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## MODERN TRENDS IN DEVELOPING COMMUNICATIVE COMPETENCE OF FUTURE SPECIALISTS

*The article deals with the issue of developing students communicative competence. The concept of communicative competence as one of the significant features of quality education is considered. Its formation in university students takes place through and thanks to their foreign language speech activity, and the learning process is considered a communicative process of including students in interaction with the world. The development of speaking, listening, reading and writing skills is carried out through the implementation of these types of speech activities in the learning process in conditions that simulate real-life communication situations. In contrast to the traditional approach – learning from textbooks – the Dogme method is considered and its advantages in foreign language teaching are described. According to this approach, the language learning material is based on students' language needs and interests, not on information prepared by the teacher. Grammar and vocabulary exercises arise naturally during the lesson and are not the main object of learning. That is, the focus of the lesson is not on the English textbook, but on the student. So, students can remember and learn a language if it is related to them personally. The impact of using modern technologies in the classroom on improving learning outcomes is also analyzed.*

**Keywords:** competence, foreign language, speaking, teaching, method.

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## СУЧАСНІ ТЕНДЕНЦІЇ ФОРМУВАННЯ КОМУНІКАТИВНОЇ КОМПЕТЕНТНОСТІ МАЙБУТНІХ ФАХІВЦІВ

*Стаття присвячена проблемі формування комунікативної компетентності студентів. Розглянуто поняття комунікативної компетентності як однієї з суттєвих ознак якісної освіти. Її формування у студентів ВНЗ відбувається через і завдяки їх іншомовній мовленнєвій діяльності, а процес навчання розглядається як комунікативний процес включення студентів у взаємодію зі світом. Розвиток навичок говоріння, аудіювання, читання та письма здійснюється через реалізацію цих видів мовленнєвої діяльності в процесі навчання в умовах, що моделюють реальні ситуації спілкування. На противагу традиційному підходу – навчанню за підручниками – розглядається метод «Dogme» та описуються його переваги у викладанні іноземної мови. В опануванні мовою за цим підходом навчальним матеріалом виступають мовленнєві потреби та інтереси студентів, а не інформація, наперед заготована викладачем. Граматичні та лексичні вправи виникають природно впродовж заняття, а не є головним об'єктом навчання. Тобто акцентом на занятті є не підручник з вивчення англійської, а студент.*

*Передумовами такого бачення є те, що студент легше може запам'ятати і засвоїти мову, якщо вона безпосередньо стосується його особисто. Хоча тепер на заняттях з вивчення іноземних мов спостерігається засилля друкованих та інших матеріалів, найпривабливішими і найцікавішими для студентів є персоналізовані кейси, тому для читання та аудіювання варто знаходити тексти, що є цікавими для них особисто. Адже ефекtywne вивчення мови є явищем, що керується внутрішніми мотивами студента і не може бути насадженим ззовні.*

**Ключові слова:** компетентність, іноземна мова, говоріння, викладання, метод.

**Problem statement.** Among the goals set for modern education is its new quality, focused on comprehensive development, formation of a competent personality capable of optimal interaction with society. The competency-based approach has become a conceptual guideline in determining the content and forms of education. A prerequisite for successful professional and personal life, effective interaction with other people is the ability to communicate, the ability to establish and maintain contacts.

Thus one of the significant features of quality education is the formation of students' communicative competence, which is the basis for the effective course of the communication process. A person's communicative competence cannot be formed spontaneously. One of the most important stages for the formation of this quality is the stage of professional training in higher education, the organization of which should be aimed at this, and not only at mastering certain elements of professional knowledge, skills and abilities. The formation of students' communicative competence takes place through and by means of their foreign language speaking activities.

So the **purpose** of our study is to analyze the peculiarities of its developing students communicative competence through foreign language learning classes using the methods of the Dogme approach described by foreign scholars and practitioners.

**Analysis of recent research and publications.** The concept of "communicative competence" has a fairly wide range of definitions: from (in a broad sense) the ability to communicate, sociability, the ability of a person to establish communicative contact with others to a more specific consideration of communicative competence as knowledge of cultural norms and rules of communication.

In this regard, according to the American researcher D. Goleman, communicative competence is included by employers – along with specialized knowledge and experience – in the "threshold", i.e. basic, competence required by employees to perform their professional tasks. [4]

O. Korniake argues that the development of communicative competence is determined by both external influences (changes in society, the presence of a communicative environment with high developmental potential, etc. This is, first of all, the self-movement of an individual's natural forces aimed at developing his/her communicative and speech ability and self-development of the personality as a whole. After all, the process of acquiring competence in communication is impossible without personal development, as it is impossible to form a personality without its communicative development [4].

I. Lyashenko writes about the manifestations of communicative competence directly in communication, communicative behavior. On the basis of her research, she determines that communicative competence is the ability to carry out language activities that implement communicative language behavior on the basis of phonological, lexical and grammatical, sociolinguistic knowledge in accordance with the tasks and situations of communication.

She also examines the work of N. Savelyeva, who refers to communicative competence as an integrative ability of a person. In her opinion, communicative competence implies situational adaptation and freedom of use of verbal and non-verbal means of communication. [5]

Speaking is the dominant skill, the development of which is the focus of all language teaching efforts. It is considered to be a way of realizing communicative intentions through language, so the learning process is seen as a communicatively oriented process of engaging in interaction with the world. [2]

The speech functional system that ensures communication is complex and systemic and includes a number of links: motive, intention, internal program, etc. Another condition for communicative skills is the presence or absence of a learner's motive for engaging in speech activity in a foreign language. According to many scholars, an important condition for the effectiveness of the activity is the presence of both the motive and the subject of the activity, their identity (7).

The formation of students' communicative competence is achieved through teaching a foreign language, which means mastering a language as a means of intercultural communication, developing the ability to use a foreign language as a tool in the dialogue of cultures and civilizations of the modern world. This goal implies that students reach a level that would be sufficient to communicate in oral (speaking, listening) and written (reading, writing) forms within certain communicative areas, topics of situational speech and on the basis of the studied language and speech material.

**The scientific novelty.** The article demonstrates connection of the mastery of the means of communication (phonetic, lexical, grammatical) as aimed at their practical application in the process of communication with conditions that simulate real-life communication situations. The development of speaking, listening, reading and writing skills is carried out through the implementation of these types of speech activities in the learning process in conditions that simulate real-life communication situations. In this regard, learning activities are organized in such a way that they perform motivated actions with speech material to solve communicative tasks aimed at achieving the goals and intentions of communication. (3)

**Main part.** In his 2000 article, Scott Thornbury questioned the effectiveness of textbook-based foreign language learning, which, in his opinion, can make language learning even more difficult. The article was supported by many sympathizers who expressed their concern about how the use of textbooks limits language acquisition and steals time for communication by over-engaging students with printed materials.

An alternative approach was proposed to involve learners, their lives, and their language. This approach is called Dogme, and its principles were outlined in the book *Teaching Unplugged* in 2009. It is based on the idea that learning is driven by communication and the needs that arise in the process, and the number of additional materials is negligible. (1)

According to this approach, the language learning material is based on students' language needs and interests, not on information prepared by the teacher. Grammar and vocabulary exercises arise naturally during the lesson and are not the main object of learning. That is, the focus of the lesson is not on the English textbook, but on the student.

The premise of this vision is that students can more easily remember and learn a language if it is directly related to them personally. Practitioners note that although there is now a dominance of printed and other materials in foreign language classes, the most attractive and interesting for students are personalized cases, so they advise the teacher to encourage students to find texts that are personally interesting for them. After all, effective language learning is a phenomenon driven by a student's internal motivations and cannot be determined/imposed from the outside. Teachers only engage students in communication driven by immediate needs, encouraging them to use the language and improve it for better and more perfect social interaction.

In contrast to the methods that were common in the past, when the communicative method classroom was strictly classroom-based and regulated by the teacher and a rigid syllabus, Dogme focuses on the students, who are placed in a free-flowing order, and their communication needs, and the teacher uses minimal materials.

This minimalist approach is undoubtedly difficult for the teacher, who must, by listening carefully, decide on aspects of language and speech or practical skills that need additional attention and consideration. That is why teachers with insufficient experience often avoid it. However, the bold decision to teach in this way will be a valuable and successful experience for both students and teacher, which, according to the practitioner, will help to increase his or her own confidence in their skills.

Jo Bertrand calls Dogme a teaching philosophy that is much more than standard pedagogical methods. The main thesis is that learning is much more effective only if students are engaged and interested in the material, because if the material is not important to them, the results will also be disappointing. Proponents of Dogme advocate removing inappropriate material or even eliminating any material at all to achieve better results.

Scott Thornbury, who was among the inspirers of this method, emphasized that classes were so heavily dependent on syllabi, textbooks, and overloaded with audio and video, flashcards, and other media that students and their needs were secondary in the classroom. According to Dogme principles, the student becomes the goal of teaching again. (1)

Although the rules and principles of this methodology refer to a separate and self-sufficient method of teaching a foreign language, they can also be adapted to your own teaching experience. They include the following:

- Resources, whether audio, video, or printed, should be student-supplied;
- All audio materials should be recorded by students;
- Students should feel that the teacher puts himself or herself on the same level as them;
- All materials used should be authentic, real and serve a communicative purpose;
- Grammatical aspects are addressed as a natural consequence of language use and not as a goal of the class;
- Students are not segregated by language level.

According to Bertrand, when teaching students using this method, she does not suggest that they sit at desks, because such an unnatural arrangement does not promote their self-expression. The effect is much better when they are seated arbitrarily, at will, and their learning is not limited to using a textbook. Her students use a paper or interactive whiteboard, feel free to sit on soft chairs or on the floor with pillows. An atmosphere of relaxation is a prerequisite for learning according to Dogme.

According to her observations, when students become autonomous and control their own learning, they feel more involved in the process and their desire to participate increases. When they become responsible for certain types of work, there is no need to control their discipline. Thus, very soon they come to class with enthusiasm and a long list of ideas, while the teacher becomes a facilitator and assistant in this process, not a supervisor.

The lesson, as she describes it, is driven primarily by the students' overall, global goals. While lessons using this methodology with younger students are often similar to each other, lessons with advanced students are more driven by their personal learning needs and requests. These lessons are especially important for each student personally, as they themselves notice their progress throughout the course. Another advantage of this approach is that students can refer back to their own lists of goals and see how the material they are learning contributes to their achievement.

According to Bertrand, the preferred format for the class is to divide the group into smaller groups, each of which offers its own list of activities for the class, whether it is speaking skills training and public speaking training in general, or reviewing certain aspects of grammar while speaking. Then a representative of each group writes down the most popular activities on the board, which are then chosen by all participants. With experience, this process takes students less and less time.

If some students want to focus on writing skills and others on listening, the order can be decided during the discussion, or with the appropriate kind of activities, they can be trained simultaneously. For example, she says, dictation helps with this, where some students can practice speaking, while others can practice listening or writing. (1)

**Conclusions.** The teacher advises students to keep notes on what they are learning for their further analysis of the work done. It is worth advising students on how they can take notes conveniently. Instead of, for example, writing a ready-made translation next to a word, she suggests coming up with a picture instead. Finding a translation is not a problem nowadays, and this artistic approach will arouse students' curiosity and allow them to memorize the word better than if they were given a ready-made translation. She also recommends writing down words by topic rather than alphabetically, as this will help students remember the words faster.

Among the advantages of this method, she notes:

- a significant reduction in the time spent preparing for the class;
- students are in full control of their learning, which adds to their motivation;
- the teacher is always ready for a challenge, because it is not always clear what the next question will be;
- students always understand the reason for all activities in the classroom;
- the teacher can cope with any challenge if he or she has had experience of teaching Dogme classes.

But she also writes about a number of disadvantages of this method:

- some students may feel uncomfortable because they, not the teacher, are responsible for the course of the class, which is not their usual practice;
- an inexperienced teacher may feel insecure without a textbook;
- others may be constrained by an approved official work plan;
- this student-driven approach somewhat undermines the role and importance of the teacher in the classroom.

But, according to Jo Bertrand's observations, Dogme training is more like a class with a hidden structure that allows students to feel independent in their own improvement and gives them full control over its content and quality. The teacher in this approach mainly plays the role of a guide and observer of the process of students' transformation into confident native speakers.

**Summary.** Thus, to summarize, we can state that the ability to communicate, in a foreign language in particular, which is improved by students while getting higher education, contributes to the formation of their communicative competence. And since this competence belongs to the class of intellectual abilities of an individual, it is a meaningful component of the professional development of modern specialists, and one of the priorities of modern professional training of future specialists should be to provide and maintain conditions for the development of this ability.

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