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COMMUNICATIVE COMPETENCE FORMATION OF FUTURE ENGLISH LANGUAGE TEACHER

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The relevance of this research is conditioned by the growing processes of globalization and integration, reinforcement of professionally oriented contacts especially in the sphere of business, science, culture and education. Thus, this article aims to explore and identify the opportunities to form not only linguistic knowledge and skills but also communicative competence when teaching future English language teachers who stand at the core of international interactions. Such problematic presupposes the analysis of the existing technological possibilities for modern teacher's professional development and the system of training English language teachers in Ukrainian higher school as well as the study of the ways helping to disclose their rich creative potential. The data was researched using historical, comparative and typological methods as well as statistical analysis and pedagogical experiment. A new conceptual model of technology aimed at the communicative competence formation was developed by the authors and experimentally proved its efficiency in 2016 at the Department of Ukrainian and Foreign Languages of Lviv State University of Physical Culture. Research outcomes presented in the paper may be of special interest for university staff, foreign language teachers practicing at schools and students of university language departments.

Keywords: Communicative competence, system of "teacher-student" relations, model, pedagogical technology, reproductive system of training.

INTRODUCTION

Innovative system studies have been the object of intense scholarly and policy interest in the last years aimed at finding contradictions between the mass character in the training of future English language teachers and individual creative style of students' preparation activities. Reproductive system of training teachers (*Averintsev, 1990*) slows down the professional development and disclosure of creative potential of the future teacher. All these demand maintenance of educational space with creating a condition for further improvement of the effectiveness of training at the pedagogical universities associated with some changes in its nature and implementation of new approaches to the professional training of students who are learning English as a foreign language, analyzing profile abilities, and satisfaction with educational requirements. Positive "teacher-student" interaction should substitute pedagogical experience transition (Artemchuk, 2003; Artikutsa, 1997). It should be noted that the theory and practice of teaching in higher school

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completely lacks the idea of educational and information process transfer (Andruschenko, 2005, 2006). At the same time, the role of a foreign language teacher at higher pedagogical educational institution is often limited to giving information, setting objectives and encouraging students to their performance.

The relevance of the research is viewed by the necessity to change the emphasis in the future teacher training to the aspect of communicative competence formation and focus on the pedagogical dialogue in the system of mutual "teacher-student" influence within academic performance.

A rational problem-solving process may be applied as the leading task of the English language teacher to help students to become active in their own professional development (Avshenyuk, 2000; The basic steps to mathematical statistics, 1990), form linguistic consciousness in general and communicative competence in particular. The focus should be emphasized on the scientifically and methodologically grounded educational technology - technology of communicative competence formation which should include the description and regulation of teacher's and student's actions and methods of educational goals' achievement. The desire of reliability and effectiveness of the educational process (Ortega & Fuentes, 2015) leads to the necessity of justifying an appropriate educational technology.

The effective pedagogical technology of future foreign language teacher communicative competence formation is necessary to develop as an appropriate theoretical and practical model of the teaching process (Ortega & Fuentes, 2015) that gives the reason to find out general principles of the educational process in order to develop communicative competence of future foreign language teacher.

Educational technology provides the possibilities to manage the educational process that involves two interrelated parts: the students' organization and motivation (control) of learning. These processes continuously interact: the result of control affects the content of actions that manage the change in the educational process. Training technology is a commonly agreed educational activity that implements scientifically based design of the didactic process and has a higher degree of efficiency, reliability and security of results than traditional teaching methods (Trygubenko, 2002). This term is identified as an area of knowledge that includes methods, learning tools and theory of stating educational purposes.

LITERATURE REVIEW

The formation of communicative competence alongside with the professional competence of specialists (Arhangelskiy, 1976) undergoes some changes in the practice of professional education and is sufficiently developed in the pedagogical theory.

Theoretical and methodological foundations of this research are based on the following ideas and assumptions connected with the understanding of the main characteristics of the educational technology, they are:

- associated with the professional work which deliberately includes a mechanism of logical deployment of the pedagogical process (Beh, 2006);
- considered as more or less rigidly programmed (algorithmic) interactions of a teacher (teachers) and student (students) which guarantee the achievement of the goal (Bim, 1998, 1999);
- seen as scientifically planned and accurate reproduction sets that guarantee success of the pedagogical activity (Polat, 2000);
- constructed as detailed models of training and educational activities for the design, organization and conducting educational process while providing comfortable conditions for students and teachers (Polat, 2001);
- perceived as educational activities and pedagogical skills (Bevzenko, 2002).

RESEARCH METHODOLOGY

The aim of the article is to present a structure of technology for the formation of communicative competence by the future teacher of English as a foreign language. To solve *the tasks* of scientific research the analysis of literature sources is used to show that the problems of formation of communicative competence arouse a constant interest in the field of foreign language education. Creation of the educational technology of communicative competence formation by the future teacher of foreign language requires solving a number of the following additional tasks:

- creation of the program and selection of the content to form communicative competence;
- development of technologies, methods, systems of training to form communicative competence;
- ensuring continuity in forming communicative competence.

Methodological approaches in teaching foreign language are the following: context-situational methodological approach to the study of the English language and teaching communication (Fahrutdinov & Fahrutdinova, 2015; Lopatina et al., 2015). In the following work the formation of language communicative competence as the outcome of foreign language teaching (Fahrutdinova & Yarmakeev, 2014) should be based on the following principles:

1. clarity, consistency, systematicity, awareness, independence of the educational process that will allow collaboration of both parties and creative self-expression of students;
2. deep understanding of the theoretical essence of learning and fundamental ideas of the communication theory and educational communication;

3. continuous formation and mastering of the communicative competence;
4. lecturing and training using modern education technologies and interactive methodologies;
5. creating a favorable learning environment for trainings, micro-teaching etc.;
6. development and implementation of effective methodologies for diagnosing psychological and pedagogical levels of communicative competence;
7. implementation of multidisciplinary knowledge into the educational process;
8. theoretical justification and development of the efficient pedagogical technology for the communicative competence formation of future English language teacher;
9. presentation and approbation of the technological structure of such model.

RESULTS

The requirements for the perspective teachers' motivation control include mastering of communicative skills and developing their need in the pedagogical activity. The method of students' educational activity is used to test the individuals' motivation of professional and pedagogical activity. The scope of such concept consists of inner and outer motivation. The inner motivation (Sepir, 1993) occurs when the individual pays attention to the activity as it is. Meanwhile the outer motivation is caused by the social position, salary, recognition etc. The M. Rokich theory of the variety of steady believes where the definite aim or lifestyle prevails has been applied and Ju. Orlov's method to the study of communication needs has been used as represented in S.G. Ter-Minasova (2000) work.

Usually students who were taught using the technology of communicative competence development offered further by the authors demonstrated increased interest in communicative activities (About improvement of foreign language teaching from, 1961) and greater motivation to learning. The hypothesis that the traditional training of future teachers of foreign language doesn't adequately provide the development of motivation to communicative activities and values was proved.

Socio-cultural communication competence is defined as "a set of recommendations on the organization and conduct of the educational process, methods of practice that result in a predefined outcome" (Cherednychenko, 1994). In general pedagogical sense the phenomenon of educational technology is characterized as a holistic educational process together with its purpose, content and teaching methods. The specific subject of educational technology is a combination of methods and tools for implementing a certain learning content

within the same object (methodology of teaching the subject). Local technology is aimed at the solution of specific didactic and educational objectives.

Two aspects of educational technology have been observed: the first one is related to the interaction between teacher and students; the second one - to the aspect of its implementation in the educational process.

The essence of the educational technology implementation within educational process can allow to detect certain characteristics of educational technology:

- increase in the diagnostic value, intensity and dialogue;
- use of modeling of professional situations, realisation of didactic functions together with communicative and personal-semantic ones;
- use of modularity;
- use of interdisciplinary methods, subjectivity and selectivity;
- enhancing the creative role of the teacher.

The criteria of teacher's activity in a certain segment of the educational process are implied at the technological level and distinguished as:

- a clear and diagnostically set goal;
- a system of cognitive and practical tasks and clear ways how they could be solved;
- a sufficiently strict consistency in the logic and certain stages of learning subjects (materials, set of professional functions, etc.);
- a set of specific methods of interaction between participants of the educational process at each stage (teacher-students, students-students, student-students, teacher-student), and their interactions with information technology (computer, video, etc.);
- a motivation to work for those who learn and who teach based on their personal realization of functions in this process (free choice, creativity, life and professional sense);
- a set of limits for algorithmic and creative activity of the teacher, possible derogation from the rules;
- newest tools and methods of presenting information.

The students' social interaction in the study group during the class requires a clever combination of technology and creative approach to learning. It is provoked by the technological adaptability that implies mastering in certain techniques and procedures, using creative approach that allows to adapt the technology to the specific learning environments.

The creation of the educational technology of professional training and formation of communicative competence of the future teacher of foreign language in higher educational institution should be based on such conceptual ideas as

integration of psychological and pedagogical ideas, intensification of the learning process through interactive forms and methods.

Individual educational strategy (in our case, the strategy is understood as a basic program of actions regarding the allocation of priorities and resources of the subject to achieve its objectives) suggests that a student should move according to:

- the determination of the individual sense of learning the discipline;
- the ability to set own goals in learning a particular topic or chapter;
- the ability to choose the best forms and paths of learning;
- the application of teaching methods that most closely meet individual's needs;
- the assistance in understanding the results, evaluation and adjustment of the own activity.

Individual learning strategy of the future teacher of foreign language assumes that while learning a topic, a student can choose one of the means: creative or logical knowledge acquisition, in-depth or encyclopedic study, selective or extended topic learning. Individual educational strategy within educational teaching technology of forming the communicative competence is an individual way of realization of students' potential in the philological field. A personal potential of the student means the totality of his/her abilities: organizational and active, cognitive, creative, communicative etc.

The process of students' skills disclosure, implementation and development starts within educational movement of students through their individual path (Fahrutdinova, Fahrutdinov & Yusupov, 2016; Masalimova, Porchesku & Liakhnovitch, 2016). The development of communicative skills comes into the centre of teaching all academic disciplines.

During the development of educational technology of forming communicative competence of the future teacher of foreign language the peculiarities of contextual learning are used. The concept of contextual learning is suggested to obtain the status of professional knowledge, the information should be initially assimilated by a student in the context of his/her own practices and behaviour. The components of professionally-oriented communication should be introduce through learning problem situations.

Substantially, the compliance with the above stated principles in the design of the educational technology of forming the communicative competence of the future teacher of foreign languages is mandatory. Besides, the bases of such design should include learning objectives, the content of the program material and conditions involving the learning process. Having defined the objectives, teaching content and forms of the educational activity for students, one can proceed to the choice of appropriate teaching methods which refer to us as the ways to engage students into a common activity of interacting with teachers to

achieve the main goal – communicative competence formation by the future teachers of foreign language.

All these facts prove that the considered scientifically based system of organization and motivation for the active communicative activity of the future teacher of foreign language is based on the pedagogical conditions that ensure the development of all components of communicative competence.

To organize collective cognitive activity of students (in order to conduct a common study) it is necessary to develop a didactic model of the technology to form communicative competence of the future teacher of foreign language which has to contain the following structural components: purpose, objectives, principles, conditions, stages of forming communicative competence, organizational forms, methods and learning tools and results. In accordance with it the students are provided with mastering necessary knowledge, development of communicative skills and obtaining general skills of communicative activities.

The basis of the pedagogical technology of communicative competence formation of the future teacher of foreign language is a communicative competence structure consisting of motivational, creative and cognitive, emotional and volitional, personally-oriented and operationally-active components.

The structure of the technology of communicative competence formation contains:

A) conceptual framework, based on the ideas of contextual learning, creation of the individual educational strategy;

B) contents: the purpose of forming, the contents of each stage;

C) procedure: the organization of educational process, methods and forms of communicative competence formation, communicative and teacher-student interaction.

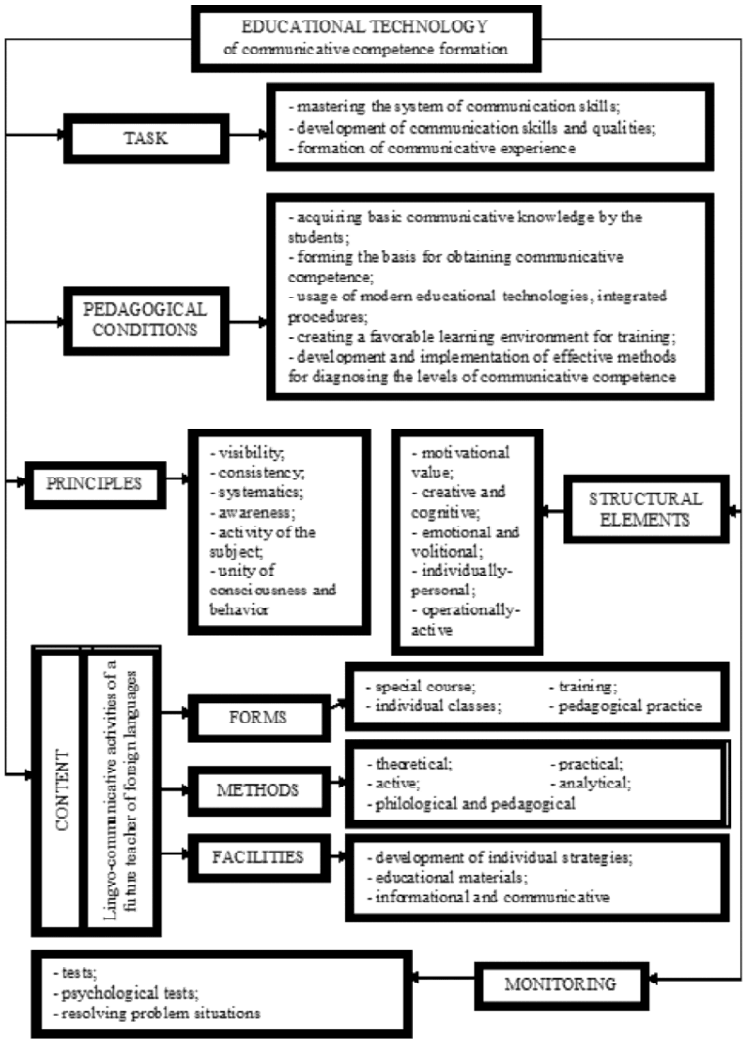
The components of technology are viewed as:

1. Special course "The basis of communicative competence of the teacher of foreign languages".
2. The system of trainings as the most useful, constructive and quick-acting form to support the process of communicative competence formation.
3. Activities related to active communication.
4. Teaching Practice.
5. Individual classes of foreign languages.

DISCUSSION

Research on the formation of students' foreign language communicative competence when studying foreign language as a major through interactive learning technologies has been carried out on the basis of Lviv State University of Physical

Culture at the Department of Ukrainian and Foreign Languages in 2016. Using theoretical knowledge obtained within literature review and practical work experience with students majoring in languages a conceptual model of the technology of communicative competence formation of future foreign language teacher was developed by the authors (see Figure 1). Its effectiveness was checked within the next research steps with experimental and control groups of students.



Source: the authors.

Figure 1: Conceptual model of the technology of communicative competence formation of future foreign language teacher

To make general analysis of communicative competence development of future teachers of foreign language scores obtained by students of control group (CG) and experimental group (EG) for each criterion were collected and the differences in the number of points according to the following parameters were analyzed: arithmetic mean, median, mode and standard deviation . The arithmetic mean was calculated according to the formula 3.1:

$$\bar{x} = \frac{1}{n}\sum_{i=1}^{n} xi \tag{3.1}$$

where n - sample size; x_i - sample options; $\sum_{i=1}^{n} xi$ - value n in numbers x_i, where the index i (ordinal number) of numeric added has a value from 1 to n (1,2, ..., n).

To determine the median the obtained data was ranged according to the formula 3.2:

$$R_{Me} = \frac{n+1}{2} \tag{3.2}$$

To determine the result, which was the most common, the mode was calculated by the formula 3.3:

$$M_O = x_{Mon} + h\frac{n_{Mon} - n_{Mon-1}}{(n_{Mon} - n_{Mon-1}) + (n_{Mon} - n_{Mon-1})} \tag{3.3}$$

where x_{Mon} - low limit of the modal interval; h – interval range of grouping; n_{Mon} - interval frequency preceding the modal; $n_{Mon\text{-}1}$ - interval frequency following the modal one.

The standard deviation was calculated according to the formula of 3.4:

$$S^2 = \frac{1}{n-1}\left[\frac{\sum_{i=1}^{n} x_i^2 - \left(\sum_{i=1}^{n} x_i\right)^2}{n}\right] \tag{3.4}$$

The obtained experimental data of testing in EG and CG (according to the following research) are presented in Table 1.

To clarify the obtained results the obtained data was processed using statistical methods on the following algorithm:

1. The statistical hypotheses were designed:

   The first hypothesis (H_o): the number of students who scored 40 or more points (reached medium and high level) in EG is not more than in CG.

TABLE 1: THE DYNAMICS OF THE FUTURE TEACHERS OF FOREIGN LANGUAGES COMMUNICATIVE COMPETENCE DEVELOPMENT

Groups	*Communicative competence levels*									
	Low level person		*Medium level person*		*High level person*		*Arithmetic mean (points)*	*Median (points)*	*Mode (points)*	*Standard deviation (points)*
Constant experiment										
CG	52	22.4	180	75.6	-	-	48.8	48.0	46.3	12.6
ЕГ	52	22.4	180	75.6			48.5	46.5	45.0	12.7
Designing experiment										
CG	33	14.2	199	85.8	-	-	51.2	50.0	50.6	12.4
CG	-	-	183	78.9	49	21.1	74.8	73.0	66.6	11.6

Source: the authors.

The second hypothesis (H_1): the number of students who scored 40 or more points in EG is more than in CG.

2. The designed hypotheses were verified using the Fisher's exact test (ϕ). Application of this criterion allowed us to estimate the value of differences between the two sample options where the developed methodology effect was fixed. To test the hypothesis using Fisher's exact test the indices of successful mastering of communicative competence have been shown in percents using Table **1** and determined ϕ_1 and ϕ_2, respectively - 3.142 and 2.245.

   Empirical values of $\phi_{емп}$ were calculated according to the formula 3.5:

$$\phi_{\text{емп}} = (\phi_1 - \phi_2)\sqrt{\frac{n_1 n_2}{n_1 + n_2}}$$

   where ϕ_1 - value corresponding to a larger percentage; ϕ_2 - value corresponding to a smaller percentage; n_1- number of observations in EG; n_2 - number of observations in KG.

   Calculation according to the given formula:

$$\phi_{емп} = (3,142 - 2,245)\sqrt{\frac{232x232}{232x232}} = 9,908.$$

The conceptual model of the technology of communicative competence formation of future foreign languages teacher proved its efficiency. It contributes to a positive attitude to mastering communicative activities, provides theoretical training on communication processes in foreign language teaching and educating students, promotes engagement of future teachers in creative activity, increases the capacity of emotional empathy and self-control in communicative activities,

promotes the development of the individual's communication skills and abilities, and helps to acquire the means of communication in the communication process and communicative experience as a future teacher of foreign languages.

CONCLUSION AND RECOMMENDATIONS

Disadvantages of the process of forming the communicative competence are explained by the simple inability of teachers to determine the goals and objectives of communication, to choose appropriate teaching materials depending on the communicative situation at the English class. The results of the lack of professional skills of foreign language teachers in higher educational institutions can be seen in the inadequate assessment of abilities and personal qualities of students, and also in the non-compliance with the requirements of the technological training and education, particularly in the process of forming communicative competence of the future teacher of English as a foreign language. Therefore, modernisation of education in higher educational institutions involves transformation of each student from the means to the purpose, from the object to the subject of learning activities; democratization and humanisation of relations in the "teacher-student" system; specification of the program and content of training. A study based on the pedagogical interaction should provide the effect of understanding, co-creation and motivation of the growth perspective for the future teachers of foreign languages, development of professional attitudes, active creative position and formation of the communicative competence. Ànalytical and modelling work made it possible to create own conceptual model of the technology of communicative competence formation of future English language teacher that enables to continue this work in the future and conduct a contrastive comparative experiment in communicative competence formation of future foreign language teachers in several countries.

Research results represented in the article are aimed at faculty members, language specialists and secondary school teachers as well as those working at the retraining courses for language teaching staff.

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