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Pedagogical Basis of Communicative Competence Formation

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Abstract

The problem of the abilities forming in communicative competence "as the main component of the professional qualifications competency of the modern specialist" is being discussed in line with the communicative and especially cognitive-communicative approaches in native and foreign methodology is being actively discussed (Kunanbaeva S.S.) [1]. At the same time, the monitoring process of teaching FL in educational establishments finds that students do not possess the most important skills of communicative competence. The students are not often able to consistently and persuasively express their point of view, replacing the logic of the arguments by unsubstantiated statements; they do not have the specific lexis and cannot intrude in the professional communications. From this it follows that the formation of communicative competence skills should be seen as a purposeful process that requires considerable pedagogical effort. Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life.

Introduction

The problem of the abilities forming in communicative competence "as the main component of the professional qualifications competency of the modern specialist" is being discussed in line with the communicative and especially cognitive-communicative approaches in native and foreign methodology is being actively discussed (Kunanbaeva S.S.) [1]. At the same time, the monitoring process of teaching FL in educational establishments finds that students do not possess the most important skills of communicative competence. The students are not often able to consistently and persuasively express their point of view, replacing the logic of the arguments by unsubstantiated statements; they do not have the specific lexis and cannot intrude in the professional communications. From this it follows that the formation of communicative competence skills should be seen as a purposeful process that requires considerable pedagogical effort.

2. Discussion

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Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Margie S. Berns, an expert in the field of communicative language teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light, language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)" (Berns, 1984, p. 5).

2.1. Teacher and student role change in communicative language teaching

Teachers in communicative classrooms will find themselves talking less and listening more—becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986).

2.2. Samples of communicative centered tasks

In a communicative classroom for beginners, the teacher might begin by passing out cards, each with a different name printed on it. The teacher then proceeds to model an exchange of introductions in the target language. Using a combination of the target language and gestures, the teacher conveys the task at hand, and gets the students to introduce themselves and ask their classmates for information. They do not know the answers beforehand, as they are each holding cards with their new identities written on them; hence, there is an authentic exchange of information.

Later during the class, as a reinforcement listening exercise, the students might hear a recorded exchange between two freshmen meeting each other for the first time at the gymnasium doors. Then the teacher might explain, in English, the differences among greetings in various social situations. Finally, the teacher will explain some of the grammar points and structures used.

The following exercise is taken from a 1987 workshop on communicative foreign language teaching, given for Delaware language teachers by Karen Willetts and Lynn Thompson of the Center for Applied Linguistics. The exercise, called "Eavesdropping," is aimed at advanced students.

"Instructions to students" Listen to a conversation somewhere in a public place and be prepared to answer, in the target language, some general questions about what was said.
1. Who was talking?
2. About how old were they?
3. Where were they when you eavesdropped?
4. What were they talking about?
5. What did they say?
6. Did they become aware that you were listening to them?
The exercise puts students in a real-world listening situation where they must report information overheard. Most likely they have an opinion of the topic, and a class discussion could follow, in the target language, about their experiences and viewpoints.

Communicative exercises such as this motivate the students by treating topics of their choice, at an appropriately challenging level.

Another exercise taken from the same source is for beginning students as well. In "Listening for the Gist," students are placed in an everyday situation where they must listen to an authentic text.

"Objective." Students listen to a passage to get general understanding of the topic or message.

"Directions." Have students listen to the following announcement to decide what the speaker is promoting.

"Passage" "Situcion ideal...

(The announcement can be read by the teacher or played on tape.) Then ask students to circle the letter of the most appropriate answer on their copy, which consists of the following multiple-choice options:

a. a taxi service
b. a hotel
c. an airport
d. a restaurant

(Source: Adapted from Ontario Assessment Instrument Pool, 1980, Item No. 13019)

There are some ways to make the lessons more communicative. You can cite a widely used textbook that shows English children having a pet show. "Even when learners act out this scene creatively and enthusiastically, they do not reach the depth of involvement that is almost tangible when they act out a short text that presents a family conflict revolving round the question of whether the children should be allowed to have a pet or not" (Gerngross & Puchta, 1984, p. 92). It is said that the communicative approach "puts great emphasis on listening, which implies an active will to try to understand others. This is one of the hardest tasks to achieve because the students are used to listening to the teacher but not to their peers. There are no quick, set recipes. That the teacher be a patient listener is the basic requirement" (p. 98).

The observation on the role of the teacher as one of listener rather than speaker brings up several points to be discussed in the next portion of this digest.

The experiment of different type of communicative tasks included three consecutive stages:

1. Preparatory organizationally - a methodical stage;
2. An experiment forming stage;
3. A stage of the ascertaining – investigative experiment;

During preparatory stage the following tasks have been done:

1. To conduct observation, questioning, conversation.
2. To consider about the stages of an experiment
3. To provide equivalent conditions for students of experimental and skilled groups, except of the variable of experimental and skilled training this exposed to be checked during this stage, inclusions in training model with experimental group the texts developed by selection and us by a communicative situation, which will be a basis for CC formation.
4. To carry out pre-experimental CC knowledge and skills diagnostics.

During the ascertaining stage: To reveal quantitative and qualitative characteristics of results and their corresponding process to get data acquisition about CC formation of abilities. At the investigative stage: To carry out a post-experimental test in experimental and control groups for level identification of students’ formed abilities, applying specially picked up communicative tasks.
Next step of experiment preparation was planning. We specified the following varied and not varied conditions:
1) In experimental group (122)-20 students and in control (121)-20 students.
2) Total of hours (for 6 hours per week)
3) Training terms (5 weeks).

The varied condition was only one: the system of training which is naturally different from traditional structure of class lesson and technique of carrying out, and also an educational and methodical material. In this experimental group a series of specially picked up communicative tasks were used. In control group the English textbook was applied.

Pre-experimental test (diagnostic test)
The purpose of a pre-experimental test was to reveal students’ level of formed of abilities, which are necessary for professionally foreign language focused communication. The situation demanding professionally focused communication was offered for students. After the experiment we can obviously see that this methodic work out and provides a lot of ways for student active participation in the lesson.

Conclusion
In constructing the methodological basis of the communicative competence formation it is necessary to specify the full range of tasks in the formation of communicative competence, on the one hand, in the aspect of the creation of the students’ knowledge of linguistic aspects (language material), on the other hand, in terms of mastery of their specific professional activity (which includes competency in communicative skills. As this research is based on the textual theory developed by T.M. Dridze and the theory of context-centered learning, the main advantages of which, according to researchers, is to enhance the professional motivation and creative attitude to the communicative competence.

References