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Formation of foreign language communicative competence in the process of teaching foreign languages

Currently, teaching foreign languages plays a huge role due to the close contacts between different peoples and ethnic groups, the maintenance of international relations, the constant nature of the dialogue of cultures. Today, learning foreign languages is an important aspect of modern life, as it allows you to get acquainted with the culture and traditions of other countries, helps develop thinking, imagination and memory. Without knowledge of foreign languages, it becomes impossible for states to communicate in such spheres of life as economics, politics, science, culture, sports, tourism [1]. Over the past decades, the influence of the globalization process on the strengthening of the effectiveness of the processes of interaction between representatives of different cultures has become increasingly noticeable, which manifests itself in the unification and unification of the most diverse aspects of people's life - their worldview and worldview, politics and economics, social life and production, science and education, culture and art, religion and language, sports, etc.

Thanks to the processes of global globalization and integration, the importance of intercultural contacts has increased in all spheres of life and activity of a modern person, where a number of situations of intercultural communication occur, such as exchange training at school and university, scientific internships, scientific and practical conferences of international level, joint ventures, tourist trips, exhibitions, concerts, sports events, etc. Therefore, foreign language proficiency becomes an important condition for successful adaptation in the social space [1].

Today, proficiency in a foreign language is a significant competitive advantage, since it is considered as one of the most important criteria for employment. A modern specialist requires not only knowledge of foreign languages, but also the ability to effectively apply it in the field of household and professional activities. But this is impossible without knowledge of social norms, spiritual values, traditions of other peoples [2].

The concept of modernization of Kazakhstan's education defines new social requirements for the formation of life attitudes of the individual. There is a reorientation of the assessment of educational results from the concepts of "preparedness", "training", "education" to the concepts of "competence", "competence" of students.

The concept of "competence" has long been used in psychological and pedagogical literature, but increased interest in it has appeared only recently, which is explained by the rapidly changing realities in the life of society. Nowadays, competence is considered as an ability independently developed as a result of cognitive activity and educational practice, based on the student's acquired knowledge, his intellectual and life experience, values and inclinations [3].

Competence is a set of knowledge, skills, and abilities formed in the process of learning a foreign language. As a result, language is a reflection of culture, which manifests not only the world around a person, but also his mentality, national character, lifestyle, traditions and vision of the world [3].

Educational competence is a system of interrelated semantic orientations, knowledge, skills, skills and experience of a student's activity in relation not to any, but to a certain range of objects of real reality, specially included in the composition of educational areas and academic subjects necessary for the implementation of personally and socially significant productive activities. In accordance with the division of the content of education into general meta-subject (for all subjects), interdisciplinary (for a cycle of subjects or educational areas) and subject (for each educational material), we consider the following hierarchy of competencies:

- 1) Key (basic) competencies that are relevant to the meta-subject content of education;
- 2) General subject competencies that relate to a specific cycle of academic subjects and educational areas;
- 3) Subject competencies that are formed when studying specific academic subjects [4].

The main components of communicative competence are:

* Speech competence, in which communication skills are improved in four main types of speech activity (speaking, listening, reading and writing); the ability to plan one's speech and non-speech behavior is formed;

* Language competence: systematization of previously studied material; mastering new language tools in accordance with selected topics and areas of communication: increasing the volume of lexical units used; developing skills in operating language units for communicative purposes;

* Socio-cultural competence: increasing the amount of knowledge about the socio-cultural specifics of English-speaking countries, the formation of skills to distinguish common and specific in the culture of the native country and the country of the studied language;

* Compensatory competence: further development of the ability to get out of the situation in conditions of a shortage of linguistic means when receiving and transmitting foreign language information;

* Educational and cognitive competence: development of general and special educational skills that allow improving educational activities for mastering a foreign language, satisfying cognitive interests in other fields of knowledge with its help, mastering the processes of synthesis and analysis, evaluation and self-assessment [4].

One of the goals of teaching a foreign language is the development of foreign language communicative competence, therefore, one of the main purposes of teaching a foreign language is the formation of communicative competence, i.e. the ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers.

In order to achieve the set goals of teaching a foreign language both in secondary school and in institutions of secondary vocational education, the use of various teaching tools is provided. Under the means of teaching is understood all that material that helps in the organization and conduct of the educational process. The correct use of each of the tools makes it possible to successfully solve communicative tasks in foreign language lessons [5].

For the development of speech competence, the mandatory use of these training tools is necessary:

a) a textbook, which is the main means of teaching and contains material on teaching all types of speech activity; today many textbooks are accompanied by audio and video materials, which makes the learning process much more effective and increases interest in learning a foreign language.

b) additional literature, both adapted and in the form of authentic texts, which helps the development of intercultural communication, the development of the breadth of regional knowledge and knowledge in the field of the classical literary heritage of the countries of the studied language [6].

c) textbooks for individual and independent work of trainees, practical classes, research work. Such manuals may be developed in whole or in part by the teachers of the educational institutions themselves;

d) audio and video recordings play a very important role in teaching a foreign language. They make it possible to hear real speech in a foreign language, are a role model, which has a beneficial effect on the quality of their pronunciation, as well as on the formation of the ability to understand speech by ear. Of invaluable importance in achieving communicative goals is watching film versions of classic works by English and American writers both in the process of conducting practical classes and in extracurricular independent work. Here it is necessary to highlight the preparatory stage, viewing, discussing and performing exercises of a reproductive and reconstructive nature based on an authentic source. The works of W. Shakespeare, C. Dickens, J. Orwell, J. Steinbeck become the basis for students to understand and study the history and culture of the countries of the studied language. Masterpieces of world literature reveal to students the beauty and expressiveness of language, the desire to study authentic texts in more detail, to watch videos with original soundtracks. This leads to the expansion of the scale of communicative impact, the destruction of language barriers.

e) computer programs and the Internet are necessary to ensure the functional computer literacy of students, as well as for the possibility of independent or distance

learning. These programs are especially effective for developing written communication skills. In addition, this is one of the ways the teacher controls the students' performance of extracurricular independent work [7].

Summing up all that has been said, it can be noted that the world does not stand still and the formation of foreign language communicative competence in learning foreign languages is a very important part of the educational process as a whole. Since for a modern progressive person, knowledge of languages is important for a successful life. Nowadays, it is very important to be able to conduct a competent dialogue not only in the native language, but also in the language of other ethnic groups and nationalities, it is also necessary to have such a skill as integration into a foreign language environment, therefore, in schools, secondary specialized and vocational educational institutions, the language is studied through the culture and history of the country.

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