MODELING SITUATIONS OF VERBAL COMMUNICATION AS A MEANS OF COMMUNICATIVE COMPETENCE FORMATION IN THE ENGLISH LANGUAGE TEACHING

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This article deals with modeling of verbal communication situations as a way of optimizing communicative competence formation of foreign language student-teachers. High level of relevance is given into competency-based approach in accordance with a change of priority approach in the educational process at the present stage of teaching methods of the foreign language development. Therefore, the formation of communicative competence as the basis of professional activity of the foreign language future teachers is one of the most significant aspect of their training in high school. Methods of the research are theoretical and empirical, that include modeling as a main means in creating verbal communication situations and questionnaire, experiment, diagnostics. The research had been divided into four stages. Effectiveness of modeling verbal communication situations in the process of communicative competence formation was checked during the experimental stage. A model of verbal communication situation based on general model of communicative situation of V. E. Karasik was created. With the main aim of forming communicative competence of student-teachers, the model of communicative competence formation was developed. Complex tasks and exercises on "Communicative competence formation of the foreign language student-teacher" was developed and implemented into the teaching and learning process. Criteria-based device of verbal communication abilities and skills was developed. This paper concludes that communicative competence formation is a dynamic process that has no permanent final result. Modeling educational verbal situations is an effective way of developing speech skills and abilities that leads to the communicative competence formation.

Keywords: competency-based approach, communicative competence, verbal communication, modeling situations of verbal communication, higher education

INTRODUCTION

In recent years in Kazakhstan numerous attempts were made to update the content of the State Educational Standards of different levels on the basis of Competency-based approach. So that the system of the foreign language education is based on the competence model of training student-teachers, in which the purpose and results of the educational process are formulated on the basis of the integrated performance of high school graduates, involving the mastery of both general key concepts and competencies of a particular subject area focused on the subject. Existing research works on the development of conceptual and methodological foundations of the

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competency-based approach allowed to reveal its essence as a complex of (Kunanbayeva, 2014):

1) the system of research procedures serving in the design of educational systems such as a *methodological regulator* of building and transmitting models of the effective implementation of human socio-cultural and professional functions in the content of education;

2) *the theoretical basis* for building competence-oriented education content;

3) *the system of design technologies* ensuring the formation of key, basic, professional competences agreeable to the requirements of the educational standard;

4) *the criterion base* for assessment of the quality of the effectiveness and management of education.

Competency-based approach involves the orientation of education in the competence formation of future teachers of a foreign language that reflects knowledge, skills, abilities, professional qualities and values (Azimov, 2009). Evaluation of educational outcomes at the competency-based approach is based on measuring the levels of education achieved by the students at a certain stage of the educational process, which are defined not by the volume of encyclopaedic knowledge but by the ability to solve problems of varying complexity on the basis of existing knowledge.

Lebedev claims, that competency-based approach does not deny the importance of knowledge, but it focuses on the ability of its practical application. The main requirement for the implementation of competency-based approach is to create conditions for the manifestation of independence and creativity of students in solving the proposed objectives as well as giving them the opportunity to see their own growth and achievements. Particular attention is given to self-analysis, self-assessment and reflective activity of students. Therefore, competency-based approach in learning a foreign language in conjunction with the trends of continuous pedagogical education and pedagogical laws forms the basis of formation of the foreign language communicative competence of future foreign language teachers.

Requirements pertaining to the current times in higher education include the presence of communicative competence of student-teachers (Hymes, 1972). This dictates the necessity of a set of socio-cultural knowledge, abilities and skills. Besides knowledge of communicative competence it is essential the knowledge of pragmatic competence that is regarded as the most important part of communicative competence for the effective intercultural communication (Tan, 2015).

Practice shows that no matter which spheres of science on speech are considered, the focus of interest is shifted from semantics and syntax to pragmatics. Speaker's relation to his listener is a new perspective of considering traditional issues of the disciplines which are reviewed nowadays. Thus, graduates are required

not only in professionalism but also in deep understanding of the principles of communication, especially of verbal communication.

Despite the wide interest in the problems of verbal communication there is a shortage of appropriate domestic textbooks and manuals. Many books are devoted to business communication or the authors, as a rule, are psychologists or philosophers, or in the field of management experts. Therefore, in our opinion speech and language factors are often relegated to the second place in these publications and there are no certain effective strategies and models that are well-tried. The relevance of solving this problem plays out in the presence of the apparent gap between the increasing needs of the society in social and agile minds and in the level of psychological and educational, professionally-oriented science and practice which is unable to ensure this requirement.

One more problem that non-native speakers meet with difficulties in the act of communication is intercultural misunderstanding. Tello Rueda (2006) claims, that according to Thomas, with the help of communicative situations this incomprehension of speech between communicators in the process of producing the second language can be prevented. Therefore, the most appropriate way of learning a language is to partake in a community which uses a foreign language in a real context. The language learners are encouraged to think, speak and write without hiding in the case of environment that was adapted to real situations (Dr Mahmoud M. S. Abdallah, 2015).

The interest in speech act including act of expression and intention of the speaker to the listener is supposed to regard speech act as verbal communication**.** The starting point of any speech act is a speech situation, this kind of combination of circumstances encourages people to do verbal action. According to E.I. Passov (1977), situational speech, particularly its property, manifests in the fact that the speech units in the semantic and temporal parameters always relate to the situation and create a potential context of a certain range. It means that every phrase as it is situational creates a certain "gravity field", allowing to a interlocutor to react automatically but within a certain range.

The speech situation generates motive statements that in some cases is developed into necessity to act. Thus, Educational Verbal Situations (later EVS) is a means of creating these speech situations. Modern methodists E.I. Passov (1977), V.L. Skalkin (1983), E.N. Solovova (2002), E. Shishova, M.M. Solobutina and A.K. Mynbaeva (2016), A.R. Masalimova, G.V. Porchesku and T.L. Liakhnovitch (2016), R.A. Valeeva, V.F. Aitov and A.A. Bulatbayeva (2016), A.A. Shakirova and R.A. Valeeva (2016) identify several types of EVS, but to date there is no universal typology of educational verbal situations determining the place of each type in the learning process and allowing to use them targeted. In our opinion, the development of skills and abilities of foreign verbal communication should have a modular nature and include several types of situations, applied in a strict sequence.

With a view of creating such speech situations to form key competencies of future teachers, modeling is appropriate.

One of the methods of forming a model of students communicative competence is a method of modeling and consideration of the term "model" in the scientific literature. It is said relatively little on modeling situations in pedagogy and psychology. Two variants of understanding of modeling situations can be distinguished in pedagogy and psychology: modeling as a method of situation cognition and modeling as a process of communication planning due to problems. In our work under the modeling we understand the process of creating verbal communication situations (later VCS).

It should be noted that modeling of VCS for didactic purposes is rare, if not the single that is understandable almost huge variability of communication processes which are difficult to predict. S.S. Kunanbayeva (2014) gives an analysis on modern communication models of Y.M. Lotman (2000) and N.G. Komlev (2007), which are characterized by release of the poles, which are represented by the consciousness of the speaker (on the "input") and the consciousness of the listener (on the "output"). In these models, communication is seen as a trinity: the generation, speech, perception, each link of them is equally significant and important. At the center of this triad is speech which is quite natural, since it is an activity, that is carried out by means of verbal communication (Krassnyh, 2001).

According to S.S. Kunanbaeva (2016), for modeling it is indispensable to ensure the availability of three modeling elements: subject (researcher), the object of study, the model of the known object in the projection of its interaction with the subject. P.G. Schedrovitsky (1988) argues that to build new models of teaching activities it is necessary to know the type and nature of the required product, the type and nature of the raw material that is needed to convert the means and instruments, the nature of the individual actions that is needed to make, and their order. Knowledge of the actions should take account of their relationship to the objects of transformation and implements activities.

In accordance with G.I. Rogaleva (2015), under the model, followed by V.A. Stoff (1966), we realize this ideal, i.e. mentally represented or materially implemented system, that displaying or reproducing the object of study has an ability to replace it so that a study on this subject gives us new information. Therefore, the model should have the use of convenience, coverage of the most important characteristics of simplicity, clarity of presentation and expression. As it can be seen, the pedagogical models allow us to reach a maximum of objects and describe the conditions, contents, methods and forms of education.

METHODS

The methods of study are: 1. theoretical: analysis of psychological, pedagogical, linguistic and methodological literature and research on the problem of developing

verbal communication skills and abilities of students in terms of competency-based approach; modeling; comparison; classification; 2. empirical: observation; questioning; testing tasks and diagnostics.

The experimental base of the study was held in L. N. Gumilyov Eurasian National University, participants are education bachelor students of 1 and 2 courses of specialty "Foreign language: two foreign languages (English)".

According to competency-based approach it's essential to form communicative competence of students that means to develop verbal communication skills and abilities. The research consists of four stages.

First stage includes: study of psycho-pedagogical and special literature on the research topic; implementation of theoretical analysis of the problem of communication competence formation as a basis of professional work of a foreign language student-teacher; identification of contradictions and unresolved problems; development of the experimental part, the definition of the basic parameters of a working hypothesis and the general study of the concept and construction of the model of foreign verbal communication situation.

Second stage: construction of the model of communicative competence of the future English language teacher and implementation of primary diagnosis.

Third stage: development of content tasks in English; identification of criteria, indicators and levels generated communicative competence needed for its quality monitoring and conduct studies on the practice of oral and written language in the control and experimental groups.

Fourth stage: development of scientific and methodological support of the process of communicative competence formation of the English language student-teacher; diagnosis at the final stage of the experiment; identification of a number of abilities and skills in the process of speech competence formation of the student-teachers of English in high school using modeling VCS and statistical processing and compilation of the results of experimental work.

RESULTS

At the first stage was done the following:

- a theoretical analysis of the problem of formation of communicative competence of students as a basis for teacher training at the university. Communicative competence considered in the structure of pedagogical activity of the foreign language future teacher;

- didactic study of verbal interaction between teachers and students in the process of the foreign language learning;

- identification of modern requirements to the foreign language teacher practice and the specific content of communicative competence formation in high school;

- description of the model of foreign verbal communication situation.

Communicative competence as a component of professional competence of future teachers of a foreign language is presented as a synthesis of pedagogical knowledge of the teacher and the cognitive activity of students on studied information on the foreign language is conditioned by degrees of:

1. Fluency in the foreign language speech

2. Development level of listening comprehension skills in the communicative situation

3. The diversity of the active vocabulary

4. Normativity of verbal behavior

5. Based on literature review and taking into account the results of questionnaire, we identified the following abilities:

    - orientating quickly and correctly in terms of communication
    - choosing the content of the act of communication
    - finding adequate means for the transmission of this content
    - providing feedback
    - expressing thoughts
    - asking the question
    - maintaining consistent logical-talk to achieve the goal
    - anticipation of the course of solving communicative situation
    - pedagogical communication
    - responding to students' mistakes that provides a combination of communicative, learning and lingvomethodological ways of speech activities necessary for the organization of foreign verbal communication in the classroom.

The following is the description of the model of communicative competence formation of the foreign language student-teachers in high school, the criterion characteristics and methods of research on the effectiveness of the process of communicative competence formation of future teachers, revealed pedagogical conditions of effective formation of communicative competence in teaching students high school. The model of communicative competence formation of the foreign language student-teacher as an active subject of speech activity is represented by the structural and functional components, facilitates description and expansion of knowledge about the process under study for the conversion and management, designs speech interaction between teachers and students in the process of learning the foreign language.

Criteria-based device of speech preparation was developed, comprising as the main characteristic of speech skills and abilities: cognitive and practical components

(reading, listening, speaking, writing), as well as indicators and levels of its formation, necessary for the implementation of qualitative monitoring. Criterion assimilation of speech acts has a degree of fluency in the foreign language speech, speech activity and experience of verbal interaction. Criteria based device is designed throughout the study and gives a qualitative analysis of its effectiveness.

Results of the study, confirming the position of the hypothesis, give rise to the formulation of the following conclusions:

– Actual problems of the study due to the identification of the main contradictions and unresolved problems in the organization of the process of communicative competence formation of the English language student-teacher as the basis for training, developing strategies in building professional-significant proficiency of foreign speech activity of students in high school;

– As a result of theoretical analysis of the problem of professional competence formation of the future foreign language teachers, the role and place of communicative competence in the structure of teaching, it is given didactic study of verbal interaction of student-teachers in the process of learning the foreign language, it is determined the value of communicative competence in this interaction;

– 60 tasks of communicative competence formation of the foreign language future teachers give an opportunity to cover in a single system of its specificity, projecting the verbal communication of student-teachers in the process of learning the foreign language, and promoting the expansion of knowledge and description of the investigational process for the conversion and management;

– The specificity of content of the process of communicative competence formation in high school due to the modern requirements to the professional activity of the foreign language teachers, is reflected with developed teaching guide during the study "Communicative competence formation of the foreign language student-teacher" contributes to the purposeful formation of abilities and skills of possession of foreign language speech and it is an important condition for improving its efficiency; development and implementation of complex tasks and exercises on verbal preparation of students creates real conditions for its successful organization at the university;

– Developed criteria-based device of speech preparation.

Designed models

We introduce a circuit model of the VCS developed on the basis scheme of the general model of the situation that is proposed by V.E. Karasik (2002), which

operates and creates investigated communicative unit. Features of speech and speech of human behavior depend on many causes and factors. Thus, the combination of these factors is called the situation of verbal communication. The main components of the model (figure 1) are participants of verbal communication and its relationships, external and internal conditions of verbal communication, and theme of the event.
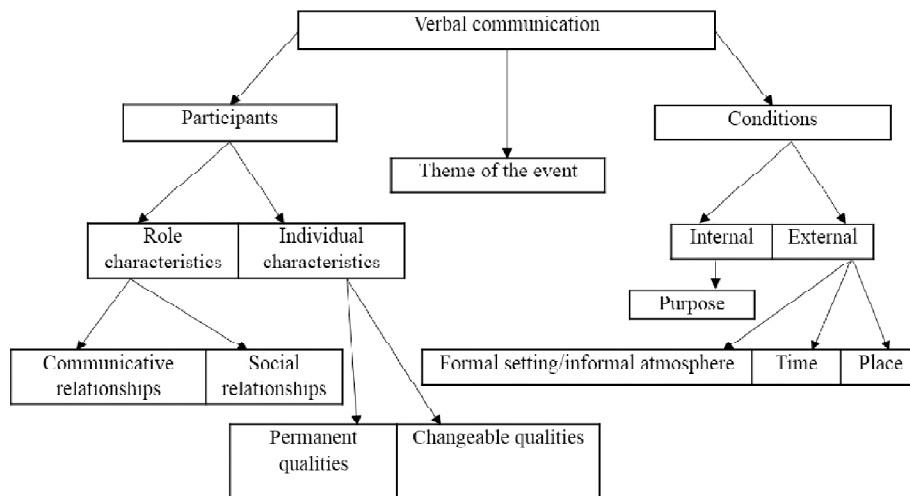

Figure 1:   The model of Verbal Communication Situation

The process of communicative competence formation of foreign language student-teachers were modeled. Created model (figure 2) is a holistic, open, dynamic system and provides the opportunity to deliberate formation of foreign language communicative competence of the future teachers in the higher education system to determine the conformity of the goal to the final result.

DISCUSSION

According to the model of VCS, under the term "participants" of verbal communication we mean a sender and a perceiver, a speaker, a listener and an indirect recipient or an acquiescence participant, and finally the observers (Jayachandran, 2007). In the course of verbal communication situation affects characteristics of the participants of verbal communication such as individual, namely permanent and changing qualities, and role, namely communicative and social relationships. Status and role communication is based on the expectation that the person complies with the speech rules inherent to its position in society and defined with the nature of relationship with the interlocutor.
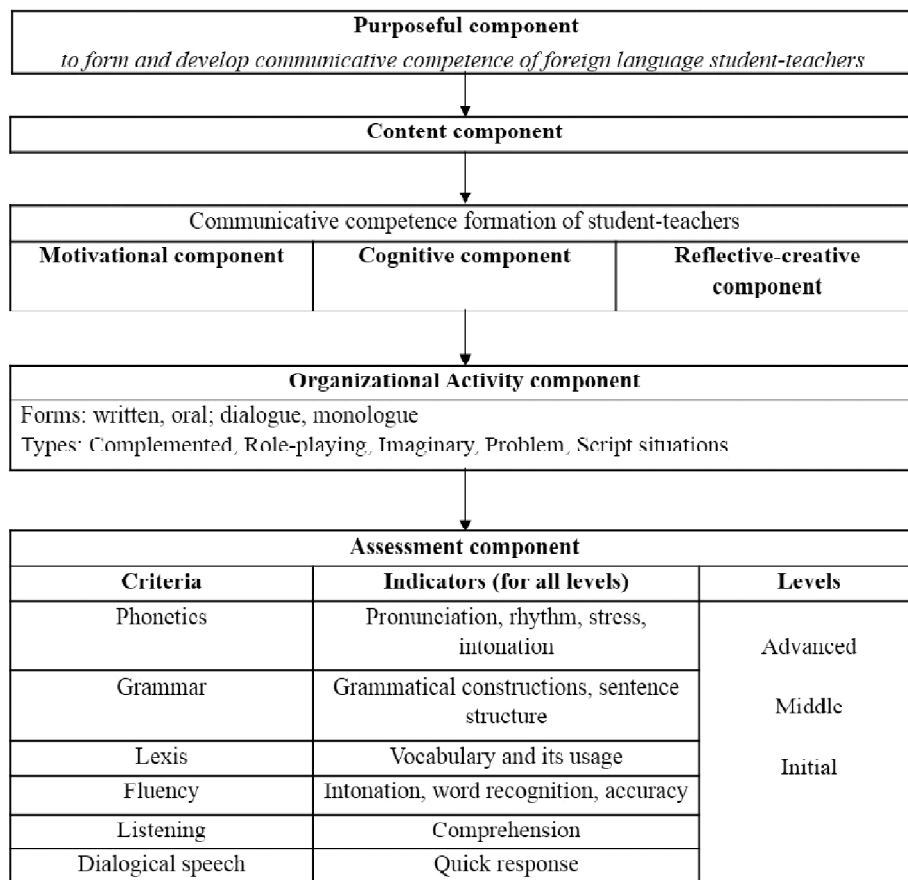
Purposeful component
to form and develop communicative competence of foreign language student-teachers

Content component

Communicative competence formation of student-teachers		
Motivational component	**Cognitive component**	**Reflective-creative component**

Organizational Activity component
Forms: written, oral; dialogue, monologue Types: Complemented, Role-playing, Imaginary, Problem, Script situations

Assessment component		
Criteria	**Indicators (for all levels)**	**Levels**
Phonetics	Pronunciation, rhythm, stress, intonation	Advanced
Grammar	Grammatical constructions, sentence structure	Middle
Lexis	Vocabulary and its usage	Initial
Fluency	Intonation, word recognition, accuracy	
Listening	Comprehension	
Dialogical speech	Quick response	

Figure 2:   The model of communicative competence formation of student-teachers

To realize VCS important factors are external and internal conditions of VC. The external conditions include the formal and informal circumstances, time and place. Formal setting demands lexical composition of speech that should not include abusive words, slangs, colloquialisms and dialects. The determining factor in an informal atmosphere is the degree of acquaintance. Considerable importance in verbal communication plays a spatio-temporal context - the time and the place in which VC occurs. The place of VC can greatly determine the genre of dialogue: a dialogue between teacher and students at the university, at a party with friends, with strangers and etc.

Speaking about the internal conditions of verbal communication we distinguish the purpose of the communicants' speech acts. The purpose of verbal communication is called the result that addressee and sender want to receive as a

result of communication. The factor of the purpose connects positions of the speaker and the listener in communicative process.

Each thematic group of VC has units in the range of stylistic options, giving the speaker a choice of a means according to the VCS and the nature of the relationship between the participants. VCS helps to understand the meaning of the text, specifies the value of a number of grammatical categories, for example, the category of time, pronominal words like I, you, now, here, there, etc. It also allows to correctly interpret the text, specify its objective function (advice, recommendation, threat, request, etc.), identify causal relationships of the statements to other events, etc.

Designed model of communicative competence of student-teachers consists of the following components:

Purposeful component presents the goal of training English language future teachers that has communicative competence formation of the foreign language teachers as a result (Fahrutdinova, 2016). In accordance with this purpose foreign speech activity involves the possession of certain linguistic resources, as well as abilities and skills to operate them in the process of speaking, writing, listening and reading.

Content component reflecting the linguistic and substantive content of teaching is presented in close connection with the reflective-creative, motivational and cognitive components of the model.

Reflective-creative component is associated with the development of cognitive activity, creativity, willingness to self-organization and self-development with the adequate assessment of own abilities and needs. According to Zlatic (2014), it contributes to the formation of students' self-esteem of preparedness for professional activity in the foreign language, understanding their current and future needs in mastery them, the ability to develop their creativity and willingness to use additional resources in the process of the foreign language learning.

Motivational component is the determining factor in the formation of communicative competence. If the trainees will be created the need and motivation of communicative self-improvement, the foreign language training will initiate awareness and systematization of their own personal opportunities in the construction of space communication in the future professional activity.

Cognitive component integrates the knowledge and skills of foreign VC. This component includes language skills, cross-cultural studies, speech skills and abilities, practical experience of using language resources for the construction of statements in accordance with rules of the language and VCS.

Assessment component determines the level of foreign language communicative competence formation is high, medium and low. This component includes diagnostics, prediction and correction indicators of communicative competence in teaching process.

Organizational-activity component is connected with the consistent formation of foreign language communicative competence of the foreign language future teachers. It consists of forms and types of educational verbal situations (EVS). VCS dictates the rules of verbal communication and determines the forms of its expression. These forms differ indirect or direct communication. Depending on VCS oral speech takes the form of dialogue or monologue speech.

The basis of the classification was adopted by the view of V.L. Skalkin (1983) in which complemented, problem, imaginary and role-playing of EVS were highlighted, placing them in order of difficulty degree. In our opinion, the present modeling is the most expanded but in addition to the mentioned types of situations we have included "script" that is a generalized version of role-playing, problem and imaginary situations.

1. *Complemented situations* involves addition of new information, the completion of describing something, drawing conclusions, inferences.

2. *Role-playing situations* is based on the reception of drama. The main challenge for the participants is to simulate speech utterances that are acceptable in a given communicative situation (Aliakbari, 2017).

3. A variety of role-playing situations is *imaginary situations* . The main support for the participants in the communication is card acts defining the position and a line of conduct of each participant, and prompt him the problem. Imaginary EVS are based on the imagination of the participants verbal communication. Such situations require the dispute, debate, defending views.

4. *Problem situations* is a set of conditions necessary for the emergence of problems and enabling students to address solving the problem task (Kolesnikova, 2001).

5. *Script* is speech interaction of students performing different roles in order to implement their own action programs in a given communicative situation (Azimov, 2009). As it was mentioned, it includes the characteristics of the role, imaginary and problematic situations. As in role situations roles assigned participants verbal communication are usually complementary. However, being in any role, the participants must solve a problem, which is one of the main elements of the script. Moreover, unlike the imaginary situation, their role behavior is not determined in advance. In addition, among the participants there is a "digital divide" reinforcing a problem situation.

Based on the nature of support, the use of role-playing situations in the educational process should be followed for the complemented and ahead of the imaginary and problem situations in which the degree of autonomy and creative activity is much higher than in role situations.

Simulation: Games, Role-playing; Problem-solving, Discussion, Case-study methods of teaching are used in the process of communicative competence formation. The types of situations were applied at different levels of teaching the foreign language:

The initial level is characterized by the formation of basic lexical, grammatical and phonetic skills and attempt their practical application while communicating in the foreign language. However, this communication takes place only in the presence and with the set of linguistic resources. At this stage, it is used complemented, role-playing, as well as the strictly regulated problem situations, however, students still do not possess sufficient vocabulary and formed language skills, that is necessary for other types of situations.

In the middle level, complemented and role-playing situations are complicated by reducing the degree of control and communication are introduced with imaginary situations that require the skills of students to argue, defend the point of view, that is possible only if it is automaticity of language skills and the normal pace of the speech activity in the foreign language. In this case of a given role and the action lines it means that the choice of language for communicants is carried out independently. Problem situations at this stage should dominate, as they motivate the learners to activate previously learned material and apply it in new unpredictable context in advance.

In the advanced level, problem situation is complicated by the presence of roles (situations), limiting students on the content of the statements, but does not determine their actions.

CONCLUSION

In modern didactics structural models are widely used to regulate the submission and pictorial view of relationships arising from the interaction of subjects in the learning space. The use of modeling approach to teaching social and humanitarian disciplines is a promising direction in solving the problems associated with the implementation of the competency-based approach.

Considering the process of communicative competence formation of the student-teachers of the foreign language in high school as a system and a holistic phenomenon, we have identified several groups of conditions created in cooperation to effectively function each component of this system as reflected in the developed model. The results of experimental work confirmed the effectiveness of the Modeling Situations of foreign verbal communication as a means of formation of communication competence of the student-teachers of the foreign language in high school, clearly demonstrating the "growth level" for all the selected criteria and indicators. The developed model of communicative competence of the foreign language future teacher in high school presents an open developing system that provides the ability to flexibly change its structure and parameters of the accumulation of new information, changing needs.

The results can be used to conduct comprehensive research on the problems of teaching verbal communication of student-teachers. The research may be continued in the direction of further improvement of the process of learning a foreign language speech activity at the university.

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