

Kovtun K. B.
Scientific supervisor: N. O. Mykhailova, senior teacher

National University for Food Technologies, Kyiv

DEVELOPING COMMUNICATIVE COMPETENCE OF STUDENTS WHEN LEARNING ENGLISH LANGUAGE AS A WAY OF SELF-ACTUALIZATION OF FUTURE SPECIALISTS

Knowing English means knowing how to communicate in English. It involves not only producing language correctly, but also using language for particular purpose. When students are able to perform the communicative functions that they need, they achieve communicative competence in English language.

An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances. Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and reflect the expression of politeness. There are the various ways in which it is possible to ask someone the time, and the different social meanings that are communicated by these differences:

Got the time?

What's the time?

Do you have the time?

Can I bother you for the time?

You wouldn't have the time would you? [3]

Numerous attempts have been made to classify the functions of speaking in human interactions. Brown and Yule [4] made a useful distinction between the interactional functions of speaking: **talk as interaction; talk as transaction; talk as performance.**

Talk as interaction refers to what we normally mean by "conversation" and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. Mastering the art of **talk as interaction** is difficult and may not be a priority for all students. However students who do need such skills and find them lacking report that they sometimes feel awkward and at a loss for words when they find themselves in situation that requires talk for interaction. They feel difficulty in presenting a good image of themselves and sometimes avoid situations which call for this kind of talk. This can be a disadvantage for some learners where the ability to use talk for conversation can be important. Hatch [5] emphasizes that second language learners need a wide range of topics at their disposal in order to manage talk as interaction. Initially, learners may depend on familiar topics to get by.

Talk as transaction refers to situations where the focus is on what is said or done. Examples of these kinds of talk are: discussing needed repairs to a computer with a technician; discussing sightseeing plans with a hotel clerk or tour guide; making a telephone call to obtain flight information; asking someone for directions

on the street; ordering food from a menu in a restaurant. The main features of talk as transaction are: it has a primarily information focus; the main focus is the message and not the participants; participants employ communication strategies to make themselves understood; linguistic accuracy is not always important.

The third type of talk which can usefully be distinguished has been called **talk as performance**. This refers to public talk, that is, talk which transmits information before an audience such as morning talks, public announcements, and speeches. For example here is the opening of a fall welcome speech given by a university president. The main features of talk as performance are: a focus on both message and audience; it reflects predictable organization and sequencing; form and accuracy is important; language is more like written language; it is often monologic.

So, the approaches to the teaching of speaking have been able to draw on a better understanding of the nature of spoken language and of the characteristics of different types of spoken discourse (interactional, transactional, and performance-based). A combination of teaching methods is appropriate depending on whether the focus of an activity is accuracy, fluency, or appropriateness. The most important question in teaching speaking skills is how to help students to move beyond the level of linguistic competence (mastery of the linguistic system), to achieve communicative competence [1,3], that is, knowing how to use English appropriately for a range of different communicative purposes, particularly social purposes, educationally-related purposes and work-related purposes.

List of Literature Used:

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