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Formation of Communicative Competence of Non-Linguistic University Students

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Annotation. *The article deals with the means of forming the communicative competence of students of non-linguistic universities in teaching a foreign language. The effectiveness of active methods is proved: dialogical situations, computer presentations, role-playing and business games for the development of students' communicative abilities. Examples of the use of active methods in foreign language classes with students of various non-linguistic areas of training are given.*

Keywords: *communicative competence, active methods, general language and professionally oriented language training, dialogue method, role-playing, gaming methods.*

In modern conditions of globalization, the main indicator of the success of a specialist is his ability to establish, maintain and expand interpersonal contacts, including in a foreign language, which contributes to effective professional communication in an intercultural space. According to the state standard of higher education, the discipline "Foreign language" refers to the basic part of the bachelor's program for all areas of training of non-linguistic universities and involves the formation of students' foreign language communicative competence to solve social and communicative problems in various fields of cultural, everyday, professional, scientific fields of activity, when communicating with foreign partners, as well as for further self-education.

The process of teaching a foreign language is aimed at the comprehensive development of cognitive, informational, general cultural, communicative, sociocultural and professional competencies of students and the formation of the ability to communicate in a foreign language to solve problems of interpersonal and intercultural interaction. However, professional and qualification requirements for the level of foreign language proficiency in practice do not coincide with the traditionally low knowledge of it by students of non-linguistic universities. In addition, universities mainly use traditional forms and methods of teaching, which do not contribute to the development of skills to interact with partners and clients and build relationships with them in the process of professional communication.

Thus, there is a need to find means that contribute to the formation of students' communicative competence. We believe that active methods are the most effective for the formation of communicative

competence, since they provide a high degree of students' motivation, their active involvement in the communication process and the obligation to interact with each other [1, p. 363]. Active methods contribute to the development of professional competence, since social skills and skills of professional, interpersonal and intercultural interaction and building relationships in conditions close to professional activity are formed in the process of communication [2].

The resolution of the contradiction, in our opinion, is also possible by dividing the learning process into the stages of general language and professionally oriented training, as well as a differentiated approach to teaching students with different levels of language training [1, p. 362]. "General language training is aimed at developing communication skills of interpersonal and intercultural interaction and the formation of skills in the emotional and volitional sphere that contribute to building interpersonal relationships, improving the types of speech activity, correcting students' multi-level knowledge of a foreign language; professionally-oriented language training provides conditions close to the future professional activities of students, which contributes to the formation of the foundations of professional communication" [3, p. 2].

In the course of general language training, the dialogue method becomes the main one, allowing you to create conditions as close as possible to real communication, which is confirmed by scientists who "consider language primarily as a means of communication between people, its participants as "speech subjects", and the structure of speech as their dialogue consisting of statements oriented towards each other" [2, p. 245–247]. In the process of dialogue, a problematic situation is resolved, which is created with the help of a task that requires "discovering or assimilating previously unknown knowledge or methods of action" [1, p. 24], and causes the need for verbal communication [3].

Thus, problem-based learning was a prerequisite for the emergence and development of active learning methods, in which the problem situation provides the conditions for the implementation of communicative interaction. The situation is understood as "not a set of extra linguistic circumstances, but a system of interlocutor relationships reflected in their minds" [2, p. 31], as well as "the general complex of real conditions and reactions in these conditions, causing the corresponding linguistic design" [2, p. 136].

A more complete definition of the situation was given by E.I. Passov: "A situation is a universal form of functioning of the communication process, existing as an integrative dynamic system of social status, role, activity and moral relationships of the subjects of communication, reflected in their minds and arising on the basis of the interaction of situational positions that communicate" [3, p. 57]. Thus, the dialogue method builds relationships between partners in the process of resolving a problem situation, forming the skills to: determine and regulate one's emotional state; manage yourself, show goodwill; resolve disagreements, create a positive psychological climate in the course of communication.

In the process of playing the dialogue, the ability to use common vocabulary and a specialized thesaurus in speech is formed; language clichés and means of speech etiquette are mastered, which serve as the basis for communicative interaction (request, consent, refusal, surprise, advice, warning, etc.) and the compositional structure of the dialogue when studying a number of topics ("In a hotel", "In a restaurant", "In the shop", "City and its sights", "Journey", "Telephone conversation", etc.).

Students often have difficulty communicating in a foreign language because they feel insecure when using grammatical structures and lexical units. To overcome the language barrier, we consider it appropriate to conduct games for psychotechnics, which are a miniature model of interpersonal communication that contains the experience of emancipation and spontaneity. In the process of playing psychotechnics, attention, imagination, emotional and figurative memory, speed of reaction develop; psychological barriers, mental and physical tension in communication are removed; mastering the technique of self-regulation and self-control.

Games for psychotechnics stimulate free speech communication at the stage of general language training, forming the basis for the active participation of students with different levels of foreign language proficiency in role-playing and business games. For example, the psychotechnical game for analyzing the behavior of communication partners "Observers" develops the ability to analyze the behavior of others and one's own. Students are invited to choose for themselves the communicative style of behavior of a person who is in a state of stress or conflict, from among those described by the family therapist Virginia Satir: accuser, conciliator, pragmatist and alarmist. An important condition is the choice of "a communicative style that is unusual for them: they may feel uncomfortable in the chosen roles, but this will expand their behavioral repertoire. Then students choose any topic and start discussing it, each sticking to their role. The rest of the students observe them and express their opinion about the behavior of the participants in the game during the discussion. Then the participants themselves share their impressions that arose during the performance of the selected roles. By experimenting with different styles of behavior, students learn to communicate with each other in the most appropriate manner for this, without causing the interlocutors to want to resort to defensive reactions" [2, p. 120–121].

Project presentations followed by a group discussion contribute to the formation of cognitive, informational, general cultural, sociocultural, communicative and professional competencies and are a logical and effective final stage in the study of lexical topics. An important condition for student engagement is to deliver presentation topics that will interest students in research.

Students take a creative approach to completing this task and create presentations based on their individual ability to speak a foreign language. Students with a basic level of foreign language proficiency work out active vocabulary on the topic, learn to correctly build monologues grammatically and compositionally, ask questions and answer them at the stage of discussing presentations. Students who are fluent in a foreign language create creative projects that introduce other students to unfamiliar vocabulary, expand background knowledge about the country of the language being studied, talk about exciting facts on the topic being studied, which motivates all students in the group to be active and interested throughout the lesson, comment speeches, answer questions and express their opinions during a group discussion [1].

Thus, active methods in the process of teaching a foreign language stimulate the cognitive need of students of non-linguistic universities and motivate them to interpersonal and intercultural communication, instill moral and aesthetic norms of behavior, form a culture of relationships between people in the process of interpersonal and professional communication.

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