

The Model of Forming Communicative Competence of Students in the Process of Teaching the English Language

Rezida A. Fahrutdinova & Rifat R. Fahrutdinov

Kazan (Volga region) Federal University, RUSSIA

Rinat N. Yusupov

Ufa State Petroleum Technological University, RUSSIA

•Received 22 July 2015 •Revised 19 December 2015 •Accepted 21 February 2016

The relevance of the topic is specified by the necessity of forming the communicative competence of students in the process of teaching of the English language in the institute of higher education. This article is intended to define interactive methods of teaching foreign language, which are based on interactive conception of interaction between teacher and student in form of dialogue or conversation. The main methods of research are analysis of theoretical sources and empirical data, test method, survey, interview, qualitative and quantitative analysis. In compliance with the aim and hypothesis of the research the following problems of the research were realized by the authors: theoretical foundations of forming foreign communicative competence of students, methodological capabilities of interactive technologies, methodological conditions of forming foreign communicative competence of students. The practical meaning of the research consist in that the theoretical states and practical materials can be used by professors of the institute of higher education, methodologists, teachers of schools.

Keywords: foreign communicative competence, the english language, competency of teacher, student of the institute of higher education, interactive technologies of teaching

INTRODUCTION

The relevance of the study

Exactly the education has contributed to protection of society's stability, modification of forms and types of people mutual relations at all times. In the present moment the society is characterized by the intensification of social mobility, development of the contacts of all levels, abrupt changes of value reference points.

In the article the problem of forming the communicative competence of students in the process of teaching of the English language in the institute of higher education is regarded.

Today the communicative factor presents the particular interest which influence

Correspondence: Rezida Fahrutdinova,
Kazan (Volga region) Federal University, 2 Tatarstan, building № 33, 420021, Kazan,
RUSSIA
E-mail: fahrutdinova@list.ru
doi: 10.12973/ijese.2016.399a

on the contacts between the nationalities, hierarchy of their values and also the possibilities of overcoming racial (national) prejudices and discrimination. The works which devoted to revelation of the notions competences and competence building approach in the contemporary education are appeared to be significant for our research. In linguistics this problem is investigated from the point of view of revelation of units which reflect the language's specific character, of problems of verbal and non - verbal communication in the case of the dialogue of cultures of linguistic interference. In Pedagogy, the investigated problem is considered with relation to general intellectual competence of trainees, foreign competence of students. At the same time the survey of the state of knowledge of chosen theme (topic) testifies, in spite of steady interest of wide circle of teachers and scientists to this theme, monographic investigation of theory and practice of forming foreign communicative competence of students is not worked out yet, though the given works form for this serious scientific foundation.

The essence of forming communicative competence of students in the process of teaching the English language in the institute of higher education

Objective necessity of the modern society is search of optimal ways of organization educational - pedagogical process, rational variants of maintenance of teaching and its structure. It's presented significant that in institutes of higher education different strategies of teaching are checked. The more alternative methodological solutions, the more fruitful will be the search for new ways of teaching the subject in general. At the same time the central problems of restructuring IYA teaching in institutions of higher professional education are the issues of determining the goals and content of education, adequate to them. On the one hand, the goal is determined by the objective needs of the majority, expressing its social order, on the other hand, she determines the whole system of education, and determining the content of this system and its organization. Strengthening the communicative aspects of this focus is reflected in the transformation of FL learning goals and teaching content. It is not just about knowing the language, but about the ability to use it in real communication, on the practical language acquisition and, consequently, the development of "communicative competence".

Above stated allow us to affirm that in modern theory and practice the contradictions exist between:

- objectively raising of aspirations (wants) that the society presents to solution of problem of forming communicative competence of students on the one hand and insufficient theoretical and practical readiness of principles, maintenance, forms and methods of communicative education by the means of foreign language on the other hand;
- educational potential of interactive technologies in forming foreign communicative competence of students and insufficient use of them in system of training in the institute of higher education.

Hypothesis of research consist in that the process of forming foreign communicative competence of students of the institute of higher education will be effective, if:

- define interactive methods of teaching foreign language, which are based on interactive conception of interaction between teacher and student in form of dialogue or conversation (talk) that direct the personality to development of its intellectual and creative capabilities, further self-development and self-education;

- assure communicative speech direction of the process of teaching foreign language for development of linguistic skills on the basis of complete totality of didactic, psychological and methodical procedures;
- work out (develop) the model of forming foreign communicative competence of future teacher of foreign language taking into account the principles of personality - oriented teaching, authenticity in compliance with criteria of culturological value of professional training of specialist in the institute of higher education.

In the process of teaching foreign language, the determinative aim is forming communicative competence of students of the students of the institute of higher education. According to conception of development of higher professional education preparation the highly qualified cadres is considered as the foundation of educational activity of the institutes of higher education. At the same time foreign language is one of the means of forming foreign communicative competence of a teacher of foreign language, contributes to its free entry in professional activity.

In the context of conducted research, the model of forming foreign communicative competence of future teacher of foreign language was worked out. In the process of working out this model we were guided by the theoretical states of the problems of pedagogical planning and modeling. Under the modern ideas, pedagogical system and educational process in the institute of higher education represent compound multiple-unit and multiple - level structure.

The analysis of scientific literature shows that there're a lot of theories of the structure of communicative competence. They're the researches of native scientists: I.L. Bim (1996), G. Ibragimov (2007), A.M. Novikov (2000), R.P. Milrud (2004), S.E. Shishova (2007), A.V. Khutorskoy (2003), S. Kalayci (2012), and others. The search of abstraction of component structure of communicative competence in foreign didactics and methodology is connected with the names of such scientists as D. Hymes (1972), S. Rathert (2012), A. Halliday (2002) etc. D. Haymz (1972) united with the notion "communicative competence" grammatical competence (language's rules), social-linguistic (dialectal speech's rules), discursive (formation rules of the meaning of smth. expressed) and strategic (rules of supporting the contact with the interlocutor). This conception became leading in the sphere of teaching foreign languages and served as the platform for creation of educational programs, textbooks and teaching methods.

Communicative approach was fundamental during the elaboration of the maintenance of the levels of acquirement of foreign language for creators of project, who realized this work in the context of Project of Council of Europe in the sphere of the modern languages. It may be noted that proposed structure of communicative competence isn't exhaustive and requires the reworking and specification. Thus, new conceptual suggestion occurred, in compliance with whom new model of maintenance of education in the context of communicative competence was developed.

Afterwards this component structure was specified and later was represented in Federal Government standard. The foreign communicative competence in this document is defined as the capability and readiness to accomplish interpersonal and cross-cultural intercourse with native speaker in established limits by the program standard that provide the formation of linguistic, speech, socio-cultural, compensatory, educational - cognitive communicative competence.

It's important to notice that in the researches of last years many Russian methodologists: L. Alekseeva (2007), V. Safonov (2004), E.N. Solovova (2002) and others propose to cite the list of components of the subject maintenance of foreign communicative competence in compliance with All European competences.

Suppose developed model of forming foreign communicative competence of future teacher of foreign language which is based on competence, communicative and professional oriented approach.

In the structure of the model of forming foreign communicative competence of teacher of foreign language the following components are distinguished: purposeful, conceptual, meaningful, processual - methodical and resulting blocs. Consider named components of the model of forming foreign communicative competence of students - future teachers of foreign language.

Purposeful aspect. The main aim of teaching is participation in the process of communication. At the present time the aim of acquirement of foreign language is introduction in other culture and participation in the dialogue of cultures. This aim is achieved by formation of capability to the cross - cultural communication. Exactly teaching, which is organized on the basis of knowledge of communicative character, teaching of foreign communication, using all necessary for this means and techniques serves as definitive peculiarity of foreign language.

In developed model foreign communicative competence performs as multifactorial integrative unit which includes: linguistic, speech, socio-cultural and compensatory competences, which implied the acquirement of enumerated definite set of cross - cultural, sociolinguistic knowledge and abilities.

Based on fixed structure of foreign communicative competence of teacher of foreign language we singled out the line of functions of foreign pedagogical activity in which this competence is realized.

Named components of foreign communicative competence of teacher of foreign language will influence on the accomplishment of these functions. Singled out functions we divide into two groups: aim - setting and operational - structural functions. Successful realization of separated pedagogical functions supposes holding appropriate to them system of general pedagogical and methodical abilities and necessary extent of knowledge. Functions include: educative function, developmental pedagogical function, pedagogic function. To the operational - structural functions refer: gnostic function, constructional - planning function, organizational function, function of organizer of cross - cultural intercourse and governing function.

The main principles which allow to model the most important sides of teacher's activity

They provide for the accomplishment of the main functions of teacher of foreign language are the following: 1) principle of conscious basis in acquirement of professional oriented communicative abilities; 2) principle of functionality in professional - pedagogical sphere; 3) principle of foreign communicative pragmatism; 4) principle of creative use of foreign language in situations of professional - pedagogical intercourse; 5) principle of professional oriented role organization of the process of teaching of foreign language; 6) principle of combination of educational and extracurricular forms of students' activity in acquirement of foreign communicative competence; 7) principle of interdisciplinary connection of linguistic and methodic preparation.

Linguistic, psychological, didactic and methodological aspects lay at the basis of formation of foreign language communicative competence of EFL teachers.

MATERIALS AND METHODS

Methods of study

In the research the system of methods was used: theoretical: the analysis of philosophical, psychological, pedagogical and methodological, linguistic literature; modeling, synthesis of empirical material; summarizing of pedagogical experience of the professors of the institute of higher education; empirical: observational – direct, indirect, inserted observation, study of results of students' educational activity; diagnostic – survey, interview, testing tasks; experimental –establishing, forming and controlling stages (phases), static(al) – methods of mathematical statistics, systematic and qualitative analysis of experimental data (facts), its graphical interpretation.

The experimental base of the study

Institute of Philology and Intercultural Communication Kazan (Volga) Federal University, Department of Russian and foreign philology named Leo Tolstoy, students - bachelors 4 course direction of preparation: 050100.62 - Teacher education, training Profile: Foreign Language (German), and a second foreign language (English) language skills of the graduate: Bachelor's degree, a form of study: full - time, as well as students for the 3 course "training and education in the field of foreign language", specialty 050303.65 - Foreign language with an additional specialty.

Experimental stage

The linguistic aspect of the communicative - oriented language training of EFL teachers includes: 1) linguistic phenomena that represents the specifics of the realization of the professional - pedagogical activity of the teacher of a foreign language; 2) special professionally-oriented texts (newspaper and magazine articles, literary texts, interviews); 3) themes, as a reflection of the issues discussed in the context of professionally - oriented training. Each professionally-oriented sub-theme includes typical communicative situations; 4) professionally-oriented speech situations; 5) visual-textual materials (films, videos, pragmatic materials). The psychological aspect of the content of the professionally - oriented language training of EFL teachers consists of the skills and abilities that contribute to the realization of distinguished professional - pedagogical functions of the foreign language teacher, in which professionally - communicative competence of EFL teachers finds its realization. Didactic - methodological aspect of the professionally - oriented training of future teacher of a foreign language aims to teach students the methods of the educational process, contributing to the development of professional and personal qualities of future teachers of a foreign language necessary for successful teaching.

Procedural block includes learning technologies, forms and methods of organization of educational process and system of exercises for consolidating the language material. Different forms of educational interactions are used in the given model of the process of formation of foreign language communicative competence of EFL teachers. Group work is preferred during the general discussion of professionally-related information. When performing creative tasks the work is organized in small groups. When working with receptive tasks or tasks that require preliminary preparation, an important role is played by the individual work of students.

During our research we also distinguished four levels of formation of foreign language communicative competence of students: 1) low; 2) middle; 3) high; 4)

advanced level of formation of foreign language communicative competence. The low level is characterized by a superficial knowledge of the structural elements of the language (grammatical, lexical, phonetic) needed for communication in the target foreign language, lack of skills and abilities to apply them in situations of oral and written communication, weak knowledge of speech formulas necessary for the professional-oriented communication in foreign language lessons. As a result, the bachelor has low motivation to learn the foreign language communicative competence.

The middle level is characterized with the sufficient skills to realize the speech intention in the foreign language lessons that allows you to establish contact and mutual understanding between teachers and students and apply knowledge of the national cultural peculiarities of language and speech phenomena. The bachelor is able to use vocabulary tools and models of speech behavior that is appropriate to the situations of verbal communication. High level shows itself in a profound knowledge of the professionally - oriented direction. The bachelor – a future foreign language teacher has a deep knowledge of verbal means of compensation in the situation of communicative difficulties in the process of foreign language communication, he is able to apply them correctly. He feels confident when communicating almost in all speech situations, is able to use a wide range of language means. Advanced level shows itself in constant and creative application of skills and abilities to use verbal/non-verbal means of compensation for the purpose of overcoming communication difficulties. The bachelor – future teacher of a foreign language successfully applies theoretical knowledge in practical work in various professional situations, provides verbal interaction in accordance with the purpose and terms of the flow of communication, has the professional qualities needed for various speech tasks.

The developed model of formation of foreign language communicative competence of EFL teachers is characterized by integrity (all its components are interrelated and directed to the final result), functionality (serves to realization of the denoted functions), pragmatism (acts as a mean of organization of practical actions aimed at achieving the desired result) and openness (embedded in the context of professionally - oriented training institute of higher education and connected with the external socio - cultural environment). Despite the relative autonomy of the individual elements, the overall structure of the created model assumes an unambiguous interpretation in the sequence of transition from one component to another for the decision of tasks directed to achieve the objectives of the study. In the context of modern communicative linguistics as minimal unit of the process of communication the parole is singled out as combined intersubjective activity in solving socio - speech problem. At the same time the act of socio - speech interaction is constructed taking into account individual demands, motives, aims, results of the activity of the partners of parole.

Linguistic and notional characteristics of the parole depend on the conditions interlinguistics as well as on extralinguistic character. Minimal unit of intercourse is communicative situation. E. I. Passov (2010) claims that communicativeness is displayed first of all in that organization of educational process is constructed in compliance with real process of intercourse, that is teaching of intercourse occurs in the conditions of communication. For realization of this idea it's necessary to keep the following conditions:

1. Taking into account psycho - pedagogical peculiarities of students according to their capabilities, abilities to realize educational and speech activity, set of definite feelings and emotions, interest. Accomplishment of this condition

contributes to formation of communicative motivation, purposefulness, speaking, development of thinking and etc.

2. Communicativeness contributes to providing with speech direction of teaching. Practical acquirement of speaking skills as the means of intercourse assumes practical use of language. Conditional - speech and speech exercises are used for this which are destined to establishment of speech partnership.

3. Communicativeness is displayed in functionality of teaching. This supposes learning lexical and grammatical structure of language.

RESULTS

Development of communicative competence in the context of discipline "Foreign language" supposes the formation speech abilities and skills in acquirement of four kinds of speech activity- reading, speaking, writing and listening. At the same time for acquirement of foreign speech activity it's necessary that the trainees are included in intellectual activity of foreign language. This activity consists of following components: constructive, projecting, organizational, and communicative (Kuzmina, 1990).

1. Cognitive component includes mastering a system of knowledge and the formation of language skills in the discipline "Foreign Language", which involves the synthesis and accumulation of new knowledge on the subject.

2. The structural component involves selection of information and the building of textual material, the ability to show this content in charts, tables, etc.

3. Projecting component involves selecting training methods and planning tasks in the reading, speaking, listening and writing, as well as the correlation of the training and practice of the student.

4. Communicative component includes speech communication on given topics, the establishment of appropriate ways of relationships and contacts, as well as the skills of extracting the necessary information.

5. Organizational component involves the implementation of the speech act in accordance with a certain system of principles and rules that ensure the actualization of speech concept.

In accordance with the characteristics of the above components dominant can be identified for each of them. As part of the gnostic component leading skills of students are:

1. The realization of the goals and objectives of necessity to master a foreign language in relation to the specifics of their general professional training.

2. Allocation of a foreign language to their mother tongue on the basis of their interaction.

3. Perfection of knowledge and skills of students in a foreign language on the basis of self-education and self-development.

4. Ability of highlighting the main idea of the text content in its title.

5. Ability to extract from the content of the text material, highlighting key lexical items and grammatical structures.

6. Ability to define the context on the basis of analogy and association of unknown words without using the dictionary.

7. The ability to making questions in accordance with the basic meaning of the content of the text.

8. Ability to organize the main content of the material on the topic, as well as conduct scientific research on a given issue.

The structural component is related to such skills as:

1. Integrate in a situation of real communication and build your actions in compliance with them.

2. Divide the content of the text into logical parts and the ability to highlight the main idea in each of them.
3. To build the logical conclusion of the story according to plan of performance.
4. Pick up expressions and words of active vocabulary, and build verbal expression.
5. Clearly and correctly transmit the content of the basic ideas in a foreign language.
6. Preparation of the introductory part to the voice message.
7. Creative use of this material in a new linguistic situation.
8. Ability to do improvised messages on linguistic material.

Projecting component supposes the following skills of students:

1. Ability to plan their activities and find the most effective ways of solving educational problems in a foreign language.
2. Predict certain difficulties in students' independent work as well as ways to overcome them.
3. Correlate the theoretical material to its practical use.
4. Take into account the possible actions of the interlocutor when performing oral and written tasks.
5. To build the strategy and tactics of verbal interaction in specific situations.
6. Predict playing upon on the situation of communication in accordance with the speech problem.
7. Represent the playing models of cooperation in accordance with the voice task of the studied material.

Communicative component includes skills:

1. Play up the conversation on everyday life, socio - political, professional topics, as well as information about the country the studied language.
2. To lead spontaneous conversation on a given subject: to interrupt, modify, finish this topic.
3. Evaluate the level of linguistic training of fellow students in the classroom.
4. Prove with the help of arguments their views and attitude to a studied problem.
5. React adequately to messages of interlocutor according to the situation of speech communication.
6. Extract information from foreign text with an understanding of its substantive content.

Organizational component includes the skills:

1. To build an individual route to every student in the process of learning foreign language.
2. To cooperate, to work in collective with students both during training, and extracurricular classes in a foreign language.

Formation of the communicative competences of students in the foreign language lessons includes the organization of the didactic games, which have the following functions: motivation - incentive; training, pedagogic, is oriented in accordance with the specific linguistic situation of speech communication; compensatory.

The use of various forms of organization of playing activity depends on the purpose and objectives, forms of realization and complexity of the game. By the shape and nature of the organization the games are divided into subject, verbal, with a plot, role, intellectual "puzzles, crosswords and tests" and others. At the same time the individual, pair and group forms of organization of educational process are singled out, which are aimed to communicate with text or partner of interaction. Playing forms of organization of educational activity of students are aimed at learning the various aspects of language (grammatical, lexical and stylistic).

Thus, the development of a didactic model of formation of communicative competence of students in the process of teaching of a foreign language in the

institute of higher education allows to create a foundation to solve the problem of research.

DISCUSSION

The analysis of works of forming communicative competence shows that a number of researches which devoted to construction of interpersonal communicative interaction exist: social - psychological level of communication.

Consider the nature of the notion communicative competence is learning of ethno-, social - psychological standards, models, stereotypes of behavior, acquirement the technique of communication (Kabardov& Artsishevsky,1989). Analogous position with Kabardov & Artsishevsky (1989) to the definition of communicative competence E. A. Zimnyaya (2004) puts forward, who defines it as "acquirement of complicated communicative skills and abilities", forming of adequate abilities in new social structures, knowledge of cultural norms and limitations in communication, knowledge of customs, traditions, etiquette in the sphere of communication.

As you can see, scientists include in the structure of communicative competence certain totality of knowledge and abilities which provide with effective passing of communicative process. If speaking about communicative competency, it, like K.M. Levitan (2001) believes, supposes such level of training standard of interaction with other participants of communication, which is necessary for adequate accomplishment of communicative functions in the context of their capabilities and social status. And thereupon the scientist defines three main characteristics of the personality's qualities which are necessary for adequate communication:

- practical holding individual reserve of verbal and non - verbal means of actualization communicatory, expressive and pragmatic functions of communication;
- the ability of modifying communicative means in the process of communication in connection with the movement of the intercourse;
- formation of paroles in compliance with the linguistic and speech norms (Levitan, 2001).

Component structure of communicative competence was defined by E.L. Bim (1988) relative to the subject "Foreign language", one of the first among the Russian scientists. One of her early works singled out the following component structure of communicative competence: linguistic competence, speech competence, thematic competence, socio-cultural competence.

As has already been said, communicative competence serves as one of the key competence and its formation must be provided for all data domains of education including the means of discipline "Foreign language". The formation of foreign communicative competence is the integrative aim at all stages of teaching foreign languages.

CONCLUSION

In the process of development - experimental work we used the following research methods: "Methods of measuring the level of communicative competence of the teacher G.S. Trofimova» (2000). The experimental work consisted of three main stages: establishing, forming and controlling.

In the context of the research we have implemented a program of discipline "Practical course of a second foreign (English) language", training direction: 050100.62 - Pedagogical education, preparation profile: Foreign (German) Language and second foreign (English) language, Graduate qualification: Bachelor's degree, a form of teaching: full - time.

The purpose of discipline "Practical course of a second foreign language (English)" is to educate students to spelling, orthoepic, lexical, grammatical and stylistic norms of the English language, as well as the development of general and communicative competence (linguistic, socio - cultural and pragmatic) in relation to all kinds of communicative activities in various spheres of speech communication. The program for the 3 course "Training and education in a foreign language" is designed for full - time students of 3-4 courses of 5-8 semester in discipline 050303.65 - Foreign language with additional profession and refers to the disciplines of bloc of professional preparation. On the forming stage, the conditions of hypothesis were subsequently implemented during the research, as well as interactive methods of teaching which are aimed on formation of communicative competence of students in the educational process of the university. The results of research confirmed the hypothesis of the study.

RECOMMENDATIONS

Research materials and results may be used by professors of the institute of higher education, methodologists, teachers of schools, directors of different types of educational organizations and also in the system of raising the level of skill and retraining of pedagogical specialists; for improving the quality of education as a whole and as well for effectiveness of forming professional foreign competences of the graduating student of the institute of higher education in particular.

REFERENCES

- Alekseeva, L. F. (2007). Psychological competence of the teacher of the higher school. *Higher education in Russia*, 8, 48-49.
- Bim, I.L. (1988). *Theory and practice of teaching the German language in high school*. Moscow: Education, 210.
- Bim, I.L. (1996). The objectives of learning a foreign language as part of the basic course. *Foreign languages at school*, 1, 48-52.
- Ibragimov, G.I. (2007) Competence approach in vocational education. *Educational Technology & Society*, 10 (3). Retrieved from http://ifets.ieee.org/russian/depository/v10_i3.
- Halliday, M. A. K. (2002). *Language Structure and Language Function*. On Grammar: Continuum, 284.
- Hymes, D. (1972). *On Communicative Competence*. Sociolinguistics. Harmondsworth: Penguin, 293.
- Kabardov, M.K. & Artsishevsky E. V. (1989). *Language and communication skills*. Abilities and aptitudes. Moscow: Education, 270.
- Kalayci, S. (2012). "A Journey to Bilingualism" A Case Study of German-Turkish Bilingual Family. *Educational Process: International Journal*, 1(1-2), 29-38.
- Khutorskoy A.B. (2003). Key competences as a component of the person-focused paradigm of education. *National education*, 2, 58-64.
- Kuzmina, N.V. (1990). *The professionalism of the individual teacher and trainers*. Moscow: Higher School, 84.
- Levitan, K.M. (2001). The content of the concept of "communicative competence". *Translation and Intercultural Communication*, 2, 89-91.
- Milrud, R.P. (2004). Competence of language study. *Foreign languages at school*, 7, 30-31.
- Novikov, A.M. (2000) *Russian education in a New Epoch*. Paradox of Legacy. Vectors of Development. Moscow: Scinec, 230.
- Passov, E. I. (2010) *Basics of communication theory and technology of foreign language education: a manual for teachers of Russian as a foreign language*. Moscow: Russian language. Courses, 567.
- Rathert, S. (2012). Functions of Teacher and Student Code-Switching in an EFL Classroom and Pedagogical Focus: Observations and Implications. *Educational Process: International Journal*, 1(1-2), 7-18.

- Safonov, V.V. (2004). *Communicative competence: modern approaches to multi-level description of the methodological purposes*. Moscow: EUROSCHOOLS, 246.
- Shishova, E.O. (2007). *Development of communicative culture of the future teacher in the conditions of bilingualism*. Author's Abstract from PhD Thesis. Kazan.
- Solovova, E. N. (2002). *Metodika obucheniya inostrannym yazykam: bazovyi kurs lektsii*. Moscow: Prosveshchenie, 239.
- Trofimova, G. S. (2000). *Structure of teaching communicative competence (methodological aspect)*. Izhevsk: Kupol, 283.
- Zimnyaya, I.A. (2004). *Key competence as effectively-target competency*. Moscow: Moscow Research Center training,

