

INTERACTIVE LESSON FORMS AS A FACTOR OF FORMING FOREIGN LANGUAGE
COMMUNICATIVE COMPETENCE OF STUDENTS

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ABSTRACT

The article deals with the role of interactive forms of teaching foreign languages. In recent years, the learning situation for future careers is changing. This is facilitated and interactive forms of learning: role playing, case method, discussion, dialogue, etc. Role playing is very effective and attractive method of teaching. We are more interested in role play problem areas, allowing simulating situations that may arise in the future professional activity.

Key words: speech competence, linguistic competence, sociolinguistic and compensatory.

Introduction

Knowledge of a foreign language (especially English) is necessary for all specialists. Foreign language teaching is carried out in accordance with the requirements of the State educational standard of higher professional education, in accordance with the modern goals and objectives of teaching a foreign language, as well as in accordance with the transition, first of all, of non-linguistic universities to a two-stage structure of higher education.

Foreign language proficiency is a mandatory component of the professional training of a modern specialist of any profile. A university foreign language course is communicatively oriented and professionally oriented. Its tasks are determined by the communicative and cognitive needs of graduates of the corresponding profile. The purpose of the course is the acquisition by students of communicative competence, which allows the use of a foreign language both in professional activities and for self-education.

There are conceptual elaborations in the field of teaching foreign language (I. L. Bim, G. A. Kitaygorodskaya, A.

A. Leontyev, Y. S. Passov, W. M. Rivers, and others), as well as the works dedicated to the technologies of teaching foreign language (I. L. Bim, G. A. Kitaygorodskaya, R. P. Milrood, E. S. Polat, G. V. Rogova, O. M.

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The current international situation determines the mastery of students of non-linguistic faculties of communicative competence for oral or written communication with foreign partners, for participation in international conferences, international forums, etc. Thus, the study of a foreign language at non-linguistic faculties is aimed at mastering it as a means of professional communication, carried out by people mainly in the field of their profession. It is known that, knowledge of a foreign language is a mandatory component of the professional training of a modern specialist of any profile. The basis of teaching a foreign language is teaching language skills: reading, listening, speaking and writing.

The new educational paradigm for teaching and studying a foreign language makes it possible to develop students' foreign-language communicative competence in all its components: speech competence, language competence, compensatory and sociolinguistic. Interactive forms of learning also contribute to this: role-playing games, case-study, discussion, dialogue, etc. Role-playing games are a very effective and attractive method of training. We are more interested in role-playing games that allow us to simulate situations that may arise in future professional activities. [1, 329]

It is necessary for the students to be individually immersed in the sphere of a foreign language: studying culture, history, traditions and customs, distant communication with native speakers, watching films, reading books, listening to audio records in the foreign language with following discussion, exchange programs with other countries. It is useful to pay special attention to collecting of the professional vocabulary of the students, studying texts on their future profession. It is necessary to be gradually concentrated on the training model, which will form not only theoretical basis, but also practical skills proficiency.

The students begin to learn the specifics of their profession in terms of foreign language teaching and research activities, when they get a basic knowledge of a foreign language [5, p. 58].

The role of the teacher is organizing a dynamic model of the educational process. The teacher is students' assistant, who have to consider their abilities and chooses optimum educational form. The teacher should encourage students to research work, writing scientific articles and reports, to stimulate their interest in mastering specialized courses of legal translation, business English, preparation for getting the international certificates, etc. Foreign language is a means of professional and productive life, so learning a foreign language in non-linguistic institutes is becoming increasingly urgent problem of development and formation of professional competence of students. A high level of professional competence is achieved by the presence of professional skills, acquired during teaching process. Foreign skills are implemented successfully as part of communicative competence only if they comply with professional skills [3, p. 100].

Thus, foreign language learning should now be treated as a training intercultural dialogue speaking another language. Formation of professional competence should be considered in the context of learner-centered education. Formation of professional competence - this is one of the most pressing issues of our time, and provides for:

- enough information about the culture of a cultural society, including the history, traditions, customs, etiquette, religion, way of life;
- tolerant treatment of all cultural communities to their cultural characteristics;

- readiness and motivation to promote all cultural communities;

Interactive learning is learning that is primarily based on interaction. For the concept of “interactive learning”, the key is interaction according to the schemes: the teacher is the student (s), the student is the student (s). The interactive method in training involves the use of special forms of cognitive activity that can ensure high learning outcomes and quality [4,46].

The tasks of the interactive teaching method include:

- 1) increasing students' interest in a particular discipline;
- 2) the approximation of training to everyday life through the formation of effective communication skills;
- 3) the formation of psychological stress tolerance;
- 4) conflict resolution skills training.

Classification of interactive working methods. Methods of work Forms of work

1. Game Role-playing, situational, organizational-activity, business, etc.
2. Discussion Debate, case-study, heuristic conversation, situation analysis, lecture-press conference, round table, lecture-dialogue, debate, etc.
3. Creative Brainstorming, performance on a socially significant topic, product presentation, etc.
4. Design Protection of research projects, presentations, etc.
5. Information and computer virtual forum, virtual conference, webinar, distance learning, computer interaction teacher – student, etc.[5,173]

Thus, interactive teaching methods contribute to solving several problems simultaneously in the development of communicative competence: they help to establish emotional contacts between students, train them to work in a team, develop the ability to formulate their position and defend their opinions, listen to the opinions of other students, be tolerant, use formulas speech etiquette for solving communicative problems, etc. Due to the active use in the educational process of interactive teaching methods, it is possible to achieve effective results in the development of the communicative competence of students necessary for life in modern society.

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