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DEVELOPMENT OF STUDENTS' COMMUNICATIVE COMPETENCE IN THE CONTEXT OF READING FOREIGN LANGUAGE TEXTS

The article is devoted to consideration of the essence, components and methods of formation of communicative competence through reading foreign language texts. The communicative-oriented approach makes it possible to interpret the text as a unit, means and product of communication. The functions of reading are defined: cognitive, regulatory, value orientation, conventional. From the point of view of the systemic approach, communicative competence is defined as a number of interrelated components, the possession of which indicates the presence of knowledge, skills and abilities in the field of language. The components of communicative speech competence are defined: linguistic, sociolinguistic and pragmatic. Linguistic competence, in turn, includes lexical, grammatical, semantic, phonological, orthographic, orthographic competence, as well as cognitive organization and the way in which knowledge is stored. Pragmatic competence consists of discursive, functional competences and includes speech programming. Taking into account the fact that there is still no unity among methodologists regarding the components of communicative competence in general, in this article we focused on some of them, the possession of which determines the level of development of communicative competence in reading. The linguistic component is the reader's ability to perceive and adequately understand speech messages based on existing knowledge about the formal and structural features of the language, their unity with lexical, grammatical, phonetic skills and abilities. Sociocultural competence ensures adequate understanding, which depends on the reader's knowledge of the norms and realities of the relevant national culture. The cognitive component determines readiness for mental activity. The subject component is a complete system of theoretical knowledge about a certain activity, which allows an individual to make reasonable statements. The paralinguistic component is knowledge of the external characteristics of text organization and the ability to recognize them. The formation of reading competence requires the formation of students' educational competence.

Key words: *communicative competence, reading, foreign language text, speech competence.*

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РОЗВИТОК КОМУНІКАТИВНОЇ КОМПЕТЕНЦІЇ СТУДЕНТІВ У КОТЕКСТІ ЧИТАННЯ ІНШОМОВНИХ ТЕКСТІВ

Стаття присвячена розгляду сутності, складових та способів формування комунікативної компетенції через читання іншомовних текстів. Комунікативно-орієнтований підхід дає можливість трактувати текст як одиницю, засіб та продукт комунікації. Визначено функції читання: пізнавальна, регулятивна, ціннісно-орієнтаційна, конвенціональна. Із погляду системного підходу, комунікативну компетенцію визначено низку взаємопов'язаних компонентів, володіння якими вказує на наявність в індивіда знань, навичок та вмінь в галузі мови. Визначено складові комунікативної мовленнєвої компетенції: лінгвістичний, соціолінгвістичний та прагматичний. Лінгвістична компетенція, у свою чергу, включає лексичну, граматичну, семантичну, фонологічну, орфографічну, орфоепічну компетенції, а також когнітивну організацію та спосіб, за яким знання зберігаються. Прагматична компетенція складається з дискурсивної, функціональної компетенцій та включає програмування мовлення. Урахуовуючи те, що досі не існує єдності серед методистів щодо компонентів комунікативної компетенції взагалі, у даній статті ми зупинилися на деяких з них, володіння якими визначає рівень розвитку комунікативної компетентності в читанні. Лінгвістичний компонент – це здатність читача сприймати й адекватно розуміти мовленнєві повідомлення на основі наявних знань про формально-структурні особливості мови, їхню єдність із лексичними, граматичними, фонетичними навичками та вміннями. Соціокультурна компетенція забезпечує адекватне розуміння, яке залежить від знання читачем норм та реалій відповідної національної культури. Когнітивний компонент визначає готовність до здійснення розумової діяльності. Предметний компонент – це цілісна система теоретичних знань про певну діяльність, що дозволяє індивіду робити обґрунтовані твердження. Паралінгвістичний компонент – це знання зовнішніх характеристик організації тексту та володіння уміннями їх розпізнавати. Формування читацької компетенції вимагає формування в студентів навчальної компетенції.

Ключові слова: комунікативна компетенція, читання, іншомовний текст, мовленнєва компетенція.

The problem statement. From the point of view of psychology, reading is defined as a receptive form of speech communication. Recently, many researchers interpreted reading as an informational activity, in which information is transmitted from one person to another with the help of conditional signals. They emphasize that it is an active mental activity, as the reader sometimes has to do the hard work to understand the author (Kryvoruchko T. V., 2006).

For many years, the Council of Europe has recommended an approach to learning based on the communicative needs of students and the use of tools and methods that help students meet these needs and correspond to their characteristics as learners (Zahalnoievropeiski Rekomendatsii z movnoi osvity: vyvchennia, vykladannia, otsiniuvannia, 2003: 141).

The communicative-oriented approach makes it possible to interpret the text as a unit, means and product of communication. The communicative intention of the author determines the purpose of written communication and the function of the text, and the written text acts as a product of solving a communicative task. In some socio-psychological works, the concept of communication is equated with an information process devoid of feedback. At the same time, the meaning of the concept of communication is distorted, the Latin root of which means «common, mutual, united, that which involves the activity of participants in the communication process» (Kryvoruchko T. V., 2006). Communicative learning gives the student and the teacher different roles compared to the rest of the learning methods. The student does not passively perceive the information given to him by the teacher, but is an active co-author and co-participant in the communication process (Koltko N. O., 1997).

Recent research and publication analysis. In the last decade, in connection with a noticeable decrease in interest in reading among children and

adolescents, noted by pedagogues and psychologists, attention to learning to read as a scientific problem has increased significantly. This is explained, firstly, by the fact that intensive research is being conducted in the field of psycholinguistics and cognitive psychology (R. C. Anderson, H. D. Brown, K. S. Goodman, W. Kintsch, D. E. Rumelhart, A. Smith). Secondly, new information technologies have appeared, with the help of which you can significantly expand your worldview (Internet). There is a large amount of material written in English that is gradually making it global, while systematic instructions on how to understand this information are not developed enough (Mikulecky B. S., 1990).

Purpose of the article. The purpose of the article is to consider the essence and the main components of formation of communicative competence through reading foreign language texts.

The main part of the article. Any reading can be considered as human-to-human communication. For the normal development of society, it is necessary to create conditions for ensuring the exchange of knowledge, experience, skills and abilities, emotions, values, ideals and moral and legal norms – these are the most important guidelines of human activity, and this is practically impossible to do without reading (Kryvoruchko T. V., 2006). This type of activity takes place indirectly, since it includes an intermediate link – a text presented in printed form or transmitted using other technical means (Maksymenko S. D., Soloviienko V. O., 2000: 111). The communicative function of the text is to convey information that is new for the addressee or that the sender of the information considers new for the reader. So, within the framework of the communicative act, we distinguish two types of mental activity:

1. Mental activity of the author.

2. Mental activity of the reader.

The main content of the author's mental activity is the transformation of «thought-text», and the reader's – «text-thought» (Vorobiova I. A., 1999: 48). The actions of both the author and the reader are motivated.

In addition to the communication function, the text is designed not just to inform something, but to have a certain influence on the recipient, regulate his behavior and encourage him to act. In this case, an interactive function takes place (Maksymenko S. D., Soloviienko V. O., 2000: 106), which is most fully realized in the style of fiction (Mikulecky B. S., 1990: 8). There is a close dialectical connection between the functions of communication and influence – in many texts the named functions coexist (Mikulecky B. S., 1990: 10).

So, the text informs, influences, motivates, that is, in the process of reading, the following functions of mediated communication are realized:

– cognitive (read the text to find interesting information);

– regulatory (read the recipe, instructions necessary to perform certain practical actions);

– value orientation (for example, read messages about notable people who can be imitated);

– conventional (to fill leisure time) (Mikulecky B. S., 1990).

For the organization of educational reading, it is very important to determine the specifics of the relationship between the author of the text and the recipient (in our case, the student):

– whether the communicative task and the content of the text meet the needs of students, their motivational sphere (to what extent thinking, memory, feelings, emotions are activated);

– whether the student knew something about the content of the message earlier (obtaining information of various volumes);

– how deeply and creatively it is necessary to get into the content (setting on the type of reading);

– whether there are many difficulties when reading (readability, accessibility);

– how the received information will be used (Mikulecky B. S., 1990).

Therefore, during the lesson, the teacher should create such communicative situations that would simulate typical situations of real life in the relevant field of communication and stimulate the mental activity of the student (Skliarenko N. K., 1995). In this way, we will be able to bring academic reading closer to real life. The characteristics of the situation of mediated communication make it possible to organize work with the text properly, taking into account three factors:

1. A problematic situation that precedes reading. Its role is to manage the process of the speech act, to form, actualize and support the need, to create the desired attitude, and to show interest.

2. The situation of interaction with the text and through it – with the author, character, era. It is related to the informativeness of the text, its accessibility, strength, degree of awareness of the reader, his ability to overcome difficulties.

3. Levels of understanding and nature of influence determine the result that occurs in the process of reaction to the accepted inference (Mikulecky B. S., 1990).

The need to model the problem situation, situations of interaction with the text and the result of reading determine the stages of working with the text:

– Pre-text, which provides preparation for reading the text;

– Textual, during which reading is carried out;

– Post-text, which reveals the degree of understanding of what has been read.

The named stages of working with paper media are also preserved in the initial reading using computer programs, as they reflect the structure of any activity that begins with a motive and a plan, has a subject of activity corresponding to the motive, is characterized by the presence of a product and the result of achieving the intended goal; in the middle is a dynamic system of specific actions aimed at this achievement [Boretska H. E., 2010: 22; Leontev A. A., 1997: 26]. The personal-activity approach (B. G. Ananiev, L. S. Vygotskyi, O. M. Leontiev, S. L. Rubinstein) in teaching reading is the psychological basis of learning. Personal, because the center of learning is the student himself, his motives, goals, unique mental state. The teacher only organizes, directs, adjusts the educational process, taking into account the interests of the student, the level of his knowledge, skills (Boretska H. E., 2010: 23). Active, because the student is a member of society and must perform various tasks in certain conditions, a specific environment and in a separate field of activity. By the word «task» we understand the performance of actions by one or more individuals who use their own competencies in a strategic sequence with the aim of achieving a certain result (Zahalnoievropeiski Rekomendatsii z movnoi osvity: vyvchennia, vykladannia, otsiniuvannia, 2003: 9). These competencies include communicative and educational.

From the point of view of the systemic approach, communicative competence (CC) is defined as a complex series of interrelated components, the possession of which indicates the presence of knowledge, skills and abilities in the field of language, including the sphere of professional activity, country studies, compositional specificity of the text and its paralinguistic design.

Regarding the determination of the number of CC components, methodologists still do not have a consensus (Bachman Lyle F., 1991: 84-85; Littlewood W., 1981: 1-8).

According to the Recommendations of the Council of Europe, communicative speech competence consists of linguistic, sociolinguistic and pragmatic components. Linguistic competence, in turn, includes lexical, grammatical, semantic, phonological, orthographic, orthographic competence, as well as cognitive organization and the way in which knowledge is stored. Pragmatic competence consists of discursive, functional competences and includes speech programming (Zahalnoievropeiski Rekomendatsii z movnoi osvity: vyvchennia, vykladannia, otsiniuvannia, 2003).

The current English Language Program for Universities considers CC as a complex phenomenon consisting of various components, the main ones being linguistic (or language), speech and sociocultural competences. That is, language acquisition and foreign language learning consists of three interrelated components: language use, awareness of the nature of language, understanding of foreign and native cultures (Prohrama z anhliiskoi movy dlia universytetiv / instytutiv (piatyrichnyi kurs navchannia): Proekt., 2001: 7).

There are also other definitions of the concept of CC and its components (N. I. Hez, A. A. Zernetska, L. A. Yermakova, etc.), which shows how complex and multifaceted the CC is, a phenomenon that has not yet been fully studied.

Taking into account the fact that there is still no unity among methodologists regarding the components of CC in general, we will dwell on some of them, the possession of which, in our opinion, determines the level of development of CC in reading. The following components are essential for reading competence:

The linguistic component is the reader's ability to perceive and understand speech messages adequately based on existing knowledge about the formal and structural features of the language, their unity with lexical, grammatical, phonetic skills and abilities. That is, it is the readiness to use language as a tool of mental activity. Linguistic forecasting is the leading psychophysiological mechanism that implements the linguistic component of CC. Reading texts provides an unlimited opportunity for multiple use of any language unit in a variety of contexts. The reader accumulates the experience of correlating it with various situations of communication. Although the linguistic component is fundamental for all types of speech activity, one should not forget that communicative-oriented teaching is focused not on form, but on content (form-defocused teaching) (Mylrud R. P., Maksymova R. P., 2000; Skliarenko N. K., 1995).

A student may be linguistically competent, but unable to identify the content of the message or identify the idea of the text. This shows that linguistic competence alone is not enough for the formation of CC.

The sociocultural component permeates the entire process of communication between representatives of different cultures, even when its participants are often unaware of this influence (Zahalnoievropeiski Rekomendatsii z movnoi osvity: vyvchennia, vykladannia, otsiniuvannia, 2003: 13). The program for learning a

foreign language defines the sociocultural component as a component of both the learning content and the learning context (Prohrama z anhliiskoi movy dlia universytetiv / instytutiv (piatyrichnyi kurs navchannia): Proekt., 2001: 7–8). This is because language and culture are interconnected.

The cognitive component determines readiness for mental activity. Language for communicative purposes can be learned only as a tool of thought, since communicative content in the process of communication is not only transmitted, but also created as a result of mental activity (Mylrud R. P., Maksymova R. P., 2000).

The subject component is a complete system of theoretical knowledge about a certain activity, which allows an individual to make reasonable statements. The implementation of subject competence ensures the process of generalization of the received information. The degree of commonality, identity of various knowledge of the reader and the author will be determined by the degree of formation of subject competence.

The paralinguistic component is knowledge of the external characteristics of text organization and the ability to recognize them (font design, diagrams, drawings, punctuation) (Koltko N. O., 1997).

We do not separate the discursive and functional components, as they are partially included in the subject and cognitive components.

Conclusions. The formation of reading communicative competence in the light of the personal-activity approach as a result requires the formation of students' educational competence, that is, the ability to learn. This competence defines an autonomous student and consists of his mastery of individual learning techniques. It is the ability to learn that is at the core of the skills possessed by students who keep up. The success of mastering learning techniques at the highest level depends on the development of the student's general learning abilities. Educational competence mobilizes life experience, declarative knowledge and skills and promotes the development of various types of competences.

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