

In practice, teachers should not only teach students English, but also develop their communicative and interpersonal skills. Therefore, when teaching English, basic language skills cannot be neglected. Speech practice is different from language communication, it involves the development of students' ability to communicate in English in the process of learning it. Therefore, when teaching in the classroom, it is necessary to combine language content and speech practice so that students can express their attitude to reality and use the words and sentences they have learned to express their thoughts.

In the classroom, students analyze and consolidate vocabulary and different types of sentences, answer questions, and, more importantly, exchange ideas. It is also important to apply immediate response training. In real communicative activities, unforeseen situations can arise at any moment. This requires students to react quickly, immediately express their opinion, ask questions or express their opinion. If students are asked to tell only what they have prepared in advance, they will be “stunned” under certain special circumstances.

Also, when forming communicative competences, language games are often used, in the process of which students are able to think better positively and perceive new knowledge faster. This not only contributes to the development of mental abilities but also overcomes the psychological barriers associated with their shyness.

Therefore, in the process of teaching, English teachers should not only teach, but also do everything possible to increase the motivation of future teachers to learn English. Of course, the teaching style is not static and can change depending on their level, as well as psychological maturity. Teachers should play a leading role in different ways to stimulate the motivation of future English teachers to study the main subject for their further professional activities.

SUMMARY

The purpose of teaching English is to develop communicative competencies. Communicative language teaching creates real-life situations in the classroom, which contributes to the development of speech speed and teaches students the skills of natural communication in English outside the classroom. The development of communicative skills in future English teachers not only contributes to increasing their level of English proficiency but also contributes to the development of their thinking and increasing their general ability to self-assertion. In the course of the research, the concept of “foreign language communicative competence” was revealed, which implies the ability to use English to achieve specific communicative goals, the ability to “social language”, the

ability to understand all the subtleties of the structure of the text and its content, the ability to use verbal and non-verbal means to solve problems in various communication situations. Psychological and pedagogical features of student learning in English classes were identified, where special attention is paid to: maintaining interest in the material, features of memorization, mentality (the difference between European and Eastern types), and the formation of communicative skills. It was found that the most effective methods for developing communicative competence are role-playing / business games, working in pairs, groups, conferences/discussions/conversations, presentations, debates, round tables, lesson competitions, lesson games, self-control of knowledge and skills, etc.

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