

ISSUES OF INTENSIVE TEACHING OF FOREIGN LANGUAGES

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ABSTRACT

This article examines the concepts of competence and communicative competence according to scientists and linguists. In language education, the role of communicative competence in teaching and learning a foreign language is studied, as well as the effectiveness of communicative competence in teaching a foreign language. The advantage of communicative competence when teaching a foreign language allows you to create a real communicative situation in the lesson, teach students to meaningfully complete sentences and use real words in speech, characteristic of native speakers.

Keywords: competence, communicative competence, approach, principle, foreign languages, method, teaching materials, grammar.

INTRODUCTION

In recent years, the use of the concept of “communication” and “communicative approach” in the field of teaching foreign languages has become relevant. In foreign methodological literature, this concept is called “communicative language teaching or communicative approach.” In a broad sense, these terms (such an approach) mean that in the process of communication with the interlocutor, it becomes both the means and the goal of teaching. Experts in the field of applied linguistics and education, authors of numerous professional articles and textbooks, D. Richards and T. Rogers, expressed their opinion on the issue of communicative teaching of a foreign language. From their point of view, communicative language teaching is an approach rather than a method. They describe the communicative approach to language teaching through the specific principles and goals of language teaching, how language learners learn language, the types of tasks and exercises used in teaching, and the roles of teacher and learner in teaching, learning process. Based on this approach, the main principles of training are the following:

- Communicative principle: learning is carried out through exercises that promote real communication;
- The principle of communicative tasks: learning is carried out through exercises that use language to perform interesting and meaningful tasks;
- The principle of relevance and meaning: learning occurs through language that the learner uses meaningfully.

Learning tasks are selected based on how actively they engage the learner in real and meaningful communication (as opposed to merely rote use of language patterns). Commenting on the view of D. Richards and T. Rogers that the communicative approach to teaching "can be called an approach rather than a method", Peter Lucantoni, an international consultant in English language teacher education and author of several textbooks at Cambridge University, has some thoughts and comments: - The word "approach" opens up a wide range of possibilities for the teacher in foreign language teaching. That is, through this interpretation, the teacher

will be empowered to teach a foreign language in the way that is most appropriate for the situation.

- It also means that teachers are free to interpret the rules of teaching according to their objectives.
- Teachers can use a wide range of tasks and exercises when teaching a foreign language.
- Most importantly, it should help us to avoid a situation where "grammar-savvy" learners become "communicatively incompetent".

The last part means that learners who know the grammatical material, know all the rules well and build grammatical constructions easily have problems in communication. Therefore, we should strive to make our language learners "communicatively competent". This does not mean that they should be "grammatically incompetent", of course grammar is important. The relationship between the form, meaning and function of the grammatical construction being learnt is also very important. Therefore, it is very important that learners learn to modify and combine a certain grammatical construction, to practise it sufficiently in solving the task at hand and to use this construction easily and comfortably in real life. This is where the importance of the communicative approach to language learning is expressed.

One can continue to argue whether the communicative approach to foreign language teaching is an "approach" or a "methodology", but this is a theoretical issue. For us, foreign language teachers, the practical aspect of this concept is important. The communicative approach to teaching a foreign language makes it possible to create a real situation of communication, to fill students' sentences with content, to teach them to use real words typical of native speakers. This task can be solved even at the initial stage of learning a foreign language, when students' knowledge of vocabulary and grammatical structures is limited.

Another advantage of the communicative approach is that there are no rigid guidelines for teachers regarding literacy and fluency. The communicative approach allows us to tailor our teaching to the strengths of these aspects. Sometimes we can focus too much on the really grammatical rules and constructions to the detriment of their communicative value. For example, when learning the rule of adjective formation in English. Teachers often advise students to compose sentences with many adjectives ("strong, orange, Norwegian, tarpaulin tent"). Of course, it sounds very unusual; most of the time we use two or three adjectives in speech. Another similar example is the topic of direction and movement in English. We encourage language learners to orientate themselves and move through a maze. In fact, we need at least three clues to find our way to the right object. But in these situations, it is appropriate to pay too much attention to the correctness of defining these structures. We do this so that our students have ample opportunity to practice saying phrases that they can later use in real life.

Grammatical accuracy plays an important role when a teacher wants to achieve accuracy in students' utterances, organise their speech and measure the success of learning. More fluent speaking practice gives students more choice and can be less ambiguous, which means less teacher involvement. Communicative-oriented learning refers to a person-centred approach, the focus is on the students themselves, they are given more initiative and freedom in the classroom. But this does not mean that foreign language lessons will go by themselves. They are clearly created by the teacher, who plays an important role in the learning process. He

does a lot of preparatory work, organises communication, gives important tasks in terms of communication. Work on speech literacy serves as a basis for fluency.

The communicative approach to teaching a foreign language allows to create a real situation of communication at the lesson, to fill students' sentences with content, to teach them to use real words characteristic of native speakers. This task can be solved even at the initial stage of learning a foreign language, when students' knowledge of vocabulary and grammatical structures is limited. An experienced teacher is able to create such a context for establishing interaction in the classroom when even small phrases make sense and correspond to the real situation of communication. Another advantage of the communicative approach is the absence of strict guidelines for teachers regarding literacy. and fluency. The communicative approach allows us to tailor our teaching to the strengths of these aspects. Sometimes we may focus too much on the really grammatical rules and constructions to the detriment of their communicative value.

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