

THE ROLE OF AUTHENTIC COMMUNICATIVE SITUATIONS IN THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

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The current stage of development of English teaching methods is characterized by a reorientation from formal acquisition of language knowledge to the formation of the ability to communicate in real life. However, in traditional teaching conditions, students often master grammatical rules and lexical material, but are unable to use them in the process of spontaneous speech. This necessitates the implementation of approaches that ensure the active use of language in conditions that are as close as possible to the real communicative environment.

Authentic communicative situations involve such an organization of the educational process, in which language is used as a means of expressing one's own thoughts, intentions and experience, and not as an object of mechanical assimilation. The focus is on the content of the statement, while the language form is subordinated to the communicative task. This approach allows forming natural conditions for the development of speech activity.

The effectiveness of using authentic communication is explained by the results of modern research in the field of neurodidactics and neurolinguistics. In particular, it has been established that the ability to speak is based on implicit competencies that are formed unconsciously through the frequent use of language structures in real communicative situations [1]. In contrast, explicit knowledge (grammatical rules, vocabulary) does not provide an automatic transition to speech activity. That is why the systematic involvement of students in authentic communication is a key condition for the formation of communicative competence.

Using language in authentic situations promotes the development of spontaneity of speech, as students are forced to quickly respond to the interlocutor's remarks and formulate their own statements. This, in turn, activates cognitive processes and contributes to the formation of stable language skills. In addition, such an organization of learning reduces the psychological barrier.

Therefore, the use of language in authentic communicative situations is one of the key factors in increasing the effectiveness of English language learning. This approach ensures the development of spontaneous speech, the formation of communicative competence, increased motivation and approximation of the learning process to the natural conditions of the language environment. Its implementation is a promising direction for improving modern language education.

Reference:

1. Paradis M. A neurolinguistic theory of bilingualism. Amsterdam; Philadelphia: John Benjamins Publishing Company, 2004. 299 p.