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FORMATION OF COMMUNICATIVE COMPETENCE OF STUDENTS STUDYING FRENCH

Abstract. The article is devoted to the problem of formation of students' communicative competence on the basis of studying the regions of the country of the studied language.

The communicative method of teaching French to students is a leading one, because in a short period of time it allows them to master the language at a level sufficient for everyday and business communication.

In modern conditions, the communicative approach makes it possible for elementary-level students not only to master knowledge, but also to learn the socio-cultural component, which will allow them to adequately interact with native French speakers in real communication situations.

The author analyzes the teaching experience of the author, who showed that the study of the regions of France contributes to the growth of students' motivation and interest in mastering the French language as a means of communication with its native speakers.

The correct selection of authentic materials, the use of language and speech exercises ensure the improvement of foreign language communicative competence. In the ranking of the popularity of methods of learning the French language, the leading position is occupied by the communicative approach, which is aimed directly at the development of communication. In the XX century, when teaching a foreign language, classical methods were used, which did not give the desired result in a short time, namely, they did not teach speaking. Thanks to the communicative methodology and the peculiarities of the French language, university students who are just beginning to master such a difficult language from a grammatical, phonetic, and lexical point of view will be able to quickly speak French. This method has proven itself well in Europe, in the United States and, finally, in our country.

The results of research can be used by university teachers, in forming communicative competence.

Key words: communicative methodology, French, elementary level, student learning, communication.

Introduction. In the ranking of the popularity of methods of learning French language, the leading position is occupied by the communicative approach, which is aimed directly at the development of communication. In the XX century, when teaching a foreign language, classical methods were used, which did not give the desired result in a short time, namely, they did not teach speaking. Thanks to the communicative methodology and the peculiarities of the French language, university students who are just beginning to master such a difficult language from a grammatical, phonetic, and lexical point of view will be able to quickly speak French. This method has proven itself well in Europe, in the United States and, finally, in our country. [1]

Communicative competence is a complex, multicomponent phenomenon, consisting of linguistic (including sociolinguistic) competence, which involves the possession of linguistic means, the processes of generating and recognizing text; thematic competence, i.e. the possession of extralinguistic information, including country studies; socio-cultural competence, i.e. behavioral, including etiquette, including knowledge of the socio-cultural context; compensatory competence and educational competence. [2]

The communicative method is currently one of the most popular ways to master the French language. This

method is also used when learning other foreign languages. Today, the communicative method is used by many teachers. Most of the training courses in French clearly demonstrate the advantages of this method. [3]

The concept of the communication method consists in the continuous development of the basic skills required for mastering any foreign language (reading, grammar, oral speech, listening and writing). The final and key goal is to teach the student basic communication skills in French. Mastering the required material in a short time and with an impressive degree of consolidation is due to the fact that the key expressions of the French language, grammatical structures, vocabulary are conveyed to the student in the form of a real and emotionally colored situation [4].

Example: Imaginez que vous êtes au magasin et vous devez acheter des produits pour le dîner. - Imagine that you are in a store and you have to buy groceries for dinner.

Overcoming the psychological barrier occurs through the use of a communicative technique, which has a positive effect on the communication process between the student and the teacher in the form of a role-playing game. In a situation close to reality, the student quickly begins to speak French, despite the fact that he has never studied it before. The increased interest and positive emotional mood of students contributes to the comprehension of the French language due to the large number of game elements. Students work not only in pairs, but also in groups, take part in discussions on interesting, "live", relevant topics. This approach allows the teacher to take into account the personal characteristics of students, conduct French lessons in a creative way and make classes more exciting. The French teacher has the opportunity to exercise total control over the learning process itself. [11]

The key task of the communication methodology is to ensure that students are able to speak French fluently in the first place, and eventually think in the language. It should be noted that there are no exercises that are aimed at mechanical reproduction. But exercises for comparison, comparison, working in pairs, game situations, finding errors, connecting and developing memory, logic, developing and forming imaginative and analytical thinking are used.

The communication method aims to develop the basic skills for mastering French in students who start learning the language from scratch: speaking, writing, reading and listening. The emphasis is on the active use of audio recordings, interactive materials and videos.

A variety of methodological techniques used in the development of French using the communicative method makes it possible to form the skills required by a modern person in his business and everyday life, namely the ability to negotiate, make presentations, make reports, make calls by phone, Skype and other modern methods of communication, to correspond with the interlocutor in conversational and business French. [12]

Example: Il vous faut téléphoner au directeur de l'entreprise pour discuter la situation liée avec les problèmes de votre entreprise. - You need to call the director of the company in order to discuss the situation related to the problems of your company. [10]

In French lessons, much attention is paid to working in mini-groups and pairs. Students are offered a wide range of topics or questions to discuss in order to try themselves in real communication. Students who are beginning to learn French should carefully and actively perceive the speech of the interlocutor, build clear and clear phrases, independently correct mistakes, help each other to express their thoughts correctly. Here, an important role is played not only by the creative approach to the lessons, but also by the independent cognitive activity of students. Role-playing games played by students in real situations require the use of language skills. For example, buy tickets at the metro ticket office, find your way in an unfamiliar city. The main goal is to find a logical solution to the problem, using only the accumulated vocabulary of the French language. With the help of such tasks, the teacher tries to bring the participants of the classes closer to the conditions of real communication.

The role of collective discussions or discussion games in the learning process is great. Students are presented with a problem, they need to express their personal opinion. The teacher reveals the topic, asks leading questions and shares his own thoughts. Such lessons enable the audience to overcome the language barrier in speaking. This form of communication removes psychological fear, shyness, tension, and students begin to express their thoughts clearly and adequately. Gradually, the tasks become more complex, and the topics for discussion become more complex and relevant. [5,6]

Universities that actively use the communicative methodology invite native French speakers to become teachers. On the one hand, the Frenchman contributes to the excellent pronunciation and understanding of the oral speech of a foreigner by ear, familiarity with the most common and modern colloquial vocabulary of the French language. Russian is often difficult to explain to a native speaker the meaning of certain words, as

well as grammar that has no analog in the Russian language, especially if the native speaker does not speak Russian at all. It is difficult for students to master grammatical rules without explanations. The communicative method does not allow you to sufficiently develop your writing skills.

Thus, it is necessary to combine modern and classical methods when learning French at an elementary level, since each method has advantages and disadvantages. At the initial stage of learning French, it is important not to miss the moment in setting up not only speech, mastering vocabulary and analytical thinking, but also to instill grammatical skills for competent use of the language in everyday and professional communication. The result of this article is an analysis of the use of communicative methods of learning French by students at the initial stage of training.

As mentioned above, the process of forming a communicative competence is based, first of all, on the possession of lexical means characteristic of the modern stage of language development. One of the main ways to achieve this learning goal is to work with the original artistic text of a modern author.

Effective formation of the communicative competence of the future university graduate as a component of his general communicative ability and the conditions for mastering the qualities of a secondary communicative professional personality is possible through the use of a contextual learning model that provides: [13]

- taking into account the peculiarities of professional thinking and speech-thinking activity of a specialist-graduate of a non-linguistic
- didactically based use of contextual pedagogical technologies — innovative and traditional, classroom and extracurricular;
- implementation of the supporting position of the foreign language teacher of the specialty. [9]

Materials and methods. The research described in this article was based on the idea of combining the communicative and competence approaches using the method of conceptual modeling. This idea was embodied in the creation of a model for the formation of students of the pedagogical university.

To determine the level of formation of communicative competence, a diagnostic complex test was developed, containing tasks on listening, reading, writing and speaking (Table 1).

The maximum score for each type of test task is 25 points. The criteria for their selection correspond to the functions included in the Professional Standard of the Teacher 1, and to the labor actions, skills and knowledge that a specialist of this profile should possess. [7]

Types of speech activity	Tasks	Criteria for assessing the level of communicative competence
Listening skills	Task 1: Listen to the message at the pedagogical council. Professional-communicative task: to understand the main content of the audio text of professionally-oriented topics. Example: Écoutez la conférence des enseignants et choisissez les sujets qui ont été mentionnés: a) Le retard des élèves; b) L'évaluation à venir; c) L'intimidation à l'école.	Knowledge: patterns of functioning of language units in audio texts of professional subjects. Skills and abilities: auditory skills and skills of perception of texts of professional subjects and extraction of general / specific information. Communication strategies: application of the extracted information in new speech situations in the professional sphere
Speaking	Task 1: speak out on the problem within the framework of the pedagogical situation. Professional-communicative task: to solve a professional-pedagogical task and present this solution in the form of a monologue, using the means of the studied language Example: Un étudiant est à nouveau en retard pour votre classe. Vous êtes en train d'expliquer un nouveau sujet. Que fais-tu?	Knowledge: patterns and rules of building a monologue / dialogue, taking into account the national and cultural characteristics of communication and the specifics of pedagogical activity. Skills and abilities: -situational use of a variety of language material of professional subjects - ability to organize and implement speech intention in the conditions of pedagogical communication; - ability to understand the thoughts of other people in a foreign language in oral form.

Reading	<p>Task 1: read a fragment of an article from a scientific and pedagogical journal. Professional and communicative task: understanding the main content of the read text of professional and pedagogical topics.</p> <p>Example: Lisez l'article et remplissez la carte mentale du texte.</p>	<p>Knowledge: patterns and rules of building a monologue / dialogue, taking into account the national and cultural characteristics of communication and the specifics of pedagogical activity. Skills and abilities: - situational use of a variety of language material of professional subjects - ability to organize and implement speech intention in the conditions of pedagogical communication; - ability to understand the thoughts of other people in a foreign language in oral form.</p>
writing	<p>Task 1: Write a memo to a colleague about the upcoming event. Professional-communicative task: using written speech, solve a professional-pedagogical task.</p>	<p>Knowledge: laws and rules for creating written texts of a professional nature, such as a memo, a letter to a foreign colleague, theses of a report, an abstract of an article. Skills and abilities: - situational use of a variety of professional language material; - ability to organize and logically structure the content of a written text • - ability to arrange the text in accordance with the rules of spelling and punctuation. Communication strategies: knowledge of a variety of writing strategies in accordance with the professional and pedagogical task</p>

In order to identify the effectiveness of the model developed by the authors, a survey of students and teachers was conducted and on this basis, a SWOT analysis was carried out, which allowed us to determine the advantages and disadvantages of using this model in the educational process of a pedagogical university. Processing and generalization of the obtained data were carried out by applying the methods of mathematical statistics.

Result and discussion. The study included three stages: ascertaining, forming and control. The pilot work, which was conducted during the academic year 2020 / 2021, was attended by 64 3rd-year students studying in the profile “ foreign language (French)”.

At the ascertaining stage, the initial level of communicative competence formation was revealed: 25% of students had a high level (from 71 to 100 points), 40.63% had an average level (from 41 to 70 points), and 34.37% had a low level (from 0 to 40 points) (Fig. 1)

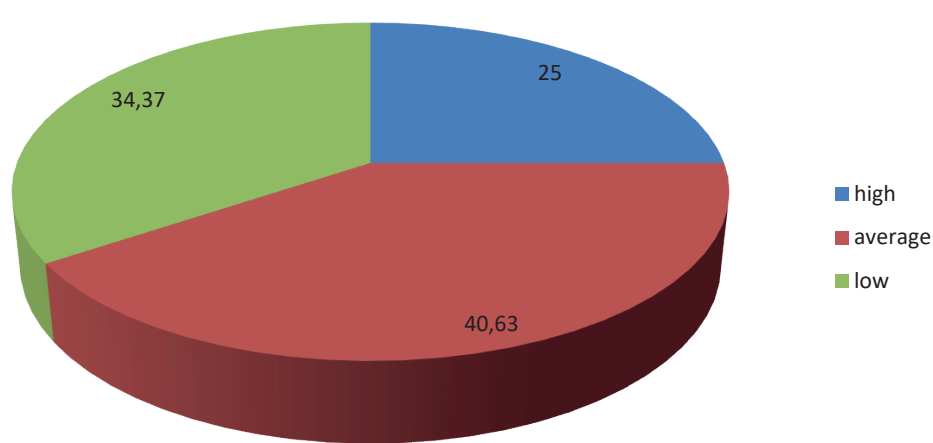


Fig. 1. The level of formation of the QC of the subjects according to the results of the ascertaining diagnosis, %

Based on the diagnostic data, the control and experimental groups with a comparable composition of students were identified. The level of mastering the educational material was significantly equal: the Mann-Whitney U-test (iemp-497.5) showed no differences in the results of the complex test. [7,8]

At the formative stage of the experiment, the subjects “Foreign language (French)” were taught separately

in the control group according to the approved work programs, in the experimental group - in an integrated manner, according to the model developed by the authors, including target, theoretical and methodological, content, procedural, control and effective blocks

Conclusion. The conducted research, devoted to the development, testing and evaluation of the effectiveness of the model of formation of communicative competence among students of a pedagogical university, allows us to formulate a number of conclusions.

The practical significance of the results of the study is determined by

- in the methodological sphere-the approbation of the author's model, which allows creating an interdisciplinary foundation of the educational process and contributes to the formation of communicative competence among students of a pedagogical university; [9]

-in the educational and pedagogical sphere-diagnostics of the degree of formation of linguistic and socio-cultural knowledge, speech skills, the level of foreign language proficiency in the professional sphere; as well as providing students with the opportunity to use a foreign language in the process of studying professional subjects, which increases their confidence in the knowledge of this language, removes the language barrier in communication and motivates them to master communicative competence;

-in the professional and applied field - the opportunity to successfully solve professional tasks in the future, to carry out foreign internships, business contacts and meetings in a foreign language environment. 10]

The results of the conducted research can be used by university teachers, as well as teachers dealing with the problem of forming foreign-language professional and communicative competence in future specialists of the pedagogical profile

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ФРАНЦУЗ ТІЛІН ОҚИТЫН СТУДЕНТТЕРДІҢ АУЫЗЕКІ СӨЙЛЕУ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУ

Аннотация. Бұл мақалада француз тілін қолданатын ел аймақтарын зерттеу негізінде студенттердің коммуникативтік құзыреттілігін қалыптастыру мәселесіне арналған.

Студенттерге француз тілін оқытудың коммуникативті әдістемесі жетекші әдістеме болып есептеледі, өйткені қысқа уақыт ішінде студенттерге күнделікті және іскери қарым-қатынас үшін жеткілікті деңгейде тілді игеруге мүмкіндік беруде.

Қазіргі жағдайда коммуникативті тәсіл қарапайым деңгейдегі студенттерге білімді игеруге ғана емес, сонымен бірге нақты қарым-қатынас жағдайында француз тілінде сөйлейтіндермен барабар қарым-қатынас жасауға мүмкіндік беретін әлеуметтік-мәдени компонентті игеруге мүмкіндік береді.

Француз аймақтарын зерттеу студенттердің француз тілін өз сөйлеушілерімен қарым-қатынас құралы ретінде меңгеруге деген ынтасы мен қызығушылығының артуына ықпал ететінін көрсеткен автор оқытушылық тәжірибені талдайды.

Түпнұсқа материалдарды дұрыс таңдау, тілдік және сөйлеу жаттығуларын қолдану – шет тіліндегі коммуникативтік құзыреттілікті жетілдіруді қамтамасыз етеді.

Түйін сөздер: коммуникативтік әдістеме, француз тілі, қарапайым деңгей, студенттерді оқыту, коммуникация.

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ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ У СТУДЕНТОВ, ИЗУЧАЮЩИХ ФРАНЦУЗСКИЙ ЯЗЫК

Аннотация. Статья посвящена проблеме формирования коммуникативной компетенции студентов на основе изучения регионов страны изучаемого языка.

Коммуникативная методика обучения французскому языку студентов является лидирующей, поскольку за короткий промежуток времени позволяет освоить язык на уровне, достаточном для повседневного и делового общения.

В современных условиях коммуникативный подход дает возможность обучающимся элементарного уровня не только овладеть знаниями, но и усвоить социокультурный компонент, что позволит адекватно взаимодействовать с носителями французского языка в ситуациях реального общения.

Анализируется преподавательский опыт автор, показавший, что изучение регионов Франции способствует росту мотивации и интереса студентов к овладению французским языком как средством общения с его носителями.

Правильный отбор аутентичных материалов, использование языковых и речевых упражнений обеспечивают совершенствование иноязычной коммуникативной компетенции.

Ключевые слова: коммуникативная методика, французский язык, элементарный уровень, обучение студентов, коммуникация.

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