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## The Formation of Students' Communicative Competence in EFL Lessons

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### ANNOTATION

The formation of students' communicative competence in foreign language lessons plays an important role in the development of students' skills of effective communication in a foreign language and helps to overcome psychological barriers in the process of mastering any foreign language. In this regard, language teachers need to create conditions for the formation and development of communicative competence in various situations of verbal communication in the classroom. This article reflects teaching experiences in the formation of students' communicative competence in EFL lessons.

**KEYWORDS:** EFL, Student.

### Introduction

Today, the formation of communicative competence of students in foreign language classes is the most urgent task. Therefore, the teacher needs to create conditions for the formation and development of communicative competence in various situations of verbal communication in the classroom. However, the main task of a foreign language teacher is to form not only speech, but all components of communicative competence, including sociolinguistic (the ability to choose the right linguistic form in any speech situation, use the right vocabulary depending on the conditions of the communicative act) and sociocultural (knowledge of customs and traditions of the country of the language being studied and the ability to build a trajectory of communication with a native speaker in accordance with them).

### Materials and Methods

The formation of the communicative competence is necessary for students to communicate in a foreign language that involves the use of the following methods and forms of organizing educational activities that teachers can use in teaching.

### Project activity.

The most important component in the organization of students' project activities is the development of creative abilities where students develop their autonomy in planning, organizing and controlling their activities in the process of working on a project. In addition, the use of the project method makes it possible to integrate the knowledge of students from different areas in solving one problem, to apply the knowledge gained in practice. Projects contribute to the solution of the following tasks:

- Formation of informational, general scientific, communicative and social competencies.
- Formation of an independent, active and proactive position of students in learning a foreign language.
- Development of research and reflective skills.
- Development of cognitive interests of students.

There is a course “Integrated skills” which will be delivered for first year students at universities. The course will complement the other skills courses, reinforcing the use of communicative competence for intercultural communication. Emphasis will be on developing students’ fluency and confidence in language use. The course covers the following project works:

- “Our Book of People” (book about famous people, group mates, parents, friends);
- “First encounters” (poster presentation)
- “National Symbols” (poster presentation)
- System of Government of Great Britain (quiz contest)
- “Ten tips for healthy eating” (handbook)
- “Recipe book” (book of recipes with illustrations)
- “How to develop a healthy life style” (poster presentation)
- “How to give up smoking” (brochure)
- “Family album” (short film)
- “Family rules” (poster presentation)
- “An ideal school” (poster presentation)
- “Staff portrait gallery” (compiling a broadsheet)

The implementation of project activities contributes to the formation of an educational and cognitive component (the ability to work with information), a speech component (semantic, logical construction of a statement, the ability to argue one’s position, lead a discussion, ask questions, listen, establish contact) communicative competence.

### **Game techniques, situational creative tasks.**

Game techniques are used in the process of organizing the activities of students in the classroom when studying, consolidating new material, and organizing current and intermediate control. Playing with a life, professional situation, students not only work out the speech skills of communicative competence, but also develop skills that may be useful to them in adulthood. For example, 3rd year students are offered a game situation “Consulting” in the lessons, where they need to fill out visa forms in a foreign language, write a resume, fill out identity cards, and create business cards. When working with authentic documents, students enter into a dialogue, consult each other in a foreign language, while developing the speech component of communicative competence (semantic, logical construction of a statement, the ability to argue one’s position, lead a discussion, ask questions, listen, establish contact). To organize group activities, I often use brainstorming as it provides students with the opportunity to propose, discuss, exchange ideas. Brainstorming

not only develops their creative thinking and increases their confidence in the teacher, but also makes the learning process itself comfortable.

### **Virtual tours.**

Virtual tours of the cities of the studied countries (London, Washington, New York) actualize interdisciplinary connections with history, geography, literature, painting, an educational and cognitive (the ability to work with information), a general cultural component of communicative competence are formed. Along with this, it is important for students to give a visual representation of the life, traditions, values, customs and linguistic realities of English-speaking countries. Educational virtual tours can serve to present the process of language acquisition as comprehension of a living foreign language reality. Virtual tours are considered one of the most effective and persuasive ways of presenting information at the moment, as they allow us to make exciting virtual tours and give the viewer a complete picture of the surrounding space. This technology is relatively new, its integration into the educational process is gradual. The emergence, active development and introduction of digital technologies in the educational process has facilitated this task. If we compare virtual tours with videos, presentations or a regular series of photographs, then the main advantage of the proposed information technology should be noted - interactivity. Thus, the student has various opportunities to work with this technology. The viewer has the right to choose the pace of a virtual walk and the order of acquaintance with various points of historical heritage, this is the undoubted advantage of this technology in the educational process. In other words, the student is able to go around the entire building from the inside and even examine it from the outside, make a virtual journey through the historical heritage, having studied everything in great detail.

Studying English as a foreign language, the students seek to explore one of the oldest cities in Europe - London. As we know, London has an amazing concentration of a variety of attractions, historical and cultural monuments: luxurious palaces, historic buildings, towers, bridges, ancient churches, attractions and world-class museums. The technology of "virtual tours" is able to provide an opportunity to travel through the historical centers of the ancient city. Various virtual tours also have a number of distinctive features: some of them provide additional material, including history and educational facts about a particular historical structure. For example, having visually familiarized themselves with Buckingham Palace, the students can use the link to the description, by clicking on which they will receive necessary information in a foreign language.

### **Printing a newspaper in English.**

One of the forms of organization of extracurricular activities of students is the writing of articles on linguistic topics, in the process of working on which an individual approach to students is implemented, taking into account their psycho-age characteristics. At the same time, students communicate in a collaborative environment, develop the ability to listen to a partner, take his position and formulate his own. The main task of these methods is to make learning not only effective, but also interesting, to involve students in the learning process, to create conditions for their creative activity. Thus, the use of effective methods allows you to form a self-confident person who is able to make a decision in any situation. In the process of communication, the student learns universal human experience, values, knowledge, i.e. formed as a person. In this sense, communication becomes an important factor in the development of personality.

Such communication-oriented tasks will arise the interest of students, attract them to active participation in their implementation, and form internal motivation. As a result of using communicative-oriented tasks, they master the methods of practical actions with grammatical material and apply it in speech in the form of an

explanation, in stories, expressing thoughts, expressing their ideas. These techniques significantly contribute to the solution of educational problems.

### Conclusion

Communicative-oriented teaching allows us to increase motivation, expand the expressive possibilities of speech and give naturalness to students' statements in learning situations. Thus, I build my work in such a way that it meets the new requirements for learning a foreign language as a way of learning in the interaction of cultures in the modern world.

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