



Teaching English and the Methods of Communication Competence in English Language

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Abstract

The problem of the generally impossibility of creating optimal conditions for the development of the competence of oral foreign language communication in the teaching of foreign languages (FL), (non-linguistic, IT sphere) (Information technology), is addressed by the use of active and interactive teaching methods and technologies. Since there aren't many hours in a classroom devoted to language studies at universities in non-linguistic fields, the Teaching Approach serves as the methodological foundation for the creation of these technologies, which explains the significance of this study. The process of teaching FL in a university of non-linguistic fields—primarily the IT sector—is the focus of the study. The technology under investigation was created based on an instructional methodology for teaching oral foreign language communication at non-linguistic universities. The study's objectives are to ascertain the fundamentals of communicative training technology in teaching foreign languages (FL) and to pinpoint elements that may serve as a foundation for creating a system of training exercises for instructing students in non-linguistic fields in communication in FL. After reaching this objective, the following outcomes were attained: 1) The primary techniques for developing communicative competence in foreign languages at the university of non-linguistic fields have been identified; 2) The level of understanding of the issue surrounding the use of training technology to advance the university's proficiency in foreign languages has been established; 3) examined the characteristics of communication training technology from the perspectives of psychology, pedagogy, and foreign language teaching techniques, and ascertained its potential for educational purposes; 4) Created and evaluated a series of exercises to help students from non-linguistic backgrounds practice communication in English classes.

Keywords: English Language; Teaching English; University; Communication.

1. Introduction

It is crucial to rely on the dominant method for developing communicative competence when developing communicative competence in a foreign language at a university with non-linguistic courses. This method emphasizes students' speech and thinking activities and provides them with the chance to actively participate in interpersonal and intercultural communication (Tihonova, 2018). Experts say that the primary goal of the training is to help students develop their personalities and become more competent communicators and sociopsychologists. We conducted a thorough analysis of the literature pertaining to the definition of term communication training and used the definition of a renowned scientist as our model. As per Solnyshkina et al. (2022), communication training is defined as "... training in practical exercises, close to the real conditions of activity, which contribute to the improvement of competencies, abilities and skills, as well as the personality as a whole." Tarasova et al. (2021) provided this definition, which we used in our research. In addition to developing our language skills, learning a new language gives us the chance to socialize with new people. Learning a new language opens up new avenues for communication, which in turn presents challenges for effective use of social and communication abilities. In addition to improving language skills, conversing with new people is a great way to pick up effective communication techniques from others (Suntsova & Fakhretdinova, 2020).

2. Literature Review

Numerous theories exist regarding the structure of communicative competence, as evidenced by the analysis of scientific literature. Native scientists Ibragimov (2007), Novikov (2000), Shishova (2007), Kalayci (2012), and others conducted these studies. In foreign didactics and methodology, the search for abstraction of the component structure of communicative competence is linked to scientists like Halliday (2002) and others.

Haymz (1972) combined the concepts of "communicative competence" with grammatical competence (the rules of language), social-linguistic competence (the rules of dialectal speech), discursive competence (the rules of how the meaning of something expressed is formed), and strategic competence (the rules of facilitating communication with an interlocutor). This idea gained prominence in the field of teaching foreign languages and provided the framework for the development of curricula, textbooks, and instructional techniques. For the project's creators, who carried out this work in the framework of the Council of Europe Project in the field of modern languages, the communicative approach was essential in developing the maintenance of the levels of foreign language acquisition. It should be noted that the suggested framework for communicative competence needs to be revised and expanded upon. As a result, new conceptual ideas surfaced, which led to the development of a new model for maintaining education within the framework of communicative competence. This component structure was later specified, and a Federal Government standard later included a representation of it. The ability and willingness to carry out interpersonal and cross-cultural interactions with native speakers within the parameters set by the program standard that supports the development of linguistic, speech, socio-cultural, compensatory, educational, and cognitive communicative competence is the definition of foreign communicative competence in this document. Rezida et al. (2016) highlights that several Russian methodologists from last year's research propose to cite the list of components of the subject maintenance of foreign communicative competence in compliance with All European competences. These researchers include Alekseeva (2007), Safonov (2004), and others.

3. Methodology

Using training technology in the classroom can help teachers teach foreign languages to non-linguistic students more effectively because it assumes that language learning is interactive. Consequently, the following techniques were applied in our study. Theoretical approaches include description, generalization, and source analysis on the issue being studied. Empirical techniques include questioning, surveying active educators, analyzing instructional aids to examine the communicative tasks they provide and their potential for instruction, and watching how instruction is carried out.

4. Results

Approbation, which involved multiple stages, was conducted to assess the efficacy of training technology in teaching foreign languages to students from non-linguistic areas. The English language proficiency levels of our students range from B1 (intermediate) to B2 (upper intermediate). Students were surveyed in the first phase to find out why they wanted to learn a foreign language.

One hundred students from the first IT (Information Technology) course participated in the survey overall. We were able to determine the primary objectives of first-year IT students at Kazan Federal University by using a survey that was administered to one hundred of these students in June 2022 and between September and October of the same year. Here are the objectives: Learning a foreign language to the point where it helps you succeed professionally, i.e., to be competitive in the job market (70%); learning a language for self-education and self-realization in the scientific setting, which allows you to participate in international conferences, scientific projects, and international research projects (10%); honing your language skills in order to live abroad (18%); and becoming fluent in a foreign language so that you can travel abroad and communicate with ease (2%).

Eighty percent of first-year students who responded to our survey said they were interested in EFL. Simultaneously, nearly 50% of the students acknowledged experiencing periods during which they "do not want to study at all" in foreign language classes (Zamaletdinov, 2017; 2016). Even though learning a foreign language is not a major subject, the survey's results indicate that students are highly motivated to acquire the language.

Although some of them do not intend to use a foreign language in their professional activities, students are aware of the necessity of being proficient in FL. Observing the pedagogical process was the next step in the pedagogical approval process. Forty educators participated in the survey. There was no evidence of the use of technology for communication

training or any other active teaching strategies in any of the forty classes that were attended and taught by different teachers. As a result, the pupils responded with the following "Training is a training of skills, a role-playing game, discussion, dialogues, simulation of real situations," and "training is a team execution of various oral exercises aimed at developing certain qualities." The survey's last question asked what kinds of instruction and methods students would prefer to see more frequently in the classroom. The most often given responses were: working in dialogues, practicing communication, and simulating real-world scenarios (Petrova et al., 2022).

The creation and application of communication training tasks in the learning process were completed during the research's last phase. In groups of first-year students from these universities, communication training was conducted. There were one hundred participants in all. Ten groups of people attended a total of twenty lessons. Each group received two lessons using training technology and two lessons using the traditional teaching approach. The standard lesson plan produced the same results, but the technology-enhanced lessons increased students' language proficiency in English. Think about the procedure and outcomes of the two lessons of communicative training in one of the groups (Gilmudinova & Sadykova, 2015).

Lesson 1: Twenty individuals present. Topic: Language barrier. Study aid: written in English. Course that is practical for students' technical profile. Study guide, 2013. There are five tasks. There are 25 students participating. The training was conducted at the start of the class to get students thinking in speech and to incorporate them into the learning process right away. Finding out how the students felt about using the technology they had studied was one of the primary goals of the first lesson. The lesson revealed that forty percent of the students are not prepared to begin active communicative tasks right away. Out of the twenty-five students who participated in the communication training, only ten demonstrated initiative and an active participation rate; the remaining students answered the tasks with comparatively brief responses.

Lesson 2: There are twenty people. Topic: Language barrier. There are five tasks. There are 20 students participating in this. Lesson 2 analysis revealed that students are more motivated to actively participate in communication training than they were in lesson 1.

Fifteen of the twenty students demonstrated a creative approach and engaged in all five assignments. In addition, a positive dynamic was observed in the quantity of student statements, which they illustrated by completing the subsequent assignment. Task 1: A card with a list of statements is given to each student. It is suggested that he indicate whether he agrees, disagrees, or is unsure of the answer next to each of the statements. The group discusses additional responses. Next, as they present their arguments, the students determine which claims the majority supports.

Task 2: Student A works for a large company (an IT company) as a personnel department manager. He is told that there is a need for a new employee and that a position exists. Testing will take place, and the best candidate in the IT field and for speech and language comprehension fluency will be selected for this position. It is demonstrated at the conclusion of the testing that the two results were identical. He must select one applicant to fill the position. Student B: He is a young, gifted individual who has succeeded in his career (IT company). If he can convince a personnel manager, he will be employed by a large, well-known company. Task 3: Take a listen to the "JetBrains Space" podcast and talk about its key concepts. Can you list the benefits and drawbacks of the product?

5. Discussion

The following trends were identified as a result of the student survey conducted in the IT field: Students recognize the importance of using active and interactive methods when teaching foreign languages; 2) They recognize the need for more education based on a communicative approach; 3) Discussion is the most popular and frequently required type of training for undergraduates; and 4) Despite the term "communication training" being misunderstood, students rank it as the most effective teaching technology when it comes to enhancing communication skills.

The teachers' views on the following outcomes that they believe can come from the systematic use of teaching technology for training in the classroom: improvement of oral communication abilities and drive to utilize a foreign language in everyday situations; lowering the psychological barrier that arises when speaking with people who speak a foreign language and culture; the capacity to hear the other person speak in a foreign language; efficient retention of reliable constructions and expressions; As a result, the following trends could be identified using the information gathered from the students' questions: Pupils understand the value and necessity of teaching foreign languages in an engaging and

dynamic way; 2) It is acknowledged that students require a greater variety of communicative-based learning opportunities; 3. The most popular and frequently required type of training for undergraduates is discussion;

Four students identify discussion as the most effective teaching technology in terms of enhancing communication skills, even though they are unaware of the term "communication training."

6. Conclusion

The way the exercises are planned and carried out has a direct bearing on how effective they are. As a result, we draw attention to a few methodological suggestions for carrying out communication training, specifically: Training in communication tasks ought to be completed methodically over the course of the semester. The successful social adaptation of training participants will be largely attributed to the regular and methodical completion of communicative tasks. It is suggested that 20 to 25 minutes of communication training be allocated at the start or end of the lesson, with the remaining time being used for traditional tasks. Due to the active load on speech-thinking mechanisms, a longer time spent implementing communicative tasks in the format of training technology results in a lower level of motivation for their implementation. In order to carry out the training, the instructor must create the didactic tools required to implement the learning process. These tools are unique visual cards with tasks that fit inside the presented technology's framework. The participants are divided into groups as part of the training organization. Training can be conducted in a number of ways, such as round tables (with no more than four students in each group), debates, and disputes where participants build on each other's ideas.

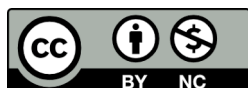
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