

## **THE FORMATION OF COMMUNICATIVE COMPETENCE IN THE PROCESS OF LEARNING ENGLISH LANGUAGE**

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The current development of Ukraine's international economic relations with the countries of the European Union focuses public attention on the training of highly qualified specialists who have the skills and abilities of professional foreign language communication. Knowledge of a foreign language helps to expand a specialist's outlook in any field of science, improving his skills and professional level. Expanding international cooperation in the fields of economics, management, science and technology requires a future graduate of technical universities to know foreign languages, namely English as the language of international communication, the ability to communicate with foreign partners at a professional level, conduct business correspondence and obtain the appropriate information from various information sources. Modern methods of teaching foreign languages consider language as a communicative, interactive process based on the concept of "communicative competence". The structure of communicative competence of foreign language teaching should consist of the following parts:

1) speech competence, which is based on four types of competences: *listening, speaking, reading* and *writing*. It should be noted that competence in speaking includes competence in dialogic and monologue speech; lexical competence includes lexical knowledge and speech lexical skills; grammatical includes grammatical knowledge and speech grammar skills; phonological includes phonetic knowledge and skills, which consist in the perception of information aurally;

2) language competence, which is integrative and includes language knowledge (lexical, grammatical, phonetic and spelling), relevant skills. Knowledge of only language material does not provide the formation of speech skills, the students must acquire appropriate language knowledge, and they need to develop specific speech skills to create and recognize necessary information;

3) discursive competence, which includes communication skills related to the conditions of implementation of certain speech functions with the use of adequate language models;

4) socio-cultural and sociolinguistic competence, including knowledge, ability to use foreign language socio-cultural and sociolinguistic realities in communication and cognition;

5) strategic competence, which involves the ability to choose effective strategies for communicative tasks: the development of students' ability to learn and self-

improvement, the desire to communicate, to listen and to understand others, to plan the learning process, the ability to adequately assess and self-assess.

Considering communicative competence as the purpose and result of learning, we should not forget that its achievement is possible only if the formation of *linguistic competence* as one of the specific aspects of learning a foreign language. Communicative competence is the knowledge, skills and abilities necessary to understand others and generate own programs of speech behavior, which are adequate to the aims and situations of communication. The students' providing with deep knowledge and practical skills should be based on the activation of educational and cognitive activities. Under such conditions, educational activities are aimed at finding effective ways and methods to improve the training of qualified professionals, ensuring the transformation of educational and cognitive activities into professional ones.

The need for modern society in specialists who are fluent in foreign languages in their everyday life and in their professional activities necessitates finding new constructive ideas to solve the problem of optimizing and intensifying the learning of foreign languages, gaining new knowledge and improving the level of language and speech training. All of this requires the search for more effective learning means that would perform the following functions in the learning process: informing, forming, systematizing, controlling and motivating. Such requirements may correspond to the latest computer training means, which include electronic manuals, multimedia courses, training programs, and more. The progress achieved in recent years in the implementation of the latest computer tools in the process of teaching foreign languages in higher education requires a thorough scientific basis of the didactic and methodological foundations for their use, the definition of conceptual basics of creating electronic manuals for both classroom and non-classroom education. For effective educational work, high-quality didactic support is required, namely a complex of interrelated educational tasks of education and education of various types of content educational information on different media (in paper and electronic forms), which developed taking into account the requirements of pedagogy, psychology and other sciences [1, p. 279].

#### Literature:

1. Shotova-Nikolenko A.V. The Peculiarities of English Language Learning in Conditions of Integration of Economic Relationship / Proceedings of the 1st International Scientific Conference Eastern European Conference of Management and Economics, May 24, 2019. – Ljubljana: Ljubljana School of Business, Slovenia, 2019. – P. 278-280.