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Foreign communicative competence and its development on the example of a speech simulator

In the article the effectiveness of using speech simulators in the development of foreign communicative competence was defined. At present, the development of foreign language competence is one of the tasks of pedagogical universities in Kazakhstan. The speech simulators are used taking into account the initial level of knowledge of the student and the thematic focus of the studied topic. This helps to delve deeper into the professional sphere and develop the necessary skills for future specialists who can teach their subject in a foreign language. Foreign communicative competence is developed through the use of speech simulators and the correct approach to them. It forms a model of the student's speech behavior, accumulating language and speech experience. A communicative approach to learning a foreign language is implemented through a speech simulator, where the main focus is on the student's ability to speak fluently and correctly. A three-stage experiment confirmed that speech simulators contribute to the development of foreign communicative competence with a constant and correct approach to their use. The control test based on the descriptive rubric determined the foreign communicative competence, then the students used speech simulators, and the final test showed the effectiveness of using speech simulators. The table and figure show the students' results.

Keywords: communicative competence, foreign language, foreign communicative competence, speech simulator, descriptive rubric, pronunciation, teaching English, articulatory memory, sound production.

Introduction

One of the main requirements of modern educational standards in Kazakhstan is developing a foreign communicative competence (FCC). Firstly, for professional growth and new worldwide opportunities. Secondly, according to the State Program for the Development of Education of the Kazakhstan Republic for 2020–2025 — graduates of pedagogical universities must speak a foreign language freely. In this case, the methodologists are faced with the task of how to teach future teachers and guarantee speech fluency in conjunction with grammatical constructions applicable in the right place and at the right time. So, one of the ways is using speech simulators. They implicate articulatory memory (motor functions). Developed articulatory memory is knowing the grammar of a foreign language, stored not in the head, but in the lips, teeth, and tongue — the organs of our body responsible for sound production. Articulatory memory is usually built on repetition when pronouncing phrases or sentences with the same grammatical structure. Kailen Shantz in her study argues that it is grammatical knowledge that emerges over time based on accumulated experience working with individual lexemes expressing certain morphosyntactic relationships [1; 92].

In our study, we will take into account students who are currently receiving a second higher education in the specialty: Training of teachers of two foreign languages. A distinctive feature of this contingent will be that these students have their first higher education not related to languages.

To understand the degree of FCC development and select the right simulator, we used an evaluation rubric. It gives excellent feedback on the further progress of the experiment. Generally, the current literature provides useful information about the role of assessment feedback in student learning but does not recognize its complexity as a unique form of communication. New models of communication are needed to understand student responses to teacher commentary language [2; 269]. Thus, our rubric for criterion-based assessment copes with its task of describing existing knowledge and gaps in it and suggesting the path to mastering the next level of FCC.

The problem of teaching future teachers a foreign language, namely developing their ability to speak freely, was studied by several scientists, both foreign and domestic. The conducted studies required an appeal to the works of modern foreign teachers, in which the development of foreign communicative competence is being developed: D. Wilkins, A. Kharding, P. Khartman, and others, numerous studies in the

CIS countries: I.L. Bim, M.Z. Biboletova, E.I. Negnevitskaya, I.K. Nuzha, V.V. Safonova and others, studies of Kazakhstani scientists: F.K. Atabaeva, B.A. Zhetpisbaeva, S.S. Kunanbaeva, E.A. Uteubaeva, A.T. Chaklikova and others. According to the analysis of psychological and pedagogical literature, such a phenomenon as “competence” does not have unambiguous definitions. This is explained by the formation of a foreign-language communicative competent approach in modern pedagogical science.

The object of our study is foreign communicative competence.

The subject is the development of foreign communicative competencies with the help of speech simulators.

The purpose of the study is to develop foreign communicative competence among students of pedagogical universities. This goal is achieved by solving the task of applying the speech simulator as a tool for the development of the FCC. In this article, we will reveal the principle of using the speech simulator, its effectiveness in developing foreign communicative competence, and its practical value.

Speaking is the most important skill in learning any foreign language. Some students admit that they easily master grammar, read foreign literature with pleasure and calmly listen to audio recordings. But when it comes to speaking in English, they fall into a state of “I understand everything, but I can't respond”. And this often happens not from a lack of knowledge or limited vocabulary, but due to a lack of speaking practice and a psychological barrier [3].

In a rapidly changing world, language teaching methods are also changing. The always up-to-date communicative method is aimed at developing speaking skills and, in addition to the usage of speech simulators. They help to achieve good results in learning. For example, after learning words, the simulator helps to consolidate them in a sentence within the context of its use. The more often you use a word in your speech, the faster and more reliably it is stored in memory. The written part of practicing a word on a simulator helps to retain its spelling in long-term memory. The emphasis on pronunciation of foreign words goes through learning a foreign language. The quality of the reproduced sound is influenced by the speech organs, especially the tongue, which consists of several muscles. Thus, language gymnastics is necessary for the correct and quick pronunciation of words. Linguistic gymnastics is usually called articulation exercises, the purpose of which is to develop full-fledged movements and certain positions of the organs of the articulatory apparatus necessary for the correct pronunciation of sounds [4]. Using training exercises — the skill of correct pronunciation of sounds is improved and consolidated. Also, the brain begins to analyze and synthesize information heard in a foreign language faster. Here are formed sound chains, and an understanding of what is said and how it sounds.

Being one of the most important qualities of coherent speech, fluency not only makes foreign language communication successful but is an indicator of the effectiveness of teaching a foreign language. Fluency is not synonymous with spontaneity and is not limited to speech speed or pace. It is an indicator of the developed ability to communicate in the target language and correctly form speech, close to the natural speech of native speakers. Usually, the advice to copy the English intonation is useful, and only then learn to pronounce the sounds correctly. According to many methodologists, it is intonation that plays the most important role in understanding people when communicating. It will be easier to understand you if you say an English phrase with the correct intonation and with Russian sounds than vice versa. And the speech will look livelier and more natural.

One of the approaches to reproducing English intonation is to constantly listen and repeat foreign speech. Pronunciation of English words is a problem not only for beginners learning the language but also for everyone who encounters new lexemes. To practice pronunciation, students need to constantly listen to foreign speech and repeat what they hear intonationally. Repetition sharpens the skill of memorization, which is based on articulatory memory. This process helps to correctly remember the grammatical structures embedded in sentences. Any grammatical structures help to implement communicative tasks but only based on familiar vocabulary.

The use of a speech simulator is not focused on the difficulties in choosing the most necessary one. The main thing is to overcome the language barrier and start speaking. To do this, working on speech simulators makes it possible to cope with the task to improve speaking skills, and expand vocabulary based on the context. Regardless of what level the student is at, there is a simulator for everyone. A person who is confident in his foreign speech looks more successful and adequately assesses the prospects for achieving goals [5; 490]. His body gives a signal, which includes facial expressions, gestures, and intonation.

Language is a certain system of signs and rules for their formation. Therefore, at a very early age, children babble, then with the development of speech, progress occurs and they master grammatical and

syntactic forms. The articulatory apparatus develops and includes sound-producing organs. Their work allows us to memorize foreign words and constructions faster, and most importantly, focus on the pronunciation of sounds. The following organs of speech are involved in the process of sound formation: teeth, lips, tongue, jaws, soft and hard palate, larynx, posterior wall of the pharynx, small tongue, and vocal folds. Some of these organs play an active role, while others play a passive role. Physically, speech sounds can be divided into noises (consonants) and tones (vowels) [6; 23]. Vowels are made when the flow of air is not interrupted, and consonants are made when the flow of air is interrupted. With frequent pronunciation of the same linguistic constructions, the organs of the articulatory apparatus remember the position of the voiced and over time unconsciously help the speaker in communication.

Let's look at how a speech simulator works based on the development of certain vocabulary at the Pre-intermediate level according to the Common European Framework of Reference (CEFR): we will apply the method of analysis and synthesis of foreign words in which non-native English speakers usually make mistakes: world, work, word, worry. English words with wor- have no middle "o" articulated with rounded lips. So it pretty much disappears making wr- sound like [w(e:)r]. The [w] sound naturally requires half-rounded lips. Don't pronounce [r] foreignly with the rolled tongue when its tip touches the front behind the upper teeth. Instead, create rolling American [r] in the mouth back [7]. If a word contains a combination of letters rl, as in the word world, then we need to put [ə] in between. We present the neutral vowel always inside rl. Having analyzed the work of the speech apparatus when pronouncing these words, you can use a speech simulator for practicing and memorizing new vocabulary: We live in a big **world**. Every person in the **world works**. The **word work** does not scare anyone in the **world**. If you **work**, then you are not afraid of the **word "worry"** about money in this **world**.

Language simulators help, rather than ignore the development of communicative competence in a foreign language [8]. They show the level of proficiency in a foreign language and help us not to stop at one of them, but to go to new simulators of a more advanced level and develop further.

Using a speech simulator involves certain steps: written translation into a foreign language using the provided vocabulary at the end of the text, checking with answers and identifying mistakes, listening to the spoken foreign text, listening and repeating each sentence, translating the text from a foreign language into the original language in a whisper, then out loud.

Methods and materials

In this article, we applied general scientific research methods. At the empirical level, this is comparison, measurement, and the experiment itself. The initial stage was to identify the level of foreign language communicative competence based on a descriptive rubric with certain criteria and scores from 1 to 3 (Table 1). Next, students trained on developed speech simulators with the gradual complication of grammatical and lexical topics from one exercise to another. After completion of the course on the development of FCC, a re-slicing and analysis was carried out with interpretation of the data.

We studied 11 second-year students of group 1703–12zh, in the educational program "Training of teachers of two foreign languages". Students in this group already have a higher education in a technical field not related to the study of foreign languages. The study took place every Tuesday for 4 hours at the South Kazakhstan Pedagogical University named after O. Zhanibekov from February 13 to March 20, 2024.

Table 1

Rubrics for assessing the development of FCC and its components

Criterion		1	2	3
Speech component	Listening	Doesn't understand the speaker's speech	Does not fully understand the speaker's speech, asks for clarification of some words	Easily understands the speaker's speech
	Speaking	Speaks incomprehensibly; mumbles; uses short sentences and a quiet tone	Speaks clearly; uses interjections	Speaks clearly and fluently
	Writing	Using one-part sentences, often off-topic	Using two-part sentences on the topic of conversation	Using complex sentences with complex vocabulary
	Reading	Slow reading without following punctuation rules; complete lack of understanding of the context	Average reading with proper punctuation and partial understanding of context	Fluent reading in compliance with punctuation rules; full understanding of the context

Intermediate result of the presence of a speech component				
Language component	Expressing thoughts on the topic of conversation	Goal not achieved	Goal achieved with the help of the interviewer	Goal achieved
	Phonetics	Lack of pronunciation skills in English words	There are non-critical errors in the pronunciation of English words	Excellent pronunciation of English words, clear reading speech
	Spelling	Presence of 3–10 spelling and punctuation mistakes	Presence of 2–3 spelling and punctuation mistakes	No spelling or punctuation mistakes
	Vocabulary	Limited vocabulary; Elementary English	Sufficient Pre-intermediate English vocabulary	Optimal vocabulary for Intermediate English level
	Grammar	Misunderstanding of English tenses and auxiliary verbs	Understanding English tenses; sometimes incorrect use of auxiliary verbs	Understanding English tenses and using auxiliary verbs correctly
Intermediate result of the presence of a language component				
Sociocultural component	A real communicative situation (conversation about the country, capital, hometown)	Lack of knowledge and vocabulary when talking about the country of the language being studied	Partial lack of knowledge and vocabulary when talking about the country of the language being studied	Excellent knowledge and vocabulary when talking about the country of the language being studied
Intermediate result of the presence of a sociocultural component				
Compensatory component	Ability to convey ideas in a structured manner: ability to paraphrase	Lack of ability to paraphrase	Paraphrase completed 50 %	Paraphrase completed 100 %
Intermediate result of the presence of a compensatory component				
Educational and cognitive component	Ability to evaluate the planned result and initial data: P- point, R- reason, E- evidence, P- point	PREP not disclosed	PREP is not fully disclosed	PREP reveal fully
<i>Note – The intermediate result of the presence of an educational-cognitive component</i>				

Results and Discussion

For confidentiality of the results of determining the development of FCC and its components, we will designate each student with a letter from A to K, corresponding only to his/her result.

In the criterion rubric for the initial cut, 5 FCC components and criteria for determining the degree of development of each of them were presented. During an individual conversation with each student on the topics: Acquaintance, Tourist guide, and Attitude to tattoos, we gave points according to the criteria: Listening, Speaking, Expressing thoughts on the topic of conversation, Phonetics, Vocabulary, Grammar, Construction of a real communicative situation (conversation about the country, capital, hometown), Ability to convey ideas in a structured manner: ability to paraphrase, Ability to evaluate the planned result and initial data. To evaluate the Spelling criterion, the task was given to describe the audience in which the group is located and according to the results, student K coped with this completely without mistakes, therefore, according to this criterion he received 3 points. To determine the development of reading skills, students were given the story “Take Care of Your Teeth, Take Care of Your Heart” by Anne Ball [9]. Reading problems as emphasized by Dr. Jeneve M. Binaloga can be not only for the 4th grade students on whom she conducted the study, but also for any other student. A reading problem can affect academic performance, occupational performance, and other functional skills used in daily life [10].

Based on this cross-section, three groups were identified: group 1 with a satisfactory level of FCC development (3 students with a score of 18-19 points), group 2 with a sufficient level (7 students with a result from 20 to 25 points) and group 3 with an optimal level of FCC proficiency (1 student with a score of 32 points).

During the second stage of the study, these groups were given exercises — speech simulators for the development of FCC. The simulators aimed to teach students to speak English fluently without stuttering. Each group received 10 exercises with the same grammatical material: Present Simple, Past Simple, Future Simple, to be, modal verbs, passive and active voice, Present Perfect, to be going to, Tag-questions, there is/there are, Complex Object. Depending on the initial level of FCC development, 3 groups of students received speech simulators of different levels of complexity. According to the instructions, it was necessary to observe a gradual transition from one exercise to another based on the complexity of the tasks, as well as the correct execution of each step. So, activation of the speech simulator included:

- Explanation of grammatical rules.
- Written translation of a logically structured text into English based on the dictionary under the text;
- Checking with the answer key and working through errors, if any.
- The next step involved listening to an audio recording of the translated text, voiced by a native speaker.

– The second hearing involved repeating after the announcer, then listening and at the same time speaking with the announcer in a normal voice, then in a whisper, and slowly and loudly. In the end, it was necessary to translate the text orally without supporting words at a calm and familiar pace.

We presented in Figure 1 an example of a speech simulators for students with a satisfactory level of FCC.

Речевой тренажер «Я и сосед»:

Время Present Simple. Употребление конструкции to be

Я и мой сосед такие разные. Он живет рядом со школой, а я рядом с заправкой. Мой дом большой, а его маленький. Мои окна круглые, а его квадратные. Моя крыша красная, а у него зеленая. Мои ворота высокие, а у него низкие. Его дом красивый, а мой замечательный. Он гордится своим домом, а я горжусь своим садом. Он обожает декорировать свой дом, а мне не нравятся лишние украшения. Он казах, а я украинец. Поэтому в его доме часто готовят бешбармак, а в моем борщ.

Словарь:

Сосед - Neighbour
 Разный - Different
 Жить - to live
 Рядом с - next to
 Заправка - Petrol station
 Большой - Big
 Маленький - Small
 Окно - Window
 Круглый - Round
 Квадратный - Square
 Крыша - Roof
 Ворота - Gate
 Высокий - High
 Низкий - Short
 Красивый - Beautiful
 Замечательный - Wonderful
 Гордиться чем-либо - be proud of something
 Сад - Garden
 Обождать что-либо - to be fond of
 Декорировать - to decorate
 Лишний - Extra
 Украшения - Decorations
 Казах - Kazakh
 Украинiec - Ukrainian
 Готовить - to cook
 Бешбармак - Beshbarmak
 Борщ - Borsch

Figure 1. Speech simulator “Me and my neighbor”

The results of the development of the FCC and its components are shown in Figure 2, which clearly shows the first control test result and the final one. In comparison, there is a difference between these two results.

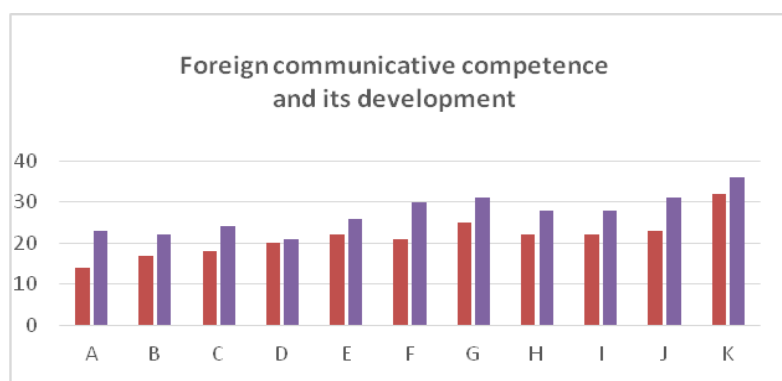


Figure 2 Difference between 1st and 2nd control test.

On average, we were able to develop the level of FCC by approximately 7 points in Group 1, by 6 points in Group 2, and by 4 points in a student from Group 3 (Table 2). At the same time, in one of the students in group 2, the level of FCC development remained at the same place as at the beginning of the experiment. We attribute this to the hours he lost while others were working on the development of FCC.

From the positive dynamics: the FCC level of student A and student F increased by 9 points to the maximum. All students from the category with a satisfactory level moved into the category with a sufficient level of FCC proficiency. 6 out of 7 students moved from the category with a sufficient level to the category with an optimal level of FCC development. Their maximally improved result suggests the correctness and necessity of using speech simulators for the development of FCC and its components.

However, the compensatory component did not develop in any of the students, which means the speech simulator is either not effective in this direction or requires improvement.

Table 2

Results of the development of FCC and its components

	FCC before the experiment	FCC after	The overall result of the development of FCC and its components
Group 1: Satisfactory level			
Student A	14	23	FCC developed by 9 points: +2 points Speech component (SpC): The student began to speak more confidently and clearly; and started using two-part sentences in writing. +5 points Language component (LC): when expressing thoughts on the topic of conversation, the goal is achieved; there are minor errors when pronouncing words in English; there is an understanding of grammatical rules and the correct use of auxiliary verbs. +1 point Sociocultural component (SC): the set of words on the topic of introducing and describing your country and hometown is present at a good level. +1 point Educational and cognitive component (ECC): The student stated his position on the issue of racial inequality, and provided arguments, but did not provide facts.
Student B	17	22	FCC developed by 5 points: +1 point SpC: The student has improved his reading skills to a sufficient level. +3 points LC: reduction in the number of punctuation and spelling errors to 2-3; also a better understanding of English tenses. +1 point SC: vocabulary on the topic of introducing and describing your country and hometown has improved.
Student C	18	24	FCC developed by 6 points: +2 points SpC: The student began to use two-part sentences, and his reading skills were also improved to a sufficient level. +3 points LC: when conveying thoughts, the goal was achieved with the help of the interviewer; and the use of intermediate level vocabulary. +1 point SC: the set of words on the topic of introducing and describing your country and hometown is at a good level.
Group 2: Sufficient level			
Student D	20	21	FCC developed by 1 point: +1 point SC: the set of words on the topic of introducing and describing your country and hometown is at a good level.

Student E	22	26	FCC developed by 4 points: +1 point SpC: The student speaks using interjections. +2 points LC: the student has minor errors in pronunciation, and misunderstanding of the use of auxiliary verbs has disappeared. +1 point SC: now the student can conduct a small dialogue about the sights of the country of the language being studied. +1 ECC point: The student stated his position on the issue of education in Kazakhstan, expressing an opinion on the quality of its development over the past decade; he made arguments but did not provide facts.
Student F	21	30	FCC developed by 9 points: +2 points Sp C: The student began to speak more confidently and clearly, without the use of interjections; he began using two-part sentences when writing work. +5 points LC: when expressing thoughts on the topic of conversation, the goal is fully achieved; no errors when pronouncing words in English; full understanding of the grammatical rules for the use of auxiliary verbs. +1 SC point: optimal knowledge about Great Britain and its attractions. +1 ESS point: The student stated his position on the issue of violence against animals, gave arguments, but did not provide facts.
Student G	25	31	FCC developed by 6 points: +1 SpC point: improved reading skill to a sufficient level. +3 LC points: when transmitting thoughts, the goal is achieved 100 %; no errors in pronunciation; absence of punctuation and spelling errors in the letter. +1 SC point: optimal knowledge of the country of the target language. +1 ECC point: The student stated his position on the issue of modern cinema, gave arguments and provided facts.
Student H	22	28	FCC developed by 6 points: +2 points SpC: The student began to use two-part sentences, and his reading skills were also improved to a sufficient level +3 points LC: when conveying thoughts, the goal was achieved with the help of the interviewer; use of English tenses at a sufficient level +1 ECC point: The student stated his position on the issue of national identity, and gave arguments but did not provide facts.
Student I	22	28	FCC developed by 6 points: +1 point SpC: The student began to use two-part sentences, and his reading skills also improved to a sufficient level +3 points LC: when conveying thoughts, the goal was achieved with the help of the interviewer, the use of intermediate level vocabulary +1 point SC: the set of words on the topic of introducing and describing your country and hometown is at a good level +1 point ECC: The student stated his position on the issue of the relevance of earthquakes in Kazakhstan, gave arguments but did not provide facts.
Student J	23	31	FCC developed by 8 points: +2 points SpC: The student began to use two-part sentences, and his reading skill was also improved to a sufficient level +4 points LC: when conveying thoughts, the goal was achieved with the help of the interviewer, the use of intermediate level vocabulary +1 point SC: the set of words on the topic of introducing and describing your country and hometown is at a good level +1 point ECC: The student stated his position on the issue of globalization of Internet resources, and gave arguments but did not provide facts.
Group 3: Optimal level			
Student K	32	36	FCC developed by 4 points: +1 point SpC: The student began to speak more clearly and fluently. +1 LC point: when transmitting thoughts, the goal was achieved independently and fully. +1 SC point: the student can conduct a dialogue about the country of the language being studied at an optimal level. +1 ECC point: The student stated his position on the use of artificial intelligence, provided arguments, and provided facts.

Conclusions

By making analysis and comparison, as well as determining the influence of speech simulators on the development of foreign communicative competence, they can be put into practice. In Kazakhstan, one of the

most important strategic tasks of education is, on the one hand, the preservation of the best Kazakh educational traditions, on the other, providing graduates with international qualifications. Therefore, graduates in this area after graduation should know, and be able to use the English language when teaching. At the same time, the task is not just to transfer knowledge on the subject, but to freely communicate with students in English without language barriers fluently and grammatically correct. Therefore, the development and use of speech simulators are relevant for future teachers. Our experiment revealed that speech simulators develop 4 of the 5 FCC components we took. This indicator may indicate the development of the FCC as an integral system, except for the compensatory component. 10 out of 11 students improved their listening, speaking, writing, and reading skills, learned to pronounce English words correctly, and expanded their vocabulary by expanding it with new lexical units. The most important thing is that on the final test, students answered more confidently and freely with a noticeable improvement in communication skills.

The speech simulators and rubrics we have developed for assessing the results of both the current, intermediate, and final can be used as independent work to develop students' competence, and as additional material for foreign language classes. In the future, it is planned to digitalize speech simulators and provide access to them on the Tilda platform (computer-delivered). Consequently, their status will be designated as an electronic educational speech simulator.

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Шетел тілінің коммуникативтік құзыреттілігі және оны сөйлеу тренажері мысалында дамыту

Мақалада шет тілдік коммуникативті құзыреттілікті дамытуда сөйлеу тренажерларын қолданудың тиімділігі анықталады. Қазіргі уақытта шет тілдік құзыреттілікті дамыту Қазақстанның педагогикалық жоғары оқу орындарының міндеттерінің бірі. Біз ұсынған сөйлеу тренажері студенттің бастапқы білім деңгейін және зерттелетін тақырыптың тақырыптық бағытын ескере отырып қолданылады. Бұл кәсіби салаға тереңірек енуге және мектепте өзінің бейіндік пәнін шет тілінде оқытуға қабілетті болашақ мамандарға қажетті дағдыларды дамытуға көмектеседі. Шет тіліндегі коммуникативті құзыреттілік сөйлеу тренажерларын қолдану және оларға дұрыс көзқарас арқылы дамиды. Ол оқушының тілдік

және сөйлеу тәжірибесін жинақтай отырып, оның сөйлеу мінез-құлқының моделін қалыптастырады. Сөйлеу тренажері арқылы шет тілін оқытудың коммуникативті тәсілі жүзеге асырылады, мұнда студентке және оның қарым-қатынас жағдайларына сүйене отырып, еркін және дұрыс сөйлеу қабілетіне баса назар аударылады. Шет тілдік қарым-қатынас дағдыларын дамытудың қолданыстағы нұсқаларының ішінде бұл «үлгі бойынша» тұрақты оқытудан тұратын кешенді тәсілді ұсынатын сөйлеу тренажері. Нәтижесінде шет тілінде еркін қарым-қатынас жасау үшін коммуникативті дағдылар дамиды. Үш сатылы эксперимент сөйлеу тренажері оларды қолдануға тұрақты және дұрыс көзқараспен шетелдік коммуникативті құзыреттіліктің дамуына ықпал ете алатындығын растады. Бастапқы бөлім сипаттамалық айдар негізінде шет тіліндегі коммуникативті құзыреттіліктің дәрежесін анықтады, содан кейін студенттер сөйлеу тренажерлерін қолданды, ал соңғы бақылау бөлімі сөйлеу тренажерлерін қолданудың тиімділігін көрсетті. Кесте мен графикте студенттердің нәтижелері көрсетілген.

Кілт сөздер: коммуникативтік құзыреттілік, шет тілі, шетелдік коммуникативті құзыреттілік, сөйлеу тренажері, айдар, айтылу, ағылшын тілін оқыту, артикуляциялық жады, дыбыс шығару.

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Иноязычная коммуникативная компетенция и ее развитие на примере речевого тренажера

В статье определена эффективность использования речевых тренажеров при развитии иноязычной коммуникативной компетенции. В данное время развитие иноязычной компетенции — одна из задач педагогических вузов Казахстана. Речевые тренажеры, предложенные нами, используются с учетом первоначального уровня знаний студента и тематической направленности изучаемой темы. Это помогает глубже погрузиться в профессиональную сферу и развить необходимые навыки будущим специалистам, способным преподавать свой профильный предмет на иностранном языке в школе. Иноязычная коммуникативная компетенция развивается посредством использования речевых тренажеров и правильного подхода к ним. Она формирует модель речевого поведения учащегося, актуализируя его языковой и речевой опыт. Посредством речевого тренажера реализуется коммуникативный подход к обучению иностранного языка, где основное внимание уделяется студенту и его умению бегло и правильно говорить, исходя из ситуаций общения. Среди существующих вариантов развития навыков иноязычного общения именно речевой тренажер предлагает комплексный подход, состоящий из постоянного обучения «по шаблону». В результате вырабатываются коммуникативные навыки для свободного общения на иностранном языке. Трехэтапный эксперимент подтвердил, что речевые тренажеры могут способствовать развитию иноязычной коммуникативной компетенции при постоянном и правильном подходе к их использованию. Первоначальный срез на основании описательной рубрики определил степень владения иноязычной коммуникативной компетенцией, далее студенты применяли речевые тренажеры, и заключительный контрольный срез показал эффективность использования речевых тренажеров. Таблица и график отображают результаты студентов.

Ключевые слова: коммуникативная компетентность, иностранный язык, иноязычная коммуникативная компетентность, речевой тренажер, рубрика, произношение, обучение английскому языку, артикуляционная память, звукопроизведение.

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