



## MODEL FOR IMPROVING THE METHODOLOGY FOR DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE IN THE PROCESS OF TEACHING ENGLISH

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**Abstract:** This article discusses the model for improving the methodology for developing students' communicative competence in the process of teaching English. In the process of teaching English, the development of students' communicative competence involves the consistent modeling of personal interests, the content, and the forms of professional training. In particular, there is a sharp increase in the need to use a model created on the basis of contextual education, according to which the assimilation of social experience is carried out on the basis of the active, result-oriented activity of the educational subject.

**Keywords:** language system, communicative competence, teaching process, English language, improvement model, social innovation, speech activity.

In the process of teaching English, the competency-based approach was chosen as one of the most important approaches in developing a model for developing students' communicative competence<sup>1</sup>. It includes the following principles: professional training of the individual, the unity of education and upbringing, and the consistent modeling of the content and conditions of a specialist's professional activity in order to form students' learning activities. "The basis for forming the concept of contextual education is the subject of the student's future professional activity and the influence of social contexts on the results of the educational process".

It is known that in the language system, the content of education is developed not as a subject of study, but as a subject of consistent development of professional activity. The main structural unit of contextual education content is the problem-solving process, which creates the opportunity to apply acquired knowledge in practice.

This approach allows for the modeling of the holistic subject and social content of professional activity, while simultaneously encompassing all possibilities of student activity—from personal perception to social activity. As a result, taking into account the advantages and convenience of the contextual approach, it will be necessary to pay attention to the use of its basic principles and rules in the development of the model of vocational foreign language teaching.

The essence of the career-oriented approach lies in recognizing the student's personality as a subject of the educational process. This approach involves involving students in the educational process, taking into account their individual characteristics, while simultaneously ensuring conditions for the development of the student's intellectual and professional training as an independent individual. Among the scholars involved in developing the student-centered

<sup>1</sup>Вербицкий А.А. Активное обучение в высшей школе: контекстный подход. - М., 1991. - 208 с.

model of the educational process Davidov M.A.<sup>2</sup>, I.A. Zimnyaya<sup>3</sup>, Leontiev A.N.<sup>4</sup>, V.V. Safonov<sup>5</sup> we can highlight separately.

G.A. Kitaygorodskaya<sup>6</sup>, In the research of E.G. Chalkova, various intensive methods of teaching foreign languages serve as a source for developing a structure related to professionally oriented foreign languages in non-philological faculties.

Person-centered communication in the educational process is communication based on knowledge of the student's character, temperament, and individual psychological characteristics. A characteristic feature of person-centered communication is that the subject of communication is directed toward receiving an immediate response from the interlocutor, reflecting their influence, and, accordingly, deciding in which direction to proceed.

In the context of student-centered education, evaluation criteria are also subject to change. This process is based not on the student's knowledge and skills, but on the development of their competence, social activity, and general culture. Consequently, a professionally-oriented approach in the university educational process means focusing on the professional training of each student.

In the process of teaching English, it is necessary to use the basic rules of the communicative approach when developing a model for developing students' communicative competence.

I.I.Bim<sup>7</sup>, N.I.Gez<sup>8</sup>, I.A.Zimnyaya<sup>9</sup>, G.A. Kitaigorodskaya and others paid great attention to the development of this model. The essence of this model is that the learning process is recognized as a communication process. As a model of the communication process, it means modeling important parameters in the educational process based on basic principles, which include: interaction in communicative activity, the main content of the communication process, and the system of speech means that ensure communicative activity. Thus, the use of a communicative approach in developing a model for developing students' communicative competence in the process of teaching English allows for the development of authentic speech in collaboration between the teacher and the student.

Currently, the technological approach to education is one of the primary approaches. Scientists studying the technological approach in their research include S.Ya. Batyshev and V.P. Bepalk<sup>10</sup>, Bilensky V.P<sup>11</sup>, Verbitsky A.A., Klarin M.V., Kuzmina N.V., Levina M.M., Obrazsov P.I.,

<sup>2</sup> Давыдова М.А. Деятельностная методика обучения иностранным языкам: Научно-теоретическое пособие. – М.: Высшая школа, 1990. – 176 с.

<sup>3</sup> Зимняя И.А. Психология обучения иностранным языкам в школе. – М.: Просвещение, 1991.- 221с.

<sup>4</sup> Леонтьев А.Н. Избранные психологические произведения: в 2-х тт. / Под ред. В.В. Давыдова и др. – М.: Педагогика, 1983. – 391 с.

<sup>5</sup> Сафонова В.В. Изучение языков международного общения в контексте диалога культур и цивилизаций. – Воронеж: Истоки, 1996

<sup>6</sup> Интенсивное обучение иностранному языку в высшей школе. /Под ред.Г.А.Китайгородской/ - М.: Изд-во Моск.университета, 1987. – 158 с.

<sup>7</sup> Бим И.Л. Методика обучения иностранным языкам как наука и проблемы школьного учебника. – М., 1977.

<sup>8</sup> Гальскова Н.Д., Гез Н.И. Теория обучения иностранным языкам: Лингводидактика и методика. – М.: Издательский центр «Академия», 2004.-336 с.

<sup>9</sup> Зимняя И.А. Психология обучения иностранным языкам в школе. – М.: Просвещение, 1991.- 221с.

<sup>10</sup> Беспалько В.П. Педагогика и прогрессивные технологии обучения. - М.: 1995. – 144 с.

<sup>11</sup> Виленский М.Я., Образцов П.И., Уман А.И. Технологии профессио-нально-ориентированного обучения в высшей школе: Учебное пособие / Под ред. В.А. Сластенина. – М.: Педагогическое общество России, 2004. – 192 с

Semushina L.G., Sibirskaya M.P., Slastenin V.A<sup>12</sup>, Smirnov S.A<sup>13</sup>, Talizina N.F., Tatur Yu.G<sup>14</sup> and others.

In the technological approach to education, the goals, content, and objectives of any subject are as follows: in the methodological and theoretical preparation of a student for further professional activity, attention is paid to the holistic formation of the needs and skills for utilizing the actual contribution and scientific content of each academic subject.

Intellect is developed based on a technological approach to education. The aforementioned scholars emphasize that the essence of the technological approach to education is as follows: it allows for the initial design of the educational process and its subsequent reuse in pedagogical practice; as a result of achieving the set didactic goals, objective control is ensured.

Features of the technological approach:

It influences other components through the combined use of the structure and content of educational technology.

These include the clear and regular movement of all elements of teaching technology, the selection of optimal methods, forms, and means.

The structure of the model for developing students' communicative competence in the process of teaching English is a didactic system that includes defining goals in the educational process and the scientific substantiation of organizational approaches; that is, it consists of selecting forms, methods, and means of teaching a foreign language, as well as monitoring and evaluating learning outcomes.

The structure of the model for developing students' communicative competence in the process of teaching English includes the following components:

1. target block - includes the definition of the goals and objectives of teaching English to students of philology;
2. motivational block - related to the process of developing and improving the interests of students in philology in mastering the English language, its implementation in practice;
3. Content block - includes the selection of educational materials and literature in accordance with topics, educational technologies, methods, and forms;
4. The procedural block consists of the selection of methods, forms, and means of the educational process, and the formation of competencies;
5. control and evaluation block - related to checking the progress of the pedagogical process and evaluating its results.

In the process of teaching English, the proposed model for developing students' communicative competence develops the ability to formulate goals; that is, it provides for educational and upbringing development during targeted learning.

<sup>12</sup> Клобукова Л.П., Казакевич М.А. и др. Обучение профессиональному общению: Учеб. пособие. – М.: Изд-во МГУ, 1994. – 133 с.

<sup>13</sup> Сластенин В.А., Каширин В.П. Психология и педагогика: Учеб. пос. для студ. высш. учеб. заведений. – М.: Изд-й центр «Академия», 2001. – 480 с.

<sup>14</sup> Смирнов С.А., Котова И.Б., Шиянов Е.Н. и др. Педагогика: Педагогические теории, системы, технологии. Учеб. пособие для студ. высш. и сред.

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This, in turn, greatly helps in identifying certain rules and defining goals in the process of achieving components. It is well known that in psychology, purpose is understood as the conscious representation of the results of actions.

The process of developing students' communicative competence in the process of teaching English leads to the formation of a planned result in the conscious teaching and teaching of language and culture in the future.

At the same time, the goal should be considered as an important socio-pedagogical and methodological category. The socio-pedagogical essence of the goal is an important component of contextual education and is linked to the social interests, knowledge, and skills of the state and society regarding language. Goals should be reviewed in light of the adopted education concept.

In the process of achieving educational goals, the consideration of a foreign language as an academic subject creates great opportunities. There are various aspects of student education, and the main criteria for mastery are life activity, respect for the culture, historical and cultural values, and scientific achievements of other peoples, a general culture of interpersonal communication, cognitive activity, and the desire for self-education: aesthetic perception, artistic taste, the ability to communicate in a foreign language, and knowledge and skills as a means of improvement.

In the process of teaching English, great attention is paid to the formation of students' communicative competence as a priority task of teaching in accordance with the curriculum designed to develop students' communicative competence. Therefore, this process is required in all areas of the education system.

At the current stage, it is an effective factor in the socio-economic, scientific-technical, and general cultural development of society to achieve all the goals of developing the culture of communication in English among philology students. The detailed consideration of educational goals and the process of achieving them in the formation of professional communication skills in developing the culture of communication in English among philology students are based on certain rules.

Therefore, it is necessary to pay close attention to the characteristics of educational goals and their interaction with their components in developing the culture of communication in the English language among philology students.

The target component of the functional model under consideration is closely linked to motivation. The adoption of goals creates a foundation for developing the culture of communication in English among philology students and has a significant impact on stimulating academic and cognitive activity. It is well known that the development of any model for teaching a foreign language must include the logical foundations of motivation in order to motivate students.

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