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MODEL OF THE COMMUNICATIVE COMPETENCE FORMATION

Abstract

In recent years, in line with the communicative and especially cognitive-communicative approaches in native and foreign methodology is being actively developed the problem of forming the abilities of communicative competence "as the main component of the professional qualifications competency of the modern specialist." At the same time monitoring the process of teaching FL in educational establishments finds that students do not possess the most important skills of communicative competence. Often students are not able to consistently and persuasively express their point of view, replacing the logic of the arguments by unsubstantiated statements, do not have the specific lexis and cannot intrude in the professional communications. From this it follows that the formation of skills of the communicative competence should be seen as a purposeful process that requires considerable pedagogical effort.

Key words: methodology, model, communicative competence, communication.

Problem   statement

   The problem of the abilities forming in communicative competence "as the main component of the professional qualifications competency of the modern specialist" is being discussing in line with the communicative and especially cognitive-communicative approaches in native and foreign methodology is being actively developed (Kunanbaeva S.S.) [1] At the same time the monitoring process of teaching FL in educational establishments finds that students do not possess the most important skills of communicative competence. The students are not often able to consistently and persuasively express their point of view, replacing the logic of the arguments by unsubstantiated statements, do not have the specific lexis and cannot intrude in the professional communications. From this it follows that the formation of skills of the communicative competence should be seen as a purposeful process that requires considerable pedagogical effort.

Aim

   As one of the main objectives of our research is to develop a methodological model of the communicative competence formation of the students, first of all we consider it is necessary to define the concept of a "model".

Method

Based on theoretical and methodological provisions of the new philosophy of education, we have developed a method of forming communicative competence with the   usage   of   video   clips   with   non-deployed   situation. This conceptual approach is one of the varieties of student-centered approach in teaching foreign language to communicate. In accordance with the laws of the

theory of developmental education is modeled the organization of the third stage, that is a creative stage of development of cognitive activity of students.

Discussion

The term "model" in modern works on the methodology of teaching foreign languages used in different ways and therefore has a lot of definitions.

In the most general sense, a model is known as a specially designed construction of the researched object to reproduce some of the properties and qualities of a true object or its individual aspects under investigation. "The Model as a research tool, as mentioned Voronin, V.N. should reflect the evidence, facts, relationships in a particular field of knowledge in the simple and understandable form, and should be convenient and accessible for the analysis and conclusions" [2] Every model by itself expresses an approximation, a limited view of the structure and functions of this or that object [3].

Another, a widely used term in the FL teaching methodology, is "modeling" which describes the process of the creating the models. Modeling is carried out by constructing models that preserve and reflect the main features of the object of the research.   "
The basis of modeling is a scientific theory, reflecting the research area, its regulations and principles, as well as experimental data and the real facts. Modeling as a scientific mode of knowledge invariably involves making observations, experiments, certain calculations, logical analysis of the models by the results of which to make an assessment of the phenomena and processes occurring in the real object. During the modeling it is always better to take into consideration that even a well-constructed model does not reveal the essence of holistic research object, because modeling is often associated with the selection of only certain aspects of the object [4].
An important condition in the model study is the reliance on the certain principles, which include:
visibility which means the obvious expression of a model its constructive display and etc.;
certainty which means a clear allocation of certain aspects of the object;
objectivity which means independence of the research on personal beliefs of the researcher.
Modeling is characterized by its particular stages of implementation. At its early stages is always assumed a thorough study of the previous experience of the object of investigation with its scientific data, and consider these data in subsequent phases of the study.
We proceed to the next step of our research it is constructing a model of the chosen object which is presented by the process of communicative competence formation of students at universities.
Clarification of the purposes of teaching skills of communicative competence and identification the range of skills of communicative competence allows us to represent the general scheme so called model for constructing the process of

communicative competence formation in the form of steps (see diagram model 1). We consider that a way that creates a situation as close to the natural situation and helps to implement of foreign language communicative activities in a foreign language class is the use of video clips with the non-deployed situation in order to solve the pragma - professional tasks.

What is the video clip with the non-deployed situation? This is a video fragment, which gives only a hint to some action and requires the decision of the pragma-professional tasks. The same fragment could be the basis for several decisions. Creating of such kind of a psychological setting contributes to the development of creative thinking, which is essential for generating your own text. [5]

The formation of communicative competence on the basis of video clips with the non-deployed situation is a form of communication, which, from one hand, based on the features of communication as a social phenomenon in all its diversity, and from the other hand, represents the integrative activities related to the transformation of information.

It is logical to ask, "What should be the organization of educational activities based on texts and video clips where a dialogue can occur?". In the last few years in the works relating to the communication of (T.M. Dridze, N.D. Galskova and N.I. Gez) is given a very clear answer:

the organization of training for communication on the basis of the text should be adequate to the basic laws of the communication process, which should include:

1. Activity character of verbal behavior of participants of communication, motivation of which must be executed:
- in the communicative behavior of the teacher as a participant in the process of communication and
- in the communicative (motivated, active) behavior of students as subjects of communication and learning;
2. Situational attribution, which implies for teaching modeling the most common options for interactions of students;
3. Objectivity of the process of communication that should be expressed in a limited, but the exact set of topics of discussion (issues, events);
4. Emotionality as an expression of personal relationship to the subject of speech;
5. The content of the communication process, which implies the presence of speech means providing learning interaction.

Thus, if in the classroom there is no appropriate conditions, there is no communication, but only a scrimmage work on mastering another dose of linguistic material. The most effective and efficient means of creating incentives for communicative competence are the video clips with non-deployed situation.

Methodological skills training model of communicative competence on the basis of video clips with non-deployed situation represents by itself a consistent implementation of a number of objectives to be achieved at different stages of its organization.

Based on theoretical and methodological provisions of the new philosophy of education, we have developed a method of forming communicative competence with the usage of video clips with non-deployed situation.

This conceptual approach is one of the varieties of student-centered approach in teaching foreign language to communicate. In accordance with the laws of the theory of developmental education is modeled the organization of the third stage, that is a creative stage of development of cognitive activity of students. At this stage the following cognitive skills are formed and receive further development they are observation, analysis, anticipation, advancing hypotheses, classification, staging and vision of problems, the choice of their solving, the ability critically refer to the content of the received information, the ability to formulate and argue their own point of view, summarize information, and to present the counterarguments.
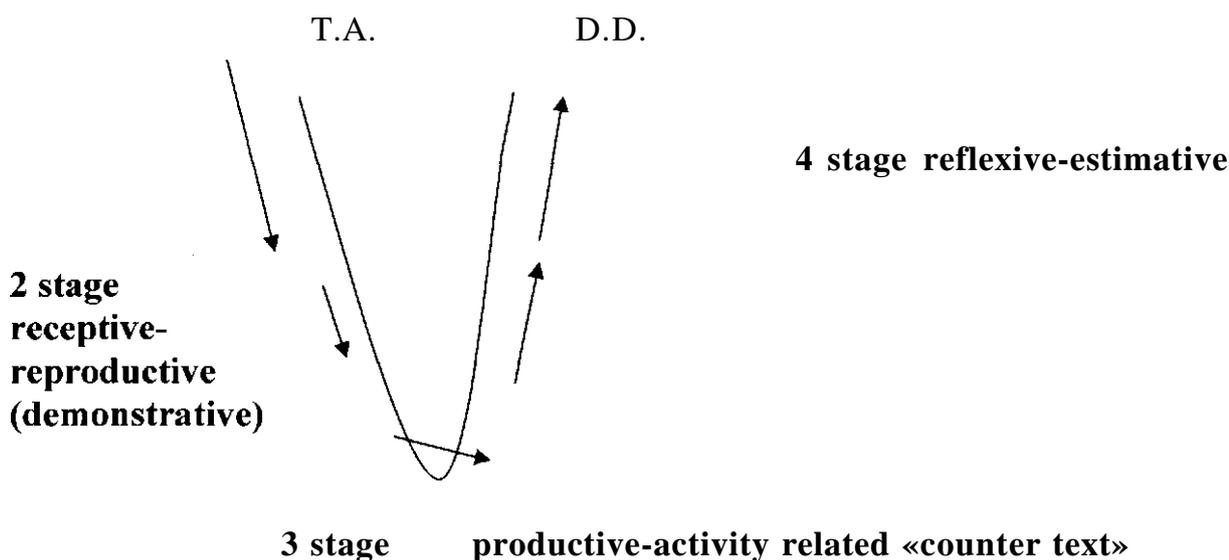
Using of the video clips with non-deployed situation allows from the beginning   to   put   the   dual   problem   before   a   group:
  a) an academic, which is to achieve the cognitive, creative activity
  b) socio-psychological activity offering implementation of pragma-professional tasks of certain culture of communication and the definition of professional-relevant   skills   during   the   performance.
  The   model which have been developed by us simulates the process of forming of communicative competence and can be formalized in the   following way:
Methodical training model of formation of communicative competence on the basis of video clips, will simulate speech-thinking activity as a process, and thus we can bring them to a product of his own text, that is, a discursive   activity

1 stage predemonstrative (on the basis of text of small forms)

T.A.   D.D.

4 stage reflexive-estimative

2 stage receptive-reproductive (demonstrative)

3 stage   productive-activity related «counter text»

Conclusion

  In   constructing   the   methodological   model   of   the   formation   of communicative competence is necessary to specify the full range of tasks in the formation of communicative competence from the one hand, in the aspect of the creation of the trainees knowledge of linguistic aspects (language material), and from the other hand, in terms of mastery of their specific professional activity (which includes a skill communicative competence). As the basis of this model is taken a   textual theory, developed by T.M. Dridze and the theory of context-

centered learning, the main advantages of which, according to researchers, is to enhance of the professional motivation and creative attitude to the communicative competence.

During the period from April 7 to May 17, 2010 we made an experiment with students 1-2 courses of specialty "Interpreting", to check offered model of training of CC on the basis of MPT.

Experiment included three consecutive stages:

1. Preparatory organizationally - a methodical stage;

2. An experiment forming stage;

3. A stage of the ascertaining - investigative experiment;

During preparatory stage it was in prospect for us:

1. To conduct observation, questioning, conversation.

2. To define a type of experiment.

3. To provide equivalent conditions for students of experimental and skilled groups, except of the variable of experimental and skilled training this is exposed to be checked during this stage, inclusions in training model with experimental group the texts developed by us and selection by a communicative situation which will be a basis for CC formation.

4. To carry out preexperimental CC knowledge and skills diagnostics.

During the ascertaining stage:

To reveal quantitative and qualitative characteristics of results and their corresponding process to get data acquisition about CC formation of abilities.

At the investigative stage:

To carry out a post-experimental test in experimental and control groups for level identification of students formed abilities, applying specially picked up communicative tasks.

Next step of experiment preparation was planning.

We specified the following varied and not varied conditions:

1) in experimental group (101)-30 students and in control (104)-20 students.

2) total of hours (for 6 hours per week)

3) training terms (5 weeks).

The varied condition was only one: the system of training which is naturally different from traditional structure of class lesson and technique of carrying out,

and also an educational and methodical material. In experimental group a series of specially picked up communicative tasks were used. In control group the English textbook was applied

Preexperimental test (diagnostic test)

The purpose of a preexperimental test was revealing students level of formed of abilities which are necessary for professionally foreign language focused communication. The situation demanding professionally focused communication was offered for students.

Basic elements of CC external structure.

1. The purpose which is directly expressed by speaking / obtaining of information, including estimation, clarification of positions/opinions/, opinion support, subject development, an explanation etc.

2. The characteristic of process of speaker: a) number of inclusions in conversation,) duration of participation to conversation.

3. Use speaking judgments/proposals of partners.

2. The characteristic of relationship of partners in CC.

1. Expression of a status - situational role of speaker / leader, the erudite and etc.

2. Communicative strategy and tactics.

3. Emotional and estimated response of audience for the speaker.

3. The generalized characteristics of CC.

1. General tone of communication.

2. Repertoire of speech roles.

Two groups of faculty of English participated in experiment 101 and 104. The group 104 was control, and in experimental group 101 formations of CC was carried out on the basis of the offered technique of formation of CC, on the basis of MPT.

In this regard the list of educational programs, within specialty, was established by an academic council of institute, and their compliance of requirements for foreign language speech level, by shown society to the expert - interpreter is analyzed.

In a search result of a way of formation of communicative competence communicative needs of students were defined i.e. fields of activity of future experts adequate to modern social conditions and, according to the received data were revealed, the process aspectization of training is made.

Definition	Allocation	Allocation
Of Communicative	activity	training
Requirements	spheres	aspects

To study communicative requirements of trainees questionnaires were developed, which helped to examine the students, studying English as professional during 10 semesters and the students studying English as foreign during 4 semesters.

50 students were examined using the questionnaire «Definition of communicative needs of the students studying English)) - as professional on the levels C-1.C-2;

50 Students, studying English as a foreign language, were examined using the questionnaire «Definition of communicative requirements)).

Questioning was anonymously out-of-class time. The data of questioning results has been processed and shown in three general questionnaires (separately by each kind of questioning) with indication of total examined and percentage of answers "yes" or "no". Except of that, it is necessary to notice that examining with the questionnaire «Defmition of communicative requirements of the students studied English language as professional)) was in three stages:

I stage - what you would want to learn during English language classes;

II stage - what you would want to learn during English language classes (choose only 6 answers);

III stage - what you would want to learn during English language classes (choose only 3 answers).

So, from the results of students questioning, who are studying on not language based faculties, is possible to draw following conclusions.

Basing on the first stage it is possible to ascertain:

1. Very low level of interest shown by students to study grammar and phonetics of English language.

2. Much bigger interest students show to history, traditions and customs of the studied language countries.

During the preparation of an interpreter is necessary to consider variety of values existing in the world, norms of life ways and cultures, cultural and civilized aspects of interaction, constantly accumulating process of interpenetration of various cultures and civilizations. The graduate has to know structure of public consciousness and its main forms, essence and existence of the person, concept of the personality, democracy and personal freedom, the main spheres of society life.

First of all the education system at the present stage is urged to provide, person with such knowledge, skills, i.e. with communicative competence which is necessary during all life.

The greatest interest, in our opinion is quite natural, is shown by students to the questions related to their future specialty (in average about 90 %).

It is important that about 60 % of students wish to learn to translate texts and articles from scientific magazines, according to their specialty, into English and only 15 % on the contrary. This fact can be easily explained language in this case is means of obtaining information from foreign sources.

According to the second stage of questioning in which trainees had to select only six answers, is possible to draw a conclusion that results of the first stage questioning were almost completely proved (different in some percent).

According to the third stage of questioning students have allocated for themselves not only those points which are directly connected with their future speciality, but also the questions connected with knowledge complete representation history of Kazakhstan, the basic stages of its development, policy, and also history of other leading states and world civilizations, in order to understand meaning and mechanisms of historical continuity.

Except of the questioning students for revealing the communicative requirements of the future experts, students who are trained in English language 4 semesters also has been questioned. In total we had examined 30 students. It was offered for Students-respondents to note those kinds of works which they've done in their practical activities.

Thus, to analyse the data of the taken questionaire among students (20 people), studying English language during 4 semesters.

Firstly, 61 % of respondents had never read books of English-speaking writers in the original.

Secondly, in case of necessity professionally related translating graduates - students note need of translations from English to native, instead of vice versa (about 80-85 % against 15-20 %).

Thirdly, quite seldom (only 12-14 % from total number of respondents) faced the necessity of reading magazines or newspaper articles that had political character.

And the last, practically all respondents note need of free orientation at household level and abilities to make official papers in English correctly (the statement, the missive, the official report).

Having analysed results of this questionnaire makes possible to draw a conclusion that actual in practical activities after the graduation of higher

Results of experimental and skilled training show as CC control facility at lessons MPT can act.

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Резюме

В   данной   статье   авторы   исследуют   проблему   формирования коммуникативной   компетенции.   Раскрывают   сущность   понятия коммуникативной   компетенции   и   представляют   модель   формирования коммуникативной компетенции экспериментально подтвержденную в ходе эксперимента.

Number of students' inclusion of in communication process in control (104) and experimental (101) groups after a post - experimental test.

The data received as a result of skilled training in experimental group, showed the usage of the model developed by us allowed to raise abilities of CC. There are: observation, the analysis, an anticipation, promotion of hypotheses, classification, vision and statement of problems, a choice of decision, ability critically to look at contents of received information, ability to formulate and give reason of own point of view, to summarize information, to put forward counterarguments.

Having considered existing approaches in a technique of formation of CC we came to conclusions that:

- Formations of CC is considered as one of the main direction in a technique

- CC promotes motivation increase in studying of foreign language,

- As a result of the carried-out research the model of CC formation was developed

- Experimental-skilled work is carried out

Made training experiment confirmed theoretical validity of the methodical model offered by us which can be accepted and effective in Higher educational institutions.

Conclusion

In the carried-out research was attempt to create a technique of CC formation during English classes at students of first, second year of education on specialty «Interpreting».

For achievement of the purpose the following tasks were solved:

1. theoretical bases of formation of CC are opened

2. principles and requirements for CC formation are defined;

3. The nomenclature of abilities of CC is defined;

4. The complex of exercises is developed for abilities formation of CC;

5. the methodical model of formation of CC on the basis of MPT is developed;

6. efficiency of the developed methodical model is experimentally by practical consideration checked;

- questioning;

- observation;

- conversations with teachers and students;

- progress analysis;

- testing;

- interviewing;

The ascertaining stage showed quite low level of formed communicative competence of interviewed students due to weak motivation.

The obtained data once again proved need of solutions search of effective problem of experts training in a foreign language (See tables).

Table 4
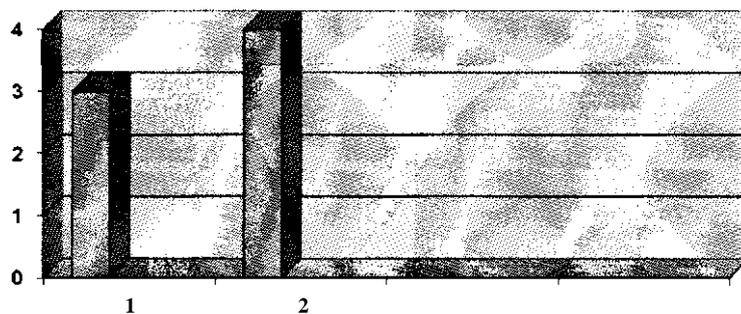
Quantity of students' inclusion in communication after a post -experimental test, in control group (104).

educational institution are not only ability to use a foreign language in connection with the received specialization (ability to conduct conversation on professional subjects to read specialized literature etc.), but also ability to support conversation at household level, to make official papers and also knowledge of culture and customs of the studied language country that almost completely coincides with requirements of foreign language learning students.

From the point of view of the results received after carried-out questioning, and also proceeding from results that were pulled out from colleagues to define communicative competence of students as set of skills which not only will help them with their further practical activities, but also will make them full, educated participants of the world community.

The contents and results of a training (forming) stage

On the basis of the designed pedagogical technology including 4 aspects of training, the training stage including introduction of pedagogical practice for student teaching of developed pedagogical technology of formation of students communicative competence and the organization of training experiment which was led at the stage.

Control and experimental groups were in which English practical classes given allocated. In experimental group the professor carried out practical training of English 6 hours per week during 6 semesters. Classes in control group were carried out with traditional technology by another senior teacher. Both groups belong to one academic stream.

At the initial training stage both groups have undergone to the general communicative competence formed level testing. The analysis of testing results has shown that experimental and control groups have no essential distinctions in character of knowledge and abilities in English language. (See the Diagram 3)

On the basis of the allocated criteria to evaluate formed level of students communicative competence at for results registration of experiment training stage, from October 2011 , till February 2012 , the statistical account of every trainee of control and experimental groups were created, and also on each group trained in average where 10 points scale were used to estimate following :

1. Motivation,

2. Systematization of knowledge,

Serious lacks in the field of foreign language skills by students-graduates of high school lead to the state material losses whereas graduates practically should possess necessary extralinguistic knowledge of modern foreign experience and information sources.

Diagnostics was carried out by following methods: