

AIMPROVING COMMUNICATIVE COMPETENCE OF PHILOLOGICAL EDUCATION STUDENTS

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***Annotation:** The article deals with the development of communicative competence is a fundamental component in the training of philological education students, as it equips them with the skills necessary for effective verbal and non-verbal communication across diverse contexts. This study explores modern approaches and methods to enhance communicative competence among students majoring in philology. Drawing on both theoretical frameworks and practical research, the paper identifies key strategies that foster linguistic, sociocultural, and pragmatic aspects of communication. These include task-based language teaching, interactive learning, and digital tools designed to simulate real-life communication scenarios. An experimental study was conducted to evaluate the effectiveness of these strategies in improving students' abilities to apply communicative skills in academic and professional environments. Results showed a marked improvement in language proficiency, cultural adaptability, and overall communicative competence, suggesting that a multi-faceted approach is crucial for the comprehensive development of these skills.*

***Keywords:** competence, communicative, philological, education, pragmatic competence, linguistic, task-based language teaching, interactive learning, digital tools.*

INTRODUCTION. In today's world, communicative competence is widely regarded as one of the essential skills for professionals, and its development is guided by federal educational standards designed to align with societal demands. This emphasis is reflected in a range of scholarly and methodological studies on communicative competence. The article aims to explore effective methods for developing communicative competence in foreign students majoring in philology, particularly within the context of modern education. The research sets out the following objectives: to review theoretical literature on the concept of “communicative competence,” to examine existing studies on communicative competence in foreign students, and to identify and recommend the most suitable methods for fostering this competence, verified through experimentation. In conducting the research presented, the study employed various scientific and methodological approaches to achieve these objectives.

In addition, we liked the fact that the author in his approach defined communicative competence as “the choice and implementation of speech behavior programs depending on a person’s ability to navigate in a particular communication environment; as the ability to classify situations depending on the topic, tasks, communicative attitudes that arise before the conversation, as well as during the conversation in the process of mutual adaptation”. All the above definitions of

communicative competence lie, in our opinion, within the framework of the general understanding of this term, given in the “Dictionary of Methodological Terms” by E.G. Azimov and A.N. Shchukina, where communicative competence is described as “the ability to solve, by means of a foreign language, the problems of communication that are relevant for students in everyday, educational, industrial and cultural life” [1, p. 98]. Based on the analysis of empirical experience on this issue, it can be stated that the training of foreign specialists in universities in recent years has become increasingly focused on the formation of communicative competence both in the area of general proficiency foreign language and in the professional sphere. At the same time, it is important that successful communication requires not only linguistic knowledge, but also basic knowledge related to the communicative context.

LITERATURE REVIEW. Communicative competence has become a cornerstone of modern education, especially for students majoring in philology, where language and communication play a central role. As global interaction increases, the ability to communicate effectively across different cultures and languages is essential. Scholars emphasize the need to focus on developing communicative competence through innovative pedagogical strategies and targeted curriculum design for philological education students. This review examines current literature on improving communicative competence in philological education, focusing on pedagogical approaches, the role of technology, intercultural communication, and assessment practices.

1. Defining Communicative Competence: The concept of communicative competence has evolved from being purely linguistic to encompassing a broader set of skills that involve the use of language in social contexts. Hymes initially defined it as the ability to use language effectively in communication, and subsequent scholars have expanded the concept to include intercultural, pragmatic, and discourse competence. Canale and Swain further divided communicative competence into four components: grammatical, sociolinguistic, discourse, and strategic competence. For philological students, this expanded understanding emphasizes not only language structure but also the ability to navigate cultural nuances and diverse communicative situations [3]; [7].

2. Pedagogical Approaches to Developing Communicative Competence: Modern pedagogical approaches have shifted toward interactive and student-centered methods to foster communicative competence in philological education. Tareva highlights the importance of task-based learning (TBL), which encourages students to use the target language in meaningful contexts through collaborative tasks. This

approach has shown considerable success in improving students' communicative abilities, as it emphasizes real-world applications of language skills [12]. In addition to TBL, Larsen-Freeman and Anderson discuss the effectiveness of the communicative language teaching (CLT) approach, which prioritizes the use of authentic materials and real-life communication scenarios in the classroom. CLT fosters not only linguistic proficiency but also the confidence to engage in spontaneous conversations, an essential skill for philological students [6].

3. The Role of Technology in Enhancing Communicative Competence: The integration of technology into philological education has opened new avenues for enhancing communicative competence. Zhu & Wang [13] highlight the effectiveness of online platforms, virtual simulations, and language-learning applications in providing students with authentic communication experiences. These tools allow students to interact with native speakers, engage in immersive language environments, and access diverse linguistic resources. Furthermore, Sundqvist and Wikström [10] argue that digital tools such as podcasts, blogs, and online discussion forums provide opportunities for informal language practice, which is critical for developing pragmatic and sociolinguistic competence. The incorporation of digital technology in language learning supports the development of communicative competence by facilitating both synchronous and asynchronous interactions that extend beyond the classroom.

4. Intercultural Competence as a Component of Communicative Competence: Intercultural competence is an integral aspect of communicative competence, particularly for philological students who must navigate different linguistic and cultural landscapes. Byram [2] emphasizes that effective communication in a foreign language requires not only linguistic proficiency but also an understanding of cultural norms, values, and communication styles. Intercultural competence enables philology students to adapt their language use to various social and cultural contexts, making them more effective communicators. Porto and Houghton [9] propose that intercultural competence should be explicitly taught as part of communicative competence, particularly in philological programs. They suggest using case studies, cultural immersion projects, and reflective practices to help students develop the ability to understand and respect cultural differences while communicating in the target language.

5. Assessment of Communicative Competence: Assessing communicative competence presents unique challenges due to its multidimensional nature. Traditional exams may not fully capture a student's ability to use language in real-

world scenarios. Kiely and Rea-Dickins recommend performance-based assessments, such as role plays, group discussions, and oral presentations, to evaluate communicative competence. Additionally, Norris et al. suggest integrating formative assessment techniques, including peer reviews and self-assessment, into the curriculum. This allows students to reflect on their communication skills and receive feedback on specific areas, promoting continuous development [8].

METHODOLOGY. The level of communicative competence of a foreign specialist directly depends on the level of development of the following skills:

- the ability to correctly define the topic, problem, main idea of an oral or written statement; - the ability to construct a statement in accordance with language norms and a communicative situation; - the ability to select the necessary linguistic means for designing a statement, taking into account its type, a specific communication situation and communicative goals; - the ability to distinguish between the features of oral and written speech; - the ability to distinguish between functional-stylistic and social features of language. Thus, the system of teaching Russian as a foreign language, according to A.N.Shchukin [11], is aimed primarily at solving such educational problems as mastering language as a means of communication; mastering fundamental philological knowledge; developing professional skills related to the future specialty; acquisition of socio-cultural knowledge and the behavioral characteristics of native speakers in an intercultural context. Practice shows that foreign students often have difficulties in mastering the listed skills and, above all, the skills of clearly and logically expressing their thoughts; adequately perceiving and analyzing other people's statements; building the composition of monologue speech and the field of dialogic interaction.

RESULTS AND DISCUSSION. The consistent integration of interactive activities such as round table discussions, communicative exercises, and linguistic tasks into the learning environment significantly enhances the communicative competence of philology students. Those involved in well-structured interactive educational processes demonstrate a high level of readiness to engage in complex speech activities, indicating both an increased need for communication and a well-developed communicative competence. The communicative competence of foreign students studying philology is crucial for their academic success and their future professional endeavors. The systematic use of communicative teaching methods, including exercises, linguistic tasks, supports the targeted development of these skills. Additionally, this study reflects the collective efforts of the authors, guided by the conceptual framework developed by the head of the department Kipnes [5].

CONCLUSION. Thus, improving the communicative competence of philological education students is a multifaceted challenge that requires a combination of innovative pedagogical strategies, the integration of technology, the development of intercultural competence, and effective assessment methods. By adopting task-based learning, communicative language teaching, and leveraging digital tools, educators can create dynamic learning environments that foster the linguistic, sociocultural, and strategic competencies necessary for effective communication in diverse contexts. The growing emphasis on intercultural competence and real-world assessments further enhances students' readiness for both academic and professional communication demands.

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