

Olha Turko**INNOVATIVE MEANS FOR THE FORMATION OF FOREIGN COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS**

The intensive broadening of international connections of Ukraine and the active inclusion of Ukraine into the foreign language world caused the increase of attention to academic mobility as the factor of country's integration with scientific educational world.

An important step to the development of mobility in Ukraine is the creation of national mobility thanks to which one can get high and qualitative scientific and educational levels by spending reasonable resources. The discussion of various aspects of the national mobility development is required for the formation of recommendations for the tasks formulation, the creation of organizational legislative mechanisms and for defining the sources of financing the development of national mobility of faculty staff and students in Ukraine. It is important to work upon the creation of regulatory documents in this sphere.

One must compare national and international categorizers of professions, their functional parameters, the criteria of evaluation of educational level, the approaches to compulsory and optional components in the preparation in each faculty, the equality of curricular taking into consideration the amount and the character of practical component, the appropriateness in the process of organization and implementation of state diagnostics of students' knowledge, the creation of international legal and regulatory framework for this movement, the solution of the problem concerning the payment for studying. One can reach high level of education by means of deep individualization of studies when the core of student's curriculum consists of compulsory subjects and the student chooses his/her own elective courses which correspond to his/her major in accordance with structural logical scheme [Huliaieva N. M., 2005, p. 79].

The interest towards the means (social, economical, intercultural) of effective realization of the set processes aim increases at the same time. Undoubtedly, the communicative means plays an essential role among all, as the language is the very instrument which helps to organize, implement and analyze intercultural interactions.

Taking into consideration everything mentioned above, it is important to define innovative means of effective foreign language communicative competence formation.

The notion “communicative competence” is one of the most important scientific categories the study of which began in the 60–70s of the 20th century. A great amount of research work has already been dedicated to this problem. Scientists point out the importance of defining this notion as “the representatives of different spheres describe this term taking into consideration their own interests and dwell upon its most essential components as relevant to this or that sphere” [Barton & Haydn, 2006].

The term “communicative competence” (from Latin *communico* – make general, connect, communicate and *competens* (*competentis*) – able) means the summation of knowledge about norms and rules of leading a natural communication such as dialogue, conflict, negotiations, etc. [Bekh, 1998, p. 107]. Communicative competence is the basis of education using both the means of a native and foreign language.

Let’s describe what scientists say about this term. M. Vatiutniev suggested defining communicative competence as “choosing and realizing the program of communicative behavior depending on the man’s ability to orientate in the communicative situations and the ability to classify the situations taking into account the theme, tasks and communicative settings” [Vatuitniev M., 1977, p. 39].

Nowadays scientists and instructors define communicative competence as the ability of the person to apply the language knowledge in a definite situation, ways of interaction with the surrounding and distant people and events, skills of group cooperation, knowing various social roles.

Studying scientific literature about the essence of communicative competence proves the fact that there are two approaches to defining the nearest generic notion concerning communicative competence. A number of scientists view communicative competence by means of the term ‘abilities’ (O. Arshavska, M. Vatiutniev, D. Izarenkov, D. Kristel, S. Savionion and others). Communicative competence is viewed in their works as the ability to use the language in this or that communicative situation.

This vision dwells upon the importance of the abilities of a person in its formation.

The second approach is connected with the names of such scientists as N. Hez, O. Kazartseva, O. Konstantynova, Y. Fedorenko, D. Himes and others who define communicative competence through such notions as knowledge, skills and abilities.

Communicative competence belongs to the group of key notions, has a specific role in a person's life, thus one must pay special attention to its formation.

Firstly, this feature influences the level of performance. The simplest example: if a student is shy to answer in front of the group or feels extremely worried, his/her answer will be worse than the possessed knowledge, and his/her mark, consequently, will be lower. The obtained negative experience will influence the further studying of a student in a bad way.

Secondly, the process of student's adaptation to studying in an educational establishment, mainly his/her emotional wellbeing among other students, depends on communicative competence in lots of ways. Adaptation, as we all know, is divided into educational and social-psychological. A student must get used to studying and to the people around. If it is easy for him/her to find common ground with group mates, he/she feels psychological comfort and pleasure while the inability to communicate with peers makes the circle of friends smaller, causes the feeling of solitude and can provoke asocial forms of behavior.

Thirdly, students' communicative competence can be viewed in an educational process not only as the condition of today's effectiveness and student's wellbeing, but also as the resource of effectiveness and wellbeing in his/her future professional life [Bodnar S., 2007, p. 95–96].

They are not a part of the whole, but they presuppose inter influence and the existence of each of them which means:

- the essence of a separate component is revealed through others, relates with them;
- all the components must be included into the work;
- the classes which aim at the student's development in all the stated directions are considered to be more effective.

Cognitive component makes up the knowledge about value-based sides of communication, about personal qualities which help and interfere with communication, about emotions and feelings which always accompany it, about operational (behavioral) sides of communication.

Value-based component consists of values which are activated in communication.

Student's communicative competence must be based on one's confidence, optimism, kind treatment and respect to people, justice, altruism, frankness, emotional stability, lack of aggressiveness, absence of conflicts.

Emotional components of communicative competence is mainly connected with the creation and maintaining of positive emotional contact with the interlocutor, self regulation, the ability not only to react to the change of partner's state, but also to foresee it. The emotional temperature creates the feeling of psychologically fortunate or unfortunate, comfortable or uncomfortable communication.

Behavioral component consists of communicative skills, ways of action and experience which integrates all the manifestations of communicative competence. Communicative skills as elements create communicative behavior. Their peculiarities and the level of formation can be studied and measured and can also become definite tasks in students' development and correction.

The organization of communication is the most important aspect for the formation of foreign language communicative competence.

B. Paryhin considers that communication is a complex multilayered process which can simultaneously be as the process of people's interaction and as informational exchange, the way people treat each other, the process of their influencing each other, how they worry about each other and understand each other [Hez N., 1985].

There are three sides in the structure of communication: communicative, interactive and perceptive.

Communicative side of communication is the information exchange and its understanding.

Interactive side of communication consists of the interaction between partners. Here we distinguish:

- cooperation;
- confrontation;
- evasion from cooperation.

Perceptive side of communication takes place when partners perceive each other while communicating. It depends on personal qualities of the person who perceives, his/her personal experience, moral values, situations of interaction, etc.

Speech culture plays an important role in foreign language communicative competence.

Speech culture takes place when people adhere to the set norms of oral and written literate language and when they consciously and brilliantly use language means depending on the ai, and conditions of communication.

The most essential means in students' foreign language communicative competence formation are interactive approach (interactive classes, interactive methods of teaching), distant forms of teaching (electronic distant learning system Moodle), student-centered learning, problem-based learning, games, etc.

Interactive approach can be explained as the ability to interact while having a conversation, dialogue. Consequently, one can view a method as interactive when the person who studies is a participant who does something: speaks, manages, models, writes, paints; thus he/she is not only a listener, but also takes an active part in what is going on being an active participant of the studying process. Interactive teaching happens when an instructor by means of a certain system of approaches, methods, techniques based on equal subject-subjective relations of a teacher and student organizes the educational process using communication, self-assessment, positive feedback, constant students' activeness [Huliaieva N. M., 2005]. Interactive teaching is especially valuable as students are taught to do the work effectively in a group. Interactive methods are part of student-centered approach and they help students to perceive themselves as a part of a group, to understand their role and potential. Project-based method has also increased the level of communicative competence among students. Working on projects students learn to think critically and to realize where and how they can apply the knowledge, to generate new ideas, to use

information appropriately, be sociable and work constantly on self-perfection.

Distant learning system *Moodle* helped in checking the obtained knowledge; this platform united instructors and students into one integrated system for creating personalized educational environment. Thanks to this electronic system students did the tests individually, wrote essays, chatted online. They had the chance to see test results right after finishing them. Besides, they could be consulted on all the questions either in Moodle chat communicating with the instructor or using this platform for the answers they needed (all the necessary information and the list of recommended sources were put on the system by the instructor).

Games foster unconstrained communication of students with the group. While playing a game one's imagination develops, the images of one's fantasies and ideas settle, products of activity are created; they are emotionally attractive for students. The game reveals in a person those qualities which will be the basis of his/her professional work in the future. Games are particularly important as they give students' an opportunity to dream and show their imagination; games make the platform for creativity, leadership skills and responsibility. Everything mentioned is a great source for enriching students' vocabulary and developing communicative qualities.

Communicative situations are among the most important means of forming students' communicative competence; these are methods which stimulate active mental activity and make students express their thoughts using a foreign language.

Situation is a basis of such tasks. It deals with the conditions of communication; the relations of that person who is talking to that person who is listening; general direction of the utterance. A situation, in which a person talking because of his/her own desire and need, is called a communicative situation. If a teacher pushes a student to communication, the situation is stimulating.

Communicative situations appear by themselves in a real process of communication. These are the so called natural situations. Artificial situations which are intentionally created are a kind of reflection of

external conditions and are aimed at dialogue communication when students express their thoughts and emotions.

One of the main features of communicative situations is the presence of a speech stimulus, which arises student's speech reaction and determines the choice of this or that speech unit.

Functions of communicative situations:

1) orientation to the stage of forming author's intention: stimulate the desire to utter; arouse a visual picture about the addressee;

2) situations which lead students to the place where thoughts appear: stimulate the process of creating monologue, dialogue; need constructive activity with the elements of creativity; program the construction of own creative free utterances (collective, group, individual).

The aim of communicative situations is to urge students to solve different aspects of communication with the help of language means. A teacher collects a bank of facts while making communicative situations. "A bank of facts" is a kind of collection of unusual cases that can be transformed into such tasks which increase the tone of communication and stimulate the perfection of speech.

There are permanent roles in communicative situations: reporter, author, leader, pessimist, optimist, skeptic, famous person, famous book characters. Their behavior is defined by their profession and role. Thus communicative situation tasks can be interpreted as tasks which underline the situation of communication, name all its components (theme, aim, addressee, conditions, etc.).

One of the most effective means of influencing the formation of students' communicative competence is the usage of a system of cognitive tasks the basis of which is the performance of intellectual actions: analysis, synthesis, comparison, generalization, analogy, classification. The conduction of nonstandard classes fosters the formation of communicative competence.

The types of classes can be various: disputes, conferences, research, etc.

Research classes create conditions for individual work of students in learning a material thanks to the development of intellectual abilities. Mainly, the ability to operate information individually obtained from

different sources, present information in a precise or detailed way. Such classes have some peculiarities: a) students using the previous knowledge obtain new knowledge in the process of individual work; b) students learn to apply this knowledge, skills abilities in different situations; c) students construct and solve such situations which require creative approach, individual work and corresponding emotional state.

Classes-reports are held at the end of semester (educational year) with the aim of checking students' knowledge and skills in one or several topics. New pedagogical thinking requires preparation and conducting classes in the center of which there should be separate students, micro groups or whole groups. A teacher in such an educational process is a helper. Such nonstandard classes are the example of student-centered style of communication which is based on trust and support of students' educational efforts. The program is planned beforehand. Students or a teacher choose an announcer, emcee, journalists, opponents, educational board, etc. The topic is related to a field of study, for example, "Perennial plants", "Ukraine in Cossacks era". It is important to keep to lexical and grammatical speech correctness. Such classes are really important: revision of the learnt material and widening students' outlook. They also foster creativity, thinking, speech, the ability to communicate, bring up speech culture.

Classes-discussions consist of classes-dialogues, classes-disputes, classes-court trials, etc. such classes are held after learning a certain topic in order to deepen and systematize students' knowledge. Classes-discussions can be a result of students' previous research work, individual study of specialized literature on a definite problem. Such classes give a possibility to see different positions concerning a complex problem, involve students to active work, foster the development of their interests, enrich vocabulary which is necessary for expressing one's thoughts orally or in a written form. Classes-discussions deepen the experience in communication, since special attention is paid to the formation of such skills as asking and relying.

Therefore, innovative learning tools (interactive technologies, Moodle, student-centered learning) will help increase students' foreign language communication skills.

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Марія Бойко

**УПРАВЛІННЯ ЯКІСТЮ ПРОФЕСІЙНОЇ ПІДГОТОВКИ
МАЙБУТНЬОГО ВЧИТЕЛЯ У КОНТЕКСТІ ВИМОГ
НОВОЇ УКРАЇНСЬКОЇ ШКОЛИ**

Поступальний розвиток українського суспільства безпосередньо пов'язаний з якістю освіти, стратегічними орієнтирами реформування