



DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN STUDENTS

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Abstract

The definition of the term "communicative language teaching" is given in the article; the main components of the communicative competence are presented; different forms and methods for communicative skills development are shown.

Keywords: communicative competence, communicative language teaching, communicative skills.

Introduction

Reading texts, books and magazines in English can help increase your vocabulary and have a positive effect on the development of speaking skills to some extent. But no other exercise can have as good an effect on developing your speaking skills as listening. So, if you want to speak, put books aside and try to listen more to the speech in English. Watch movies in English, listen to songs, dialogues and monologues. In addition to increasing your vocabulary by listening, you will also learn the correct pronunciation of words. Read English texts aloud. Read the story to someone in English. Try to read expressively the poems in English given in the books. In general, to learn to speak English, not only read the book, but also practice your speech while reading. There are two main types of difficulty in speaking English:

Mental difficulty: thinking about which word or phrase to say;

Physical difficulty: correct pronunciation of words.

Reading texts aloud will help you overcome the second type of difficulty without thinking about the first type of difficulty. This exercise prepares your lips and tongue to pronounce English naturally. I recommend that you read each text twice. When reading for the first time, read slowly and pay attention to the correct pronunciation of the words. You can also highlight words that seem difficult to pronounce from this process. On the second reading, try to read the text at a natural pace, as if you were speaking, as well as pronounce the words correctly.

2. Priorities for the formation and development of communicative competence in students.

The organization and management of students' activities through communicative tasks, in contrast to the traditional teaching method, requires a comprehensive





mastery of the pronunciation of learning materials, new vocabulary, grammatical material, texts heard and read, written expression of ideas in the process of communication. In the process of practicing a communicative task, the student learns the pronunciation of lexical units, their meaning, grammatical and syntactic structure, the peculiarities of the sentence structure. begins to explain in writing and finally to study the phonetic-grammatical rules in it.

The formation and development of communicative competence in students, ie the ability to enter the conversation, is organized through communicative tasks that teach the methods of speech activity. Such tasks are prepared by the student. by iodine extraction. Imitative learning is organized through the perception of the content of the heard sentence by means of audio-visual means. Memorization is organized on the basis of the mastered oral material after the completion of the communicative task. In traditional teaching, memorization without understanding the meaning expressed by words is characterized by a short retention in memory. Once the heard speech material is reinforced on the basis of multiple repetitions, it helps the student to master the ways of expressing his / her opinion meaningfully, what to say to the interlocutor in certain speech situations, how to speak.

It should also be borne in mind that the Internet helps to feel the real language environment and with it the need to learn the language is formed. The reason may be the need to communicate regularly with the speakers of the language, to use different information, to watch movies, to understand the songs.

All this increases the interest of students in learning foreign languages through ICT. Based on the above considerations, the creative use of ICT in foreign language lessons not only helps to increase students' interest in reading, motivation to study science and make lexical-grammatical material boring for some, but also to teach in a foreign language. continuous communication, the development of communicative skills, as well as the reduction of the share of reproductive activity in the learning process and its role as an important factor in general. In addition, many e-learning resources encourage students to acquire independent knowledge, gain skills, and strive to learn a foreign language more deeply. Helps them expand their knowledge even after graduating from high school or higher education. With the above in mind, it is possible to promote the more effective use of ICT by any potential teacher in organizing foreign language classes, master classes or open classes.

In this regard, it is important that the teacher explains the differences and similarities between the languages in the course of the lesson, in particular, the use of modern information technology tools, electronic resources to make the lesson easier for students to master and comparative study of lexical and grammatical phenomena of





language provides a great opportunity to perform various exercises. In addition, the growing number of specialized language learning sites in recent years not only facilitates the process of mastering complex and tedious language learning - lexical units, but also allows you to enjoy entertaining game exercises using these resources. It is necessary to pay attention to the fact that in a sense it is spiritual food, as well as an opportunity to relax. Examples of such electronic dictionaries are www.lingualeo.ru and others. However, each word in such a dictionary can be represented to the user many times, which means that when learning it, the word is spelled correctly, the lexical pronunciation is remembered by the speakers of the language. firmly located and helps to overcome difficulties in translating texts.

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