

APPLYING A COMMUNICATIVE APPROACH IN THE TEACHING OF ENGLISH TO ADULT STUDENTS

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Abstract: In our article, the communicative method of teaching English in the classroom examines the stable speech communication skills of students, as well as leading to the formation and development of skills of semantic perception and understanding of foreign language speech, preventing the emergence of a "language barrier".

Keywords: communicative competence, linguistic, speech, competence, thematic competence.

The communicative method as the ultimate goal of learning involves the formation of communicative competence, which consists of linguistic, speech, subject, socio-cultural, educational, and compensatory competencies.

For the first time, the concept of "competence" was heard in the works of the American linguist N.Chomsky in 1972 and is used to determine the general and particular goals and content of teaching in the methodology of language teaching. It is worth distinguishing between the concepts of "competence" and "competence". A.N. Shchukin writes that competence is "a complex of knowledge, skills, abilities acquired during classes and constituting a meaningful component of learning", and competence is "the properties of a person that determine her ability to perform activities based on the formed competence" [1].

As for the definition of "communicative competence", according to E.A. Bystrova, communicative competence is "the ability and real readiness to communicate adequately to the goals, spheres and situations of communication, readiness for verbal interaction and mutual understanding" [2]. Communicative competence (Communicative language competence), when teaching a foreign language, is a set of knowledge about the language system and its units, their construction and functioning in speech, the ways of formulating thoughts in the language being studied, and understanding the judgments of others, about the national and cultural characteristics of native speakers of the language being studied, about the specifics of various types of discourses; this is the ability of a language learner to communicate by his means in various types of speech activity following the communicative tasks being solved, to understand, interpret and generate coherent statements.

As a kind of synthesis of the content of the term communicative competence, the definition belonging to M. R. Lvov is perceived. In the Dictionary-reference to the

methodology of teaching the Russian language, he writes that "communicative competence is a term denoting knowledge of a language (native and non-native), its phonetics, vocabulary, grammar, stylistics, the culture of speech, possession of these means of language and mechanisms of speech – speaking, listening, reading, writing - within social, professional, cultural needs of a person. Communicative competence is one of the most important characteristics of a linguistic personality. Communicative competence is acquired as a result of natural speech activity and as a result of special training" [3].

The presented judgments about the content of the concept of communicative competence allow us to conclude: the theoretical component of communicative competence is formed by communicative-meaningful knowledge about the language system, speech-related concepts, the types of speech activity, the peculiarities of the functioning of language units in speech; the practical component is speech skills in receptive (listening and reading) and productive (speaking and writing) types of speech activity. I.L. was one of the first among Russian scientists to determine the component composition of communicative competence. Bim regarding the academic subject "foreign language". In one of her early works, I.L. Bim identified the following components of communicative competence: language competence, speech competence, thematic competence, and socio-cultural competence. Later, this component composition was clarified and subsequently presented in the State Standard.

Components of communicative competence:

1. Speech (sociolinguistic): types of speech activity. This is the possession of ways of forming and formulating thoughts through a foreign language and the ability to use such methods in the process of perception (reading, listening) and generation (writing, speaking) of speech.

More important than Language competence.

2. Language (linguistic): aspects of language. This is the possession of a system of information about the language being studied by its aspects (phonetics, vocabulary, grammar, and spelling) and language skills by the topics, spheres, and situations of communication.

3. Socio-cultural: knowledge of the norms of behavior in the country of the language being studied: knowledge of a country-specific nature, etiquette, norms of behavior, and value orientations. This is the ability to use the sociocultural context and its elements that are relevant for the generation and perception of speech from the point of view of native speakers: customs, norms, rules, social conditions, speech behavior, regional knowledge, etc.

4. Compensatory: gestures, use of another foreign language. This is the ability to get out of the situation in conditions of a shortage of language means when receiving and transmitting the information.

5. Educational and cognitive: the study of the strategy of working with information. This is the possession of general and special skills, methods, and techniques of self-study of foreign languages and cultures, including the possession of ICT (information and communication technologies) [4].

Levels of possession of communicative competence:

A (elementary):

A1 – survival level (Breakthrough)

A2 – pre-threshold level (Waystage)

B (free):

B1 – threshold level (Threshold)

B2 – threshold advanced level (Vantage)

With (perfect):

C1 – high level (Efficiency)

C2 – the level of perfect mastery (Mastery).

A comparison of the component composition of the communicative competence presented in the Russian and European versions shows that these concepts have a lot in common.

Component composition of communicative competence (comparison)

It is worth noting that recently in the studies of many Russian methodologists, such as L.E. Alekseeva, V.V. Safonova, and E.N. Solovova, it is proposed to list the components of the subject content of foreign language communicative competence under Pan-European competencies. The solution to this issue seems to us important in connection with the Bologna Agreements, which Russia has also signed. Thus, the structure of communicative competence proposed today is not exhaustive and needs to be refined and clarified.

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