Developing the Communicative Competence of Students during English Language Lessons VIA Active Learning

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Annotation: The ultimate goal of teaching foreign languages is the formation, improvement and development of a personality abilities of succeed in the necessary level of communicative competence. This article analyzes the concept of communicative competence from various points of view and defines the active forms and methods of teaching English. The definition of the concepts of "dialogic speech", "interactive methods", "active forms of learning", "activity of reproduction", "activity of interpretation", "creative activity", "collaborative learning" is given.

Keywords: English language, communicative competence, active forms of learning.

INTRODUCTION

The analysis of the theoretical literature allows us to consider communicative competence from various points of view and identify the following approaches to the formulation of the concept of "communicative competence".

This concept consists of two words: communication and competence. The word "communication" comes from the Latin "communicatio", which means "communication, exchange of information". According to the linguist A.R. Arutyunov, this is a specific type of activity, the content of which is the exchange of information between members of the same language community to achieve mutual understanding and interaction.

In the dictionary of Cambridge, the term refers to an act of communication, a connection between two or more individuals based on mutual understanding; communication of information by one person to another or a number of persons. Summarizing the above, it can be concluded that communicative competence is the ability of a person to choose communicative behavior adequately to the real situation of communication, which consists in a set of norms and traditions of communication of a certain group of people.

The main purpose of teaching foreign languages is the formation, improvement and development of a personality capable of achieving the necessary level of communicative competence. It should be noted that expressing one's own thoughts, especially in a foreign language, is a rather complicated process, both from a linguistic and psychological point of view. It is proved that one of the main reasons for students' fear of speaking out in front of strangers in a foreign language is their lack of communication skills and experience of public speaking in their native language. And since speech skill, as a person's ability to formalize his own thought in words, is not the result of learning, the mastery of speech comes to a person mostly spontaneously, haphazardly and fragmentally. Dialogic speech in a foreign language is more difficult than monologue, since it must involve not only speaking skills, but also listening skills. The reaction of the communication partner is unpredictable, in addition, the logic of the development of the dialogue is unknown to the partners in advance. There are many exercises to prepare students for dialogue. The simplest of them is to create your own dialogues based on ready-made ones. But this applies only at the initial stage, when students need to master the tactics of conducting

a dialogue, learn how to apply various clichés of speech design. For a more advanced level, when students can already spontaneously respond to partner's remarks and argue their opinion, it is proposed to use role-playing games and discussions on a given topic in the classroom.

Interactive methods come to the rescue, allowing students to interact with each other, create an atmosphere of cooperation. It is worth noting that interactive teaching methods should be introduced gradually, starting with working in pairs or small groups, where students (even the shyest) get the opportunity to participate in work, practice skills of cooperation, interpersonal communication (in particular, the ability to actively listen, develop a common opinion, resolve emerging differences). The teaching method is an essential component of the lesson. Teaching methods are the ways in which teachers and students work together to achieve specific educational objectives. Active forms of learning are classified as educational technologies, designated as technologies for the modernization of learning based on the intensification of student activity.

There are 3 levels of activity:

➤ *the activity of reproduction* is characterized by the desire of the student to understand, remember, reproduce knowledge, master the ways of application according to the sample;

➤ *the activity of interpretation* is associated with the desire of the student to comprehend the meaning of the studied, to establish connections, to master the ways of applying knowledge in changed conditions;

➤ *creative activity* - implies the student's striving for a theoretical understanding of knowledge, an independent search for solutions to problems, an intensive manifestation of cognitive interests.

Collaborative learning or learning in collaboration is a philosophy of interaction, while teamwork is a structure of interaction aimed at contributing to the achievement of an end result or goal. Collaborative learning is a personal philosophy, not just a method used in the classroom. In all cases where people come together in groups, collaboration offers a way to work with people who respect and emphasize the abilities and contributions of individual group members. There is a distribution of power and responsibility among the members of the group for the effective work of the groups.

In pedagogy, there are a sufficient number of approaches to learning in collaboration, but the main characteristics of the joint learning process are as follows: learning is an active process according to which students assimilate information and associate its assimilation with the knowledge they possess; learning requires solving tasks that are possible with the active participation of his/her peers, processing and summarizing information, rather than rote memorization and repetition; students benefit from getting to know the point of view of different people; Learning is improved in a social environment in which students talk. During this intellectual gymnastics, students create the basis and meaning of reasoning; in a collaborative learning environment, students develop both socially and emotionally, as they listen to different points of view, are forced to express and defend their ideas. Thus, in a collaborative learning environment, students have the opportunity to communicate with peers, present and defend ideas, exchange diverse beliefs, question other concepts, and take an active part. Students learn more effectively with active participation in the learning process.

Rules for organizing groups. Groups can be created in various ways. Sometimes teachers (and students) are simply asked to work with colleagues (friends), in other cases randomly selected groups are formed. Sometimes groups are created according to the specific strengths of

individuals. No matter how a group is formed, it is necessary to know that any newly formed group of people needs time to adapt and adapt to each other's character traits, skills and work styles.

Rules for working in groups. Group activities involve solving more complex tasks than those that can be solved individually. Any team should be guided by a common set of rules that all its members should know and understand. This is necessary so that each member of the group knows what is expected of him, how the work will be distributed and maintained, and how the results will be achieved.

The role of teachers. Group work should be organized and supported by teachers, and time should be allocated for discussion after completing the assignment. Working with the group should include a discussion of what will be achieved and what is planned to be learned, and how the training of the entire class is related to the tasks for working in groups. During the discussion, students should be reminded of the skills, strategies, and rules that they should use. There should be a teacher's intervention. Be sensitive and simulate the practice recommended to students. To ensure that groups work together, more support from the teacher may be needed in the initial stages. At the end of the lesson, the teacher should encourage students to reflect on the process and results of group work.

The results of cooperative work in groups. Well-organized group work promotes the development of social interaction between students, effective communication skills and problem solving. This ultimately encourages students to actively participate in their own learning. Group work is effective when it encourages students to think about and discuss the information they receive, to challenge and understand the opinions of others.

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