

Брич К. Д.

I курс, ОС «Магістр», факультет іноземної філології
ДВНЗ «Ужгородський національний університет»
Науковий керівник – канд. філол. наук, доцент Голик С. В.

COMMUNICATIVE COMPETENCE IN LANGUAGE TEACHING

“Communicative competence” is viewed as the knowledge of the rules of language and language use and the skill to use such knowledge effectively and appropriately in real-life situations [3, p. 270].

“Communicative competence” is a term coined by the anthropological linguist Dell Hymes; he put forward this notion in response to the theories of the formal linguist Noam Chomsky, who focused on linguistic competence and claimed that any consideration of social factors was outside the domain of linguistics. Later, his ideas were developed and models of communicative competence were elaborated. Among the earliest applied linguists to develop and elaborate a model of communicative competence, that course designers and language teachers could apply to teaching and assessment, were Canale and Swain. Besides, the model was further developed first by Canale, then by Celce-Murcia et al. On the whole, the final model includes such components as Linguistic, Strategic, Sociolinguistic, Actional, and Discourse competencies.

Communicative competence has become a major aim for second and foreign language learning and its models have been developed to include various aspects of language such as linguistic, sociolinguistic, pragmatic, strategic, language macro skills, etc.

Hence, *the aim of the paper* is to investigate the role of communicative competence model components in foreign language teaching.

Moreover, the content of a language course with communicative competence as its objective should be drawn from linguistics, cultural anthropology, sociolinguistics, and other relevant areas of the social sciences and humanities [2, p. 44].

Also, all discrete learning objectives such as a sound, a word, or a grammatical structure should be presented through richly contextualized discourse that addresses the content objectives in a context that is meaningful to the learners.

Additionally, teaching materials must be learner-centered and allow for communication while learning tasks need to be interactive whenever possible (pair work, group work, role play, etc.).

Hence, it is recommended to employ communicative language teaching approach, together with cooperative learning as ways of achieving a good level of communicative competence in English as a foreign language.

REFERENCES

1. Canale, Michael, and Merrill Swain. "Theoretical bases of communicative approaches to second language teaching and testing." *Applied linguistics* 1.1 (1980): 1-47.
2. Celce-Murcia, M. (2008). Rethinking the Role of Communicative Competence in Language Teaching. In: Soler, E. A., Jordà, M. S. (eds) *Intercultural Language Use and Language Learning*. Springer, Dordrecht. https://doi.org/10.1007/978-1-4020-5639-0_3
3. Hymes, Dell H. "On Communicative Competence." *Sociolinguistics: Selected Readings*, edited by John Bernard Pride and Janet Holmes, Penguin, 1985, pp. 269-293.