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ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ С ИСПОЛЬЗОВАНИЕМ ПРИЁМОВ ТЕХНОЛОГИИ ОБУЧЕНИЯ В СОТРУДНИЧЕСТВЕ

Аннотация: *В данной статье описана и представлена система формирования коммуникативной компетенции студентов, которая поможет преподавателям эффективно использовать методы и технологии обучения в сотрудничестве на занятиях по английскому языку для развития коммуникативных навыков у студентов неязыковых специальностей.*

Ключевые слова: *обучение в сотрудничестве, коммуникативная компетенция, интерактивные приёмы, групповая работа, взаимная оценка.*

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THE FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCE THROUGH COLLABORATIVE LEARNING TECHNIQUES

Abstract. *This article presents the system for developing students' communicative competence that will assist teachers in utilizing collaborative learning methods and technologies in English language classes to enhance communication skills of the students of non-linguistic specialties.*

Keywords: *collaborative learning, communicative competence, interactive techniques, group work, peer assessment.*

Facilitating a collaborative and interactive learning environment presents an opportunity for non-language majors to enhance their speaking, listening, and overall communication abilities. Proficiency in English communication opens doors to

academic and professional achievements for students. This article investigates the implementation of collaborative learning methods to foster students' communicative competence in English classes. It's important to acknowledge that a singular incorporation of interactive techniques may not yield significant results as students may not develop the necessary group work skills [Бабинская 2010]. To address this issue, it is recommended to initially form voluntary groups, followed by the use of random selection methods for group formation. It's recommended for teachers consider the following strategies to implement cooperative learning techniques in English classes [Запрудский 2004, p. 13-14]:

- Group formation: the division of students into small groups of 3-4. A variety of groups should be created, mixing students with different levels of language proficiency and different cultural backgrounds. This technique encourages co-operation and learning from peers [Запрудский 2020, p. 7].

- Clearly defined roles: specific roles should be assigned in each group such as "facilitator", "time-keeper", "writer", "speaker". It will ensure the active participation of all group members and enhance ownership and teamwork.

- Communicative tasks: they require active interaction and sharing of information between students. They may include discussions, debates, role plays, problem solving tasks and group presentations. It should be noted that clear instructions and objectives for each assignment are important.

- A supportive environment: it encourages initiative and open communication. It is important to develop trust and respect among students so that they feel comfortable atmosphere.

The following techniques have proved to be the most effective in practice: "Mirror", "Brownian motion", "Carousel", " The bank of information", "Spinning yarn", "Aquarium", "PRES-formula". There are various variants of including interactive methods in the structure of the lesson at different stages.

Thus, the organisational and motivational stage is one of the most important components of effective classes. If the teacher cannot create an atmosphere of

psychological readiness of the group for classes, it will be much more difficult to attract students' attention later on. Therefore, for example, at the classes studying the topic "Economics" it is advisable to use the technique "Mirror". So, on the topic "The Economy of the USA", using the technique of dividing into pairs according to the chosen colour, we offer the following task: *"Imagine that your partner is your reflection in the mirror. Pretend you are a boy, a girl, weather, a tree, an American"*. Next, a "debriefing session" is suggested, which leads to the topic of the lesson: *Which word has become the most difficult for imitating? (e.g.: an American).* Later, suggest the students the discussion of the following questions: *What do you associate with Americans? Mark the similarities and differences between your economic system and what you have read about the economy of the USA.*

At the operational-activity stage, the use of the following interactive techniques proved to be effective:

- "Brownian movement" technique involves students moving around the classroom to collect information on the proposed topic while practising lexical or grammatical constructions. At the pre-textual stage on the topic "Higher Education" each student receives a sheet with a list of questions: *"Interview your group-mates what educational establishment they would choose" or "Who can help students with their choice of an educational establishment?".* This task is followed by a presentation of the results of the survey and a text for reading and discussion.

- "Carousel" is an interactive working method in the process of which two rings are formed: an inner and an outer one. The inner ring is formed by the students who don't move, while in the outer ring they change their position every minute. It is advisable to use this technique to practice etiquette dialogues and monologues.

At the stage of actualisation of knowledge or the pre-textual stage, the "Information Bank" technique with the following algorithm of work is effective: 1) the group is divided into microgroups of 4-5 people; 2) each person receives a table with 4-5 questions on the topic; 3) without exchanging opinions, everyone writes down answers on their slips; 4) every 30-40 seconds the slips are passed round in the

microgroups; 5) when receiving a slip, everyone makes a new entry without repeating the existing ones; 6) the work ends when everyone returns his/her slip; 7) the answers are discussed in microgroups; 8) the results of the microgroups' work are exchanged; 9) the general knowledge bank of pupils on the topic is presented.

"Spinning yarn" is a real methodological finding for the formation of active listening and speaking skills, which can be easily adapted to solve various learning tasks. At the post-text stage, it is quite effective to use a ball of spun yarn of different colours and lengths. Students are asked to take turns telling the text/topic while winding the ball, when the thread changes colour, the ball is passed to the next narrator. This forces students to listen attentively and follow the story.

The technique "Aquarium" allows to create a real speech situation at the lesson, it is effective for improving the skills of dialogic speech. Thus, for example, when studying the topic "College life in English-speaking countries" we offer "aquarium dialogue": several students play out the situation in a circle, and the rest observe and analyze it. The task of the actors is to convey the peculiarities of a particular country, and the task of the audience is to identify the country (option: to compare the education systems of different countries).

Experience shows that reflexion helps the teacher to control the audience, analyse the effectiveness of work. The students will systematise their experience and evaluate their progress. The PRES-formula technique offers the richest material for reflection [Запрудский 2020, p. 50-51]. PRES-formula (Position-Reason-Explanation-Summary) consists of 4 elements, which imply certain introductory phrases and it takes 1-3 minutes to complete:

P - position (My point of view is...; I consider/ think/believe that...);

O - justification of your position (On account of...; since...; as...);

P - example: facts that illustrate the argument (For example; I can prove it...; I can demonstrate/show...);

C - consequence: a conclusion to be drawn, a call to (So; thus, to sum up everything; basing on; upon; on the basis of reasoning from; reasoning from).

The assessment of students' communicative competence can cause difficulties. Traditional tests and examinations may not sufficiently assess their ability to communicate effectively in real-life situations. We suggest using the following assessment techniques:

- Observation: observe student participation, engagement, and interaction during collaborative tasks.

- Self- and peer-assessment: encourage students to reflect on their linguistic achievements and give feedback to their peers.

- Performance assessment: create tasks based on demonstrating students' communicative skills in real-life situations. Group presentations, role plays, simulations and projects can be suggested.

The use of interactive techniques in collaborative learning offers several advantages. Firstly, it increases the amount of material learned and activates students' thinking processes. Additionally, it maintains a connection with the traditional educational system. It's important to note that interactive methods do not replace traditional classes but complement them resulting in improved comprehension of the subject matter. These methods also foster high motivation, emphasize individuality and teach constructive communication, as well as the skills of seeking compromises and organizing, systematizing, and summarizing information.

However, successful implementation of these techniques requires thorough preparation and the students' ability to work as a team and willingness to cooperate. When these conditions are met, cooperative learning methods can effectively enhance students' communicative competence in English.

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ИСПОЛЬЗОВАНИЕ КОМИКСОВ В СОВРЕМЕННЫХ УЧЕБНЫХ ПОСОБИЯХ ПО АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация: *В статье рассмотрены комиксы как инструмент изучения иностранного языка, развития основных речевых навыков учащихся. Проанализирован ряд учебно-методических пособий, где комиксы использованы как основной либо вспомогательный метод организации работы с языковым материалом. Сделан вывод о том, что комиксы являются перспективным инструментом для формирования коммуникативных компетенций учащихся.*

Ключевые слова: *комикс, учебник, навык, языковая ситуация, коммуникативные компетенции.*

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USING COMICS IN MODERN ENGLISH LANGUAGE TEXTBOOKS

Abstract: *This article explores comics as a tool for learning foreign languages and developing students' essential language skills. Several educational resources are analyzed, where comics are used as either the primary or supplementary method of*