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FORMATION OF STUDENTS' COMMUNICATIVE ABILITIES IN TEACHING FOREIGN LANGUAGES

Abstract: This article discusses the diversity of approaches to the study of the problem of developing students' communicative skills. Over the past ten years, there have been positive changes of a political, socio-economic nature, which have a direct impact on the education sector. In this regard, the question of a more effective organization of the educational process and the need to create such learning conditions under which a student could feel more confident, overcome psychological difficulties and remove the language barrier that prevents the formation of foreign language competence is acute. In this context, there is a need to develop innovative teaching methods and more active use of interactive teaching methods in the educational process. Within the framework of this article, the effectiveness of the use of interactive technologies in the process of teaching a foreign language at a university is substantiated. Methods aimed at developing communication skills are analyzed.

Key words: intercultural communication, foreign language, interactive learning, interaction, motivation.
Language: English

Introduction

Intercultural communication is a complex phenomenon that attracts the attention of specialists in various fields of scientific knowledge: sociologists, cultural scientists, psychologists, anthropologists and philologists. The culture of any country is in constant interaction with the cultural achievements of other peoples. Recently, interest in the study of intercultural communication has increased significantly due to the expansion of opportunities for cultural interaction and the development of international integration and globalization processes.

Currently, several concepts and theories have been developed that address the problems of intercultural interaction. According to some scholars,

globalization entails cultural homogenization. In this case, stronger cultures contribute to the formation of a homogeneous world or global culture. Consequently, the development of intercultural communication skills and the formation of a tolerant attitude towards foreign languages and cultures are becoming an integral part of university education in the era of globalization.

Possession of communicative competence, which allows you to communicate competently and effectively, becomes one of the professional qualities of a modern university graduate, allowing you to achieve success in professional activities.

In modern conditions, a graduate of a higher educational institution needs not only professional

skills. He must be ready to work in a team, have negotiation skills, be fluent in foreign languages, and easily adapt to changing conditions [4]. Accordingly, universities, in addition to providing high-quality professional education, should contribute to the comprehensive and harmonious development of the individual, the formation of humanistic values and tolerance. In addition, modern communication-oriented learning should contribute to the formation of the ability to use a foreign language in real life, both in professional and personal communication with representatives of other traditions and cultures. In this regard, the teacher has a need to create such learning conditions under which students will strive to develop their skills and abilities, to activate creativity in order to obtain new results of their work. The use of an interactive approach to teaching allows you to optimize the process of mastering foreign language communication skills and make it more effective.

According to a number of researchers, the creation of an innovative educational environment based on advanced technologies is an integral part of the development of the higher education system. In this regard, in the framework of the implementation of professional educational programs in the educational process, interactive teaching methods are increasingly used [3, p. 287].

In recent years, the issue of using interactive teaching methods in the educational process is increasingly attracting the attention of scientists, various ways of their more effective use are proposed, the goals of education are being revised, and new educational technologies are being developed [1, 8].

The main goal of interactive learning is to engage learners in the cognitive process and provide them with the opportunity to reflect on what they know and think. In the course of joint activities, students exchange their knowledge and ideas [5, p. 57]. In order for the learning process to be more effective, it is important for the teacher to create conditions under which the student can feel his success, self-confidence, which will help to remove the language barrier in learning a foreign language. According to American linguist Stephen Krashen, a person experiencing negative emotions (fear, irritation, anger) deteriorates language abilities. It is much more difficult for a person in a state of nervous excitement to formulate their thoughts in a foreign language. The scientist focuses on the fact that a calm, relaxed environment is necessary for the most effective and successful learning.

Currently, the issue of using various technologies in the educational process is complicated by the need to choose one or another teaching method. In the context of this work, by interactive teaching methods, we mean those forms of activity in which there is a wide interaction of students both with the teacher and with each other in comfortable conditions, which leads to an increase in the efficiency of the learning process.

Let us designate the following main tasks of using interactive teaching methods: students' independent search for ways to solve the set educational problem; stimulating students' interest in work; development of life and professional skills; effective assimilation of educational material; formation of teamwork skills; formation of students' own point of view.

In these conditions, the role of the teacher ceases to be central. Now he only organizes the process by preparing the necessary tasks, advises, and controls the order of the task.

Thus, the following features of interactive learning can be identified: independent search for a solution to the problem; activation of the student's creative and cognitive activity; the interactive nature of interactive methods; stimulating interest in learning; the most effective assimilation of educational material; the formation of life and professional skills; formation of students' own opinion on the problem.

The use of interactive teaching methods in the educational process contributes to the development of students' creative activity, increased motivation to study the subject, the development of communication skills and the formation of an active life position [6].

Among the interactive methods used in teaching a foreign language, one can single out discussion, play, reflexive and methods of organizing collective thought activity. Discussion techniques give students the opportunity to formulate their point of view regarding the problem posed, contribute to the formation of a respectful attitude towards the opinion of opponents. Thanks to the use in the educational process of various discussion techniques (debates, round table, discussions), students develop the ability to formulate questions, argue their statements, and increase the motivation to learn a foreign language [2, 7]. Play techniques (role-playing and business games, simulations, mind games) help create mental stress in the student, overcome shyness and reduce anxiety. The use of business games in the classroom makes it possible to bring the educational process as close as possible to practical activity, teaches you to make decisions in conflict situations, and develop team feelings in the participants of the game.

Reflexive methods are associated with the transformation of one's own mental and practical activities through the psychological mechanisms of reflection. The use of reflective techniques ensures the stabilization and harmonization of the emotional world of the student.

The methods of organizing collective thought activity are aimed at developing the skill of independent search for solutions, the formation of the ability to work in a group and speak in public, as well as to prepare students for subsequent scientific

activities. The use of interactive methods in teaching a foreign language contributes to the formation of students' abilities to express and defend their opinions, to enter into an argument, to receive the necessary information, to work in a team, to develop leadership qualities, and helps to form communication skills and abilities.

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