

## **DEVELOPMENT OF UNIVERSITY STUDENTS' COMMUNICATIVE COMPETENCIES IN FOREIGN LANGUAGE CLASSES**

In today's world, characterized by the rapid development of international relations and the expansion of intercultural contacts, proficiency in a foreign language is no longer merely a competitive advantage but a necessity. Of particular importance are communicative competencies, which determine an individual's ability to interact effectively in professional and social environments.

A relevant task of modern education is the implementation of methods that ensure active speaking practice, the development of critical thinking, intercultural competence, and adaptability to various communicative situations.

The issue of developing communicative competence among university students is the subject of active scholarly research. Researchers examine the mechanisms of communicative competence formation, communication barriers, and ways to overcome them; they analyze the role of linguistic competence, stylistic features, and intercultural communication in professional contexts. Scholars and educators focus on teaching methods and technologies that promote the development of communicative skills and competencies. However, despite numerous studies on this issue, many aspects still require further investigation. Insufficient student preparation in the field of communication leads to a number of serious problems that affect both their educational process and their future professional activity

Communicative competence in the process of learning a foreign language does not arise suddenly at a particular stage; rather, it develops continuously and progressively – from the first lessons at school to studies at university. At the same time, at each educational level it has a different depth, content, pedagogical purpose, and methods of formation.

In primary school, an elementary ability to communicate in a foreign language in typical everyday situations is formed: basic language skills (vocabulary, grammar, pronunciation), listening comprehension, and an understanding of simple social

norms of communication. This is achieved through model dialogues, simple role plays and exercises, rhymes and songs, and visual support (flashcards, pictures, gestures).

In secondary school, students learn to use the language to express their own ideas and participate in discussions. At this stage, the ability to maintain a conversation is developed, vocabulary is expanded, skills of description and argumentation are acquired, and an initial understanding of the cultural characteristics of native speakers is formed. This is facilitated through discussions and topic-based debates, project work, work with authentic texts and videos, and situational problem-based tasks. Communication thus shifts from imitation to conscious speech.

University education enables students to develop the ability to use a foreign language effectively in academic, professional, and intercultural contexts. Here, academic and professional speech is formed, critical thinking in the process of communication is developed, and students acquire the ability to participate in discussions, debates, and presentations, as well as intercultural communicative competence and the ability to adapt speech to the context and interlocutor. This is achieved through problem-based and project-based tasks, case studies, debates, presentations, simulation of professional situations, and work with authentic professionally oriented materials (ESP). Communication becomes professionally oriented, autonomous, and intercultural.

Thus, the development of communicative competence is a spiral process. Each subsequent stage does not begin from scratch but deepens, expands, and complicates previously acquired abilities, moving them from situational speech through conscious communication to professional and intercultural interaction.

Communicative competencies include knowledge of the characteristics of communication processes, the ability to work with information, cultural differences, and emotions, as well as the capacity to interact effectively in various professional and social situations. This means that a higher education student, in addition to basic skills, must learn to approach communication strategically, taking into account all aspects of interaction. Therefore, the development of communicative competencies

becomes an essential component of professional training, as they ensure success in the complex and dynamic conditions of real life.

The components of communicative competence include: linguistic competence – mastery of language rules (grammar, vocabulary, phonetics); sociolinguistic competence – the ability to consider cultural, social, and contextual features of communication; discourse competence – the ability to construct speech logically and coherently; strategic competence – the ability to compensate for insufficient knowledge or language skills (e.g., using gestures or paraphrasing); social competence – the ability to adapt to the norms and rules of communication within a particular community.

The concept of communicative competence encompasses not only practical skills but also knowledge of context, norms, and communication strategies, and it is formed through experience, learning, and interaction in real communicative situations.

Communicative competence in a foreign language is the ability to use the language not only grammatically correctly but also appropriately in various situations, taking into account cultural and social aspects of communication. It is a more complex and multifaceted ability that goes beyond basic skills.

The components of communicative competence in a foreign language include: linguistic competence (knowledge of grammatical rules, vocabulary, phonetics, and orthography); sociolinguistic competence (the ability to use language with regard to cultural and social norms); discourse competence (the ability to construct speech logically and coherently depending on the situation); strategic competence (the ability to overcome language difficulties, e.g., by paraphrasing, using gestures, or avoiding unknown words); and pragmatic competence (understanding how to use language to achieve specific goals, e.g., to persuade, request, or refuse).

Communicative competence in a foreign language encompasses all aspects of language use, including context and social expectations. It is developed through immersion in the language environment, communication practice with native

speakers, and the study of cultural features, enabling learners to interact freely and naturally in real situations rather than merely complete language tasks.

The development of communicative competence is a key aspect of modern education, especially in foreign language teaching. Among the main approaches that contribute to the formation of this competence are the communicative, interactive, and competency-based approaches.

The communicative approach is based on the idea that the primary goal of language learning is the development of the ability to communicate effectively in real-life situations. The main methods and techniques of the communicative approach to developing communicative competence include the use of authentic materials; focusing on the meaning of utterances rather than solely on the correctness of language structures; active use of language skills in various communicative contexts; and the use of role plays, discussions, and debates to simulate real communicative situations.

The primary goal of the interactive approach is to engage students in active interaction with one another and with the teacher. It contributes to increased motivation and the development of teamwork skills. The main methods and techniques of the interactive approach include the use of cooperative learning technologies; work in small groups; project-based activities (creating presentations and videos); organizing discussions, debates, and role plays; fostering creative and critical reflection through interactive exercises (case discussions and situational analysis); and the use of digital technologies for collaboration and communication (forums, interactive boards, online games).

The competency-based approach focuses on developing not only language skills but also a broader range of competencies necessary for effective communication. It involves the formation of linguistic, sociocultural, strategic, and discourse competencies; completing tasks close to professional activities (writing analytical reports, conducting negotiations, giving presentations, handling formal correspondence); developing intercultural communication skills through the analysis of texts and videos; the use of problem-based learning; particular attention to

independent information search and reflection; and assessment not only of knowledge but also of the ability to apply it in various situations.

Each of these approaches plays an important role in the development of communicative competence. The communicative approach provides the foundation for effective verbal interaction, the interactive approach increases student engagement in the learning process, and the competency-based approach helps apply acquired skills in real-life contexts. The integrated use of these approaches makes language learning effective, practice-oriented, and engaging for students, creating an effective learning environment where students not only acquire language material but also develop real communication skills, critical thinking, and collaboration.

Therefore, the effective development of communicative competence requires a combination of traditional and modern teaching methods, including interactive technologies, situational tasks, and intercultural communication.

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