

## FORMATION OF THE COMMUNICATIVE COMPETENCIES OF THE STUDENTS

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The problem formulation in general terms and its relationship with important scientific and practical tasks. The purpose of teaching a foreign language at the present stage is acquisition by the students of the communicative competencies, which help them to realize their knowledge, skills and abilities in solving specific communicative problems in real life situations.

Highlighting the previously unresolved parts of the general problem to which this article is devoted. Despite numerous studies of teaching methods in foreign languages, pedagogical practice needs new teaching methods to achieve better results and increase the efficiency of using teaching aids. The use of new methods and technologies for teaching foreign languages will contribute to the development of personality traits that are in demand by a modern multicultural and multilingual society. The purpose of this study is to identification of peculiarities and systematization of methods of a foreign language teaching. Statement of the basic material of the study, together with a complete justification of the scientific results.

In the methodology of a foreign language teaching, the concept of “method” has two meanings: a method as a methodological system or a fundamental direction in teaching a subject in a particular historical period of science development and a method as a way to achieve a specific goal in teaching and learning [1]. The effectiveness of pedagogical activity in the field of foreign languages teaching is determined by the chosen method of teaching as a way, a “tool” for this activity implementation.

Methods are the basis of the entire educational process. The set goals are achieved through a correctly chosen way, correlated with it forms and means of target achieving. Changing targets always entails changing teaching methods. In teaching methods, we can distinguish tuition methods (the activities of a teacher) and learning methods (students’ activities in mastering knowledge).

Thus, the method of imitation can be considered the first one among historically determined methods. Further development of human society and the need to improve the teaching process

have become the reason and condition for the development of verbal methods.

The modern lexical and grammatical method is focused on teaching the language as a system consisting of 4 main components – speaking (oral speech), auditing (listening comprehension), reading, writing. Most attention is paid to the analysis of texts, writing essays, expositions and dictations. In addition, students should learn the structure and logic of a foreign language, be able to correlate it with their native language, understand what their similarities and differences are. This is impossible without serious study of grammar and without the practice of two-way translation. The method is recommended for those who are just starting to learn a foreign language, as well as those who have a strong logical and mathematical thinking.

One of the most topical issues of teaching foreign languages is a differentiated model or a model of student-centred learning. Often, differentiation in teaching of a foreign language is not based on the individual characteristics of a student's personality, but only on individual gaps in his/her knowledge. Different students are endowed with different foreign language abilities: some of are good in languages, and others are not. The differentiation method will help you to take into account the individual characteristics of the students.

At the present stage, the object of foreign languages teaching is language communicative activity. A communicative approach to a foreign language teaching first

appeared in the 70s as a result of the work of experts from the Council of Europe. Since that time, this approach has become widespread throughout the world and has become one of the main methods of foreign languages teaching. The noted communicative approach to foreign languages teaching requires the teacher to change the teaching methodology, in which the language is already being studied as a means of influence of one person on another in the process of communicative activity [2, p. 10].

The communicative technique assumes that the unit of communication is a speech act as a means of transmitting speech intentions using language. Communication is organized not on topics, but on real social and everyday spheres of communication as a space of human activity. Communication has a role character, that is, each student performs a certain communicative role, such communication contributes not only to the development of linguistic competence, but also to social skills.

Each teaching method organically includes the teacher's educatory work (presentation, explanation of new material) and the organization of active educational and cognitive activities of students. The conclusions of the study and the prospects for the further development in this direction.

Summing up the above, we can conclude that formation of foreign language competence consists in the acquisition by students of knowledge and skills related to a foreign language in terms of understanding the essence and

social significance of a foreign language, the ability to use a foreign language in order to carry out educational and cognitive activities. Today, the main teaching method is the communicative method. It provides opportunity to organize training, while immersing the students in a communicative environment, which helps you to effectively teach foreign language communication. The further interest for the research is the study motivation methods for students to learn a foreign language.

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