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### **The didactic meaning of the communicative ability of teachers of foreign languages**

Teaching communicative languages entails the creation of language skills through experiences rooted in concrete contexts. This instructional approach offers authentic learning experiences that go beyond the repetition and memorization of discrete grammatical patterns. A central concept of the communicative approach to language teaching is communicative competence: the learner's ability to understand and use language appropriately to communicate in authentic social and school environments. If a language learner is asked what they think the purpose of a language course is, they will presumably reply that it is to demonstrate the language's grammar and vocabulary. If they are asked, though, what their purpose is as language learners, they will most likely reply that it is to be able to speak in that language.

I am not saying that in actuality the goal of a language course is to teach solely grammar and vocabulary — well, at least it shouldn't be just that anymore. Fortunately, the focus of second language teaching has moved from purely teaching grammar and vocabulary, to providing the skills for effective communication. In linguistics terminology, a language course should not only have “linguistic competence” as its goal, but “communicative competence” in general.

The growth of his desire to learn, to refresh his expertise, to enhance skills and competencies, one of which is vocational and linguistic, is one of the most critical challenges that is being tackled today in the course of university and postgraduate training of a foreign language teacher. In the modern education system, the requirements for a teacher of a foreign language in schools and universities have significantly increased. Tendencies to strengthen the general humanitarian and philological training of graduates of schools and universities require a new quality of philological and linguistic training of the teacher himself. In the modern rapidly developing society, the need for professionally competent teachers is growing more and more. Whether engaging in interaction, interpreting, or presenting information, students use their linguistic competence to understand and select words and to put them together. They use their discourse competence to interpret and construct longer stretches of language. Their sociolinguistic competence enables them to understand the ways language fits the context and the speakers, and their strategic competence enables them to recognize and manage communication breakdowns. Students develop sociolinguistic competence as they become aware of the role of cultural elements in communication. They develop

discourse competence as they increase their knowledge of cultural expectations and norms for discourse structure, and strategic competence as they learn culturally appropriate ways to manage communication breakdowns. As students develop these competences, they gain understanding of cultural perspectives and practices. Students apply their linguistic and discourse competence to gain access to content area knowledge that is available in the language they are studying. As they pursue such knowledge, they encounter opportunities to increase their linguistic and discourse competence. Their sociolinguistic competence increases as they recognize the distinctive viewpoints expressed in the language. Finally, students apply their strategic competence to aid themselves in understanding challenging content material. Making comparisons between the language or culture studied and their own encourages students to think actively about the linguistic, sociolinguistic, and discourse differences between them. To do this they draw on, and become aware of, their own linguistic, sociolinguistic, and discourse competence. In order to use the language within and beyond the school setting, students draw on all four areas of competence. Communicative competence enables students to use the languages for personal enjoyment and enrichment.

The communicative competence of the teacher, first of all, is connected with his ability to solve communicative problems and problems arising during the educational process. In the pedagogical dictionary edited by G. M. Kozhaspirova the following definition of the teacher's professional competence is given in: «The teacher's possession of the necessary amount of knowledge, skills and skills that determine the formation of his pedagogical activity, pedagogical communication and the personality of the teacher as the bearer of certain values, ideals and pedagogical consciousness» [1;672].

Communicative competence is a term coined by Dell Hymes in 1966 in reaction to Noam Chomsky's notion of "linguistic competence". Communicative competence is the intuitive functional knowledge and control of the principles of language usage. As Hymes observes:

"...a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others." [2;269]

In other words, a language user needs to use the language not only correctly (based on linguistic competence), but also appropriately (based on communicative competence). Of course, this approach does not diminish the importance of learning the grammatical rules of a language. In fact, it is one

of the four components of communicative competence: linguistic, sociolinguistic, discourse, and strategic competence.

*Linguistic competence* is the knowledge of the language code, i.e. its grammar and vocabulary, and also of the conventions of its written representation (script and orthography). The grammar component includes the knowledge of the sounds and their pronunciation (i.e. phonetics), the rules that govern sound interactions and patterns (i.e. phonology), the formation of words by means of e.g. inflection and derivation (i.e. morphology), the rules that govern the combination of words and phrases to structure sentences (i.e. syntax), and the way that meaning is conveyed through language (i.e. semantics). If the learner has an understanding of the language system and can use it in reality, he has linguistic ability. To a large degree, the standard of skills and expertise relies on sufficient native language learning. In Noam Chomsky's theory, linguistic competence defines the ability of an individual to understand and produce with the help of linguistic means and rules an indefinite number of sentences which are grammatically correct. [3;29] To develop linguistic competence of foreign language teachers the following means can be used: charts, diagrams, handouts, illustrations which help to maximally individualize and promote the process of development of skills and abilities of all kinds of speech activity and also help the learners to memorize language and speech units; audio and video materials; computer programs and the Internet.

*Sociolinguistic competence* is the knowledge of sociocultural rules of use, i.e. knowing how to use and respond to language appropriately. The appropriateness depends on the setting of the communication, the topic, and the relationships among the people communicating. Moreover, being appropriate depends on knowing what the taboos of the other culture are, what politeness indices are used in each case, what the politically correct term would be for something, how a specific attitude (authority, friendliness, courtesy, irony etc.) is expressed etc. Sociocultural competence-socio-cultural understanding of target language countries (as well as codes of behaviour and etiquette) and expertise to use this knowledge in conversation in foreign languages, as well as skills to represent one's own nation and culture. Knowledge of the culture of the target language countries, their differences and similarities, and the ability to use this knowledge in real intercultural communication situations are important components of cross-cultural competence. To effectively develop the sociocultural competence such an educational medium as immersion into the virtual space – the Internet – can be used, besides, audio and video materials containing cross-cultural information are also employ in the learning process

*Discourse competence* is the knowledge of how to produce and comprehend oral or written texts in the modes of speaking/writing and listening/reading respectively. It's learning how to integrate language

systems into various kinds of unified and coherent oral or written material. In order to build debates, lectures, poems, email addresses, newspaper posts, etc., discourse skill is also concerned with arranging vocabulary, phrases and sentences. The discourse portion of the communication competence of a foreign language is characterized as the capacity to construct discourse, that is, to use and understand the types and meanings of words in order to construct documents, to organize the linguistic material into a cohesive text, and to make use of the means of cohesion. Thus, an individual with a high level of the discourse competence knows how to effectively use linking means (pronouns, conjunctions, adverbs, and other grammatical means), how to reach the congruity of thought and text, how to express the relationship between different ideas [4;14] To develop discourse competence the following means can be used: English textbooks, audio and video materials computer programs and the Internet.

*Strategic competence* is the ability to recognize and repair communication breakdowns before, during, or after they occur. For instance, the speaker may not know a certain word, thus will plan to either paraphrase, or ask what that word is in the target language. During the conversation, background noise or other factors may hinder communication; thus the speaker must know how to keep the communication channel open. If the communication was unsuccessful due to external factors (such as interruptions), or due to the message being misunderstood, the speaker must know how to restore communication. These strategies may be requests for repetition, clarification, slower speech, or the usage of gestures, taking turns in conversation etc. Strategic maturity is the ability of the speaker to employ verbal and non-verbal techniques to compensate for the linguistic code's lack of information. According to Geihman L. the speaker should be able to use verbal and non-verbal communicative techniques to compensate for the lack of knowledge of grammar rules, to enhance the rhetoric effect of a speech message or to make a pause in the process of communication. [5;63]. The strategic component means the ability to balance the lack of linguistic knowledge, as well as the lack of foreign language speech and social experience, in the process of communication. A variety of audio and video materials can be used to develop the strategic competence.

*Language competence* – are speech skills (dialogue and monologue speech), listening, reading and writing skills. To reach the set aims different training resources were used: English textbooks; training aids designed by the teaching staff of the university for individual self-guided work of the learners; practice classes; scientific research; audio and video materials which allow to listen to authentic English speech improving the learners' pronunciation, on the one hand, and mastering listening skills, on the other; computer programs and the Internet which are necessary to develop computer competence and to offer individual or distance learning opportunities. According to Solovova, E. N these programs are

particularly effective for written communication skills which are currently the weakest link in our practice of academic and professional communication. [6;4]

*Educational-cognitive competence* – general and special training skills, methods and techniques of independent learning of languages and cultures including the use of new information technologies. To develop educational-cognitive competence the following means can be used: different dictionaries (English-Russian, Russian-English, monolingual), English textbooks, manuals, computer programs and the Internet.

There is no doubt that only close interaction of all the components of the foreign language communicative competence in the process of acquiring linguistic sociocultural and cross-cultural knowledge and skills will ensure the development of communication skills in the main kinds of speech activity. Special attention was given to building-up the learners' knowledge of modern multimedia education technologies, they were acquainted with some computer English language training programs, principles of modern electronic dictionaries and translation systems, as well as Internet resources for learning English.

#### **Literature:**

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#### **Резюме**

Коммуникативные умения различаются по виду речевой деятельности: умения в области говорения, чтения, понимания на слух и письма. Линия языковых знаний и навыков содержательно развернута в трех аспектах: фонетическом, лексическом, грамматическом. Аспектные знания в области лексики и грамматики поделены на две подгруппы в зависимости от того, предназначен ли материал для использования при продуцировании сообщения - на продуктивные (говорение и письмо) или на рецептивные (чтение, аудирование). Весь языковой материал усваивается рецептивно, а часть его - продуктивно.