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E-mail: idt12@mail.ru, gulya_1363@mail.ru, idt12@mail.ru, bn_rita@mail.ru.**COMMUNICATIVE COMPETENCIES – MODERN
INSTRUMENTS UNDER ACADEMIC FREEDOMS**

Abstract. This article discusses communication skills, language competencies, which are the main mechanism for the effective activity of an individual in a sociocultural and multilingual world. Learning a foreign language is a priority in preparing future specialists for the challenge of time and society. With this situation in the current world situation, it is extremely necessary to develop methods for the development of communicative skills in a psychological aspect, while, first of all, we are talking about the necessary optimization of the spent human and time resources aimed at success. The problem of the formation of students' communicative competence in the psychological aspect is the main criterion that must be taken into account when entering into intercultural communication, this can be seen in almost all studies, while students are the main object of study.

Key words: communication skills, communicative competencies, language training, language competencies, intercultural communications.

In the last decade, the use of the concepts of communication skills, language competencies in considering foreign language learning processes has been characteristic and there is no unequivocal opinion on their content, because these concepts most often mean the process of acquiring a certain amount of knowledge, competencies and skills that contribute to conducting speech activity in a foreign language language, including within the framework of academic mobility of students. And some scientists and practitioners also mean by language communicative skills and competencies a special activity or a system of educational institutions that conduct the educational process in a foreign language.

B. S. Gershunsky [1] presents training in a foreign language as a value and suggests considering it as "three axiological blocks":

- foreign language training as a state value;
- foreign language training as a social value;
- foreign language training as a personal value.

Knowledge of foreign languages, especially in the framework of academic mobility, is of paramount international importance.

The most important circumstances determining the demand for knowledge of foreign languages in Kazakhstan, as well as abroad, are as follows:

- a) integration, globalized processes of society;
- b) general access to the information field of educational programs;
- c) the ability to access an international research source base.

The study of foreign languages, therefore, language training and language competencies, are the main mechanisms for the effective activity of the individual in the sociocultural and multilingual world.

Today, based on how modern countries are developing, it can be stated that knowledge of foreign language competencies is an essential, mandatory medium that is present in society, forms the individual's consciousness in a huge information stream, while the value of foreign language training should be determined by its personal psychological background, as it relates to the motivational and stimulating aspects of the individual. [2]

According to O.A. Vasilenko [3], in universities that do not train linguists, foreign languages are not specialized subjects, but at the same time, the increase and importance of a foreign language is achieved due to the fact that it must be considered as a tool in obtaining extrabudgetary competence for future professionals, expanding general knowledge, improving professional knowledge and skills, and all to achieve a special status. Today, there is everything necessary for the selection of innovative and, of course, productive tools in teaching a foreign language at universities in order to prepare "a specialist whose professional competence will become deeper thanks to the knowledge of a foreign language" [4].

Therefore, the study of a foreign language is a priority in preparing future specialists for the challenge of time and society.

With this situation in the current world situation, it is extremely necessary to develop methods for the development of communicative skills in a psychological aspect, while, first of all, we are talking about the necessary optimization of the spent human and time resources aimed at success.

The problem of the formation of students' communicative competence in the psychological aspect is the main criterion that must be taken into account when entering into intercultural communication, this can be seen in almost all studies, while students are the main object of study.

I.I. Opeshanskaya [5] considers the criteria and features of improving communication skills in different contexts: listening, grammar, social and cultural communication, and in general, a mechanism to achieve the required level of speech skills and abilities.

Studying the psychological conditions for improving communication skills, it must be noted that there is a large amount of work devoted to improving the formation of communication skills in the study of N.Yu. Grishina [6].

L. B. Dovgoplova [7] studies the process of intercultural communication as a means of actualizing the students' responsible attitude to education, T. A. Kovaleva [8] proposes ways to solve communicative-cognitive tasks in teaching such a type of speech activity as reading.

So, over the past decades, quite a lot of attention has been paid to the psychological condition in improving communication skills. Since the 1970s, the trend in psychological and pedagogical sciences has been traced to the psychological, social aspects of the analysis of a foreign language, when in the conditions of this paradigm, which is associated, in general, and in particular with psycholinguistic factors in the formation of oral abilities, everything is focused, first of all, on the concept of "communication skills." Communicative skills / abilities should be interpreted not only as a process of transmitting and receiving information flow, but also as establishing relations between communication objects. Since we are talking about differences in the substantive aspects of the communicative process and issues of relationships between people, therefore, the psycho-communicative nature of communication is regulated and adjusted. With regard to content, the main role is given to informational components at the level of relationships - psychological, social - extrapsycholinguistic and parapsycholinguistic. As you know, the theory of speech communication arose in the late 60s - early 70s of the XX century. as behaviorist psycholinguistics, its influence on the psychosocial characteristics of communicative skills, on the structure of speech, demonstrates the essence of the sense-speech communicative orientation in social positions during communication of communicants (A.A. Leontyev [9] and others).

In this regard, linguistics studies the assumption that the improvement of communication skills cannot be delimited only by linguistic competence, namely, knowledge of linguistic tools, the rules for their application in accordance with the standards existing in any language. In the 70-80s, scientific research acquired a clearly defined pragmatic orientation, caused not only by the general conceptual criteria of the methodology of teaching a foreign language, but also taking into account all the technologies used in teaching, which is certainly important, since these methods have a characteristic pronounced communicative color and thereby highlighted a radical emphasis in the direction of natural communication in the process of teaching a foreign language, thereby proving that the communicative skills of the student tongue should be implemented taking into account the psychological and personality, situational aspects that determine the specificity of foreign language speech behavior. [10]

Consequently, in the 70s, methodologists, linguists, linguists, psychologists, who put the position of communication skills at the forefront, focus on the psychological, social and functional factors of applying a foreign language in concrete conditions in communication, there is a transition to the principles of communicative learning a foreign language. As a result, the result of a comprehensive methodological

selection was the development of new methodological principles in teaching a foreign language, such principles as: a communicative approach (E.I. Passov, I.L. Bim), intensive training (G.A. Kitaygorodskaya).

In modern linguistics, the most practical attention deserves a communicative-oriented technique. [11] Communicative skills are important types of speech activity, in which significant attention is given to using it in real communication situations, where it acts more as a communication tool, and not as an object of theoretical structural analysis.

In the early 80s of the XX century, a significant number of effective tools in teaching a foreign language accumulated in psycholinguistics and pedagogy, aimed both at developing students' skills in practical use and at constantly improving the level of knowledge of the language being studied. In their studies, linguists practice, methodologists focused on advanced achievements in the field of psychology. Yu. N. Karaulov, in his work [12] writes about the psychological support of the development of a non-native language. So this process was posed in connection with the development and formation of the personality of a person as a whole. But on the other hand, the model for constructing teaching a foreign language in the methodology, even during this period, was oriented toward an already outdated language image, and not at the basic laws by which students learn a non-native language in the study environment.

High methodological requirements are imposed on modern methodological science in relation to psycholinguistic and extra-linguistic features and circumstances in the communicative aspect, to the personalities of the communicant, and all this within the framework of intercultural communication, the object of which is the study of a linguistic personality that operates with lexical, grammatical norms and forms that correspond to the standards of a verbal instrument a person who is a representative of a different nationality, a foreign language culture and another language group.

In this connection, teaching a foreign language looks like an interpretation of psycholinguistic cultural experience, which is based on the student's self-presentation, his attitude to the world, on creative activity in the process of learning a foreign language, a different culture, which ultimately leads to the application of this experience to adaptation in society. This situation determines the essence of foreign language education as a whole as a value, as a system, as a process and as a result these days. [13]

At the present stage of development of the methodology of teaching foreign languages, an anthropological approach is used, according to which all the attention of researchers is concentrated on the role and significance of the human factor in the process of teaching a foreign language. [14]

Obviously, over the past 50-60 years, there has been a significant transformation of all aspects of teaching a foreign language, but we can distinguish those goals and objectives that are present in psychology, psycholinguistics, pedagogy and appear in studies of domestic, Russian, foreign linguists, linguists, psycholinguists, Methodist scientists.

Communicative skills suggest that a person masters a certain set of formal linguistic competencies and the corresponding skills associated with various norms of the language, namely, grammar, vocabulary, phonetics. In this case, the question is solved, which lexical units, grammatical forms and intonemes are necessary for the process of communication for representatives of different ages, specialties, etc. Since words, grammatical constructions, intonemes need to be studied to convert them into a semantic speech stream. Indeed, when teaching communicative skills in multilingualism, it is impossible to limit oneself to using only a linguistic code, because for the communicative process and interaction it is necessary to include speech communication in other activities so that they can perform the functions of exchanging the information flow and leading to success in communication.

With a huge variety of expressions of thought, statements, much can be learned and understood through the formation of linguistic and sociocultural competence.

Linguistic and sociocultural competence is one of the important categories in the formation of communication skills in learning a foreign language, it does not come down only to a dialogue of individuals, it is more a willingness of individuals to establish a dialogue between cultures.

Psychosocial and cultural competence is an important technology in which it is possible to form an individual of a new formation, focused on intercultural communication, aware of the complexity and interdependence of world society, the priority of interethnic interaction in the implementation and implementation of global international tasks.

However, the formation of psychosocial cultural competence underlies, not only and not so much, in the implementation of global problems of the world order, but also in solving communicative skills, for example, the English phrase “I am going to the drugstore to buy a notebook” (going to a pharmacy for a notebook) may sound strange, because in America in pharmacies you can buy both medicines and stationery.

In this connection, the implementation of this problem of cultural outlook and knowledge is not sufficient, it is necessary to develop the skills that will help organize oral speech, build it in a logical sequence and this is an absolutely new frontier in communicative competence.

The understanding of psychosocial and cultural competence belongs to Professor V. V. Safonova, her classification (a set of competencies was supplemented by compensatory competence at the suggestion of I. L. Beam) was the basis of standards and norms for teaching a foreign language in 2004. [15]

Obviously, professionally-oriented training should be carried out, modeling the future professional activity of a specialist. [16] Nowadays, with the growth of the services market, as well as in the context of the globalization and integration processes of the post-industrial society, communication is becoming an increasingly important tool of activity in all areas, including academic mobility, and moreover, it is being implemented more often in a foreign language.

In the modern world, the formation of communicative skills is mainly always realized through the application of a communicative technique. As noted earlier, the principles of communicative learning appeared in the 70s of the last century and came to us from the West, where it originated a little earlier (in the 60-70s), at a time when English became international language.

Kazakh and Russian pedagogy of teaching foreign languages takes as a basis the research of E. I. Passov [17], in which he pays great attention to the communicative methodology and the concept of communicative teaching of a foreign language, highlighting the following characteristics of communicative competence:

- the motivation of any actions and all activities of the student, that is, in view of taking actions from an internal motive, rather than externally stimulated;
- the focus of any acts and activities of the student, namely, the commission of actions in order to fulfill a conscious communicative task;
- personal meaning in the activities of the student;
- verbal activity of the student in the process of achieving predetermined communicative goals, high thinking activity, cognitive and communicative;
- the attitude of personal interest in expressing their attitude to the problem and object of discussion;
- communication with different types of activities: educational, social, social, labor, sports, art, household;
- student interaction, meaning coordination of actions, mutual support and interaction, cooperation;
- situationality, expressed in communication between students and the teacher, students among themselves in the learning process, which is characterized as a system of interactions;
- functionality - the process of assimilation of speech content is performed in the presence of speech functions;
- heuristic – educational material and the process of its assimilation, excluding mechanical memorization and subsequent reproductive reproduction;
- content - an objective characteristic;
- information content - a subjective characteristic of educational materials;
- novelty - the constant variability of all types of speech activity;
- expressiveness - using various means of communication, both verbal and non-verbal.

The term "technique" is used in science in two meanings. Firstly, this is a private didactics, that is, the theory of teaching a subject as a whole (for example, the methodology of teaching English) as an applied discipline. In addition, this term can also refer to a pedagogical system based on a concept.

Communicative, therefore, is the methodology of teaching a foreign language, which prioritizes its communicative function, that is, its use in real life situations for communication between people.

So, this technique is sharply different from the traditional one, which implies a fundamental study of the language, as a system from a theoretical point of view, where language practice is used in much smaller quantities and is more likely to be educational in nature, which makes it somewhat divorced from life.

This technique is based on the communicative concept of teaching a foreign language, developed in domestic science by E. I. Passov. [eighteen]

With all the huge number of techniques, theories, and scientific directions in teaching foreign languages at the present stage, there are common goals in approaches to learning, which can be represented in this way: the formation of the communicative skills of a professional is an integral and integrated set of competencies.

In achieving the goals in the educational process, it is important to place emphasis on questions on the humanization of the unity of education and upbringing, namely the importance of forming a worldview, broadening one's horizons, raising the cultural and educational level of students, and the issue of upbringing when learning a foreign language will be implemented as far as students are ready to establish scientific, intercultural relations, present your state by participating in international conferences, forums, webinars, how they will respect respect for the spiritual and moral values of other peoples and cultures. [19]

According to E.I. Passova [20], the achievement of mutual understanding in a cross-cultural dialogue has four criteria:

- psychological - mutual understanding and cooperation, if:

a) the subject of communication has become personally significant for all its participants, b) empathy, empathy appears between them,

c) all communicating adopted the situation as a system of relationships.

- sociological –consciousness of a certain community, involvement in culture;

- sociocultural - each side of communication acquires the sociocultural status of the subject and his speech behavior is based on this;

- axiological - awareness and understanding of the values of another culture, which allows you to build a dialogue (polylogue) precisely on mutual understanding, and not on tolerance (tolerance).

Consider the question of improving communication skills in teaching foreign languages. From this question it follows that the priority task in teaching using a communicative technique is to overcome the psychological and linguistic barrier — the psychological fear of speaking a “foreign” language and perceiving a foreign language flow. Of course, the communicative process cannot be complete if the person does not feel psychological freedom. This kind of psychological restraint, basically, lies in the fear of making mistakes, mistakes, being misunderstood, etc.

Therefore, it can be stated that the task of working with speech activity, namely, listening, speaking, reading and writing - these are all means of communication, including intercultural.

So, the content of training programs in a foreign language should be presented in the form of a model of natural communication processes in which students with skills and abilities are involved, and the ability to correlate the means of the language with the norms of speech behavior that native speakers follow. [21]

In general pedagogy, as a rule, there are such principles of the formation of learning content in relation to teaching methods as any academic discipline, in particular a foreign language.

1. Humanism - the construction of the content of education in accordance with universal values, correlated with society and culture.

2. Scientific - knowledge intended for students to learn should be scientific facts so that it is possible to form a worldview that corresponds to the current scientific picture of the world.

3. Consistency - knowledge is not handed over to students intermittently, and subsequent ones should rely on previous ones and flow logically from them to ensure the effective formation of necessary skills.

4. Relationship with life - the need to give students such knowledge, as well as to develop their skills that could be not only the spiritual value of a comprehensively developed personality, but could also be used in real life, both professional and in the daily activities of a future specialist.

5. Correspondence to age-specific features - the transfer of knowledge, as well as the skills formed should correspond to this age group of students in terms of their interests and real life needs.

6. Accessibility - the feasibility of knowledge, skills for a particular group of students, both in terms of age and in terms of their level of general education, as well as language training. [22]

The psychological component of the content of education implies the inferiority of only phonetic, lexical, grammatical and cultural knowledge for the formation of communicative competence, the mandatory formation of speech skills.

A.A. Leontiev [23] believes that the presence of skills alone is not enough for creative activity, it is necessary to master imagination, emotions, thinking, because they contribute to the communication format and help to achieve the effect that the speaker wants to achieve.

Improving communication skills contribute to the use of:

1) lexical and speaking skills, formed on the basis of the number of lexical units outlined in the training program, which are included in the model of speech means.

2) grammatical speaking skills, which are formed on the basis of grammatical phenomena that lie in the structural basis of the speech system of a particular language.

3) the pronunciation skills of speaking, formed on the basis of the phenomena of phonetics, which make up the system of pronunciation of a given language.

4) following the rules of speech etiquette adopted in this collective of native speakers. These include: greeting, acquaintance, invitation, advice, request, proposal, consent and rejection, complaint, clarification, apology, condolences, sympathy, compliment, disapproval, reproach, congratulations, thanks, wishes, goodbyes, etc.

5) the ability to express basic speech functions: confirmation, objection, doubt, approval, promise, consent, offer, request, surprise, etc.

6) the ability to expressively speak, which includes: the correct tone, the correct syntagmatism of speech, the correct logical stress, precise intonation, etc.

7) the ability to speak holistically in a semantic and structural sense at all levels of speech units.

8) the ability to speak coherently and logically.

Integration and differentiation processes.

The integration in this case is that when teaching any type of speech activity, the student goes through all its types, while differentiating, a separate type of speech activity is being formed and the language aspect is used by performing various exercises and assignments built taking into account certain tools embedded in the basis of the formation of a single speech and language unit. Exercises have different communication opportunities for students. The following exercises are presented by Kazakhstani and Russian methodologists:

a) wildcard exercises, with the principle of action on the model;

b) transformational exercises, using accumulated knowledge, skills, taking into account realities or changes in the situation;

c) conditionally-communicative tasks with a situation according to a model close to realities and at the same time acting according to the rules;

d) genuinely communicative tasks are carried out through communication in the language being studied without recommendations and regulation by the teacher.

In foreign educational literature, there are three types of exercises based on the degree of freedom of students in their implementation:

a) clearly setting actions for students, correct execution;

b) implying some independence of students with a sufficient degree of control by the teacher;

c) actually communicative or free. [24]

G.A. Kitaygorodskoy [25] distinguishes the following principles. The principle of the role organization of the educational material and the learning process. It is proved that communicative skills acquire a creative, personality-oriented color when students do not copy communicative activity, using the accumulated amount of skills, but use its motives, which means they can perform motivated verbal activities.

Foreign language communication education at a higher school demonstrates insufficient communication skills, which is the main barrier to speaking fluently. V.L. Skalkin notes that “the generation of students of oral texts now and then takes place in a certain socio-ethnographic emptiness, in which people without personality, gender, age, real needs, emotions, family or social relations act” [26].

In communicative processes, students exchange linguistic knowledge, help each other with translations, select the right words, grammatical form, respectively, and communicate.

With a variety of teaching methods in general psychology and pedagogy, the main problem associated with this concept is the problem of classification. It is reflected in the works of such researchers as Yu.K. Babansky [27], I.Ya. Lerner [28], B.P. Esipov [29] and others.

The main tool in compiling the educational content of a foreign language is the educational-methodical complex of disciplines (UMCD), this is not about a single textbook, but about the integral communicative competence of the future professional, and not only and not so much as a process: to teach to speak, read and write in the language being studied, one textbook is clearly not enough.

Currently, there are a very large number of foreign language courses by both domestic, Russian and foreign authors. When drawing up teaching materials, the teacher should be guided by the following:

1. Does this course correspond to the complete methodological set;
2. Does it comply with the requirements of GOSO (State Compulsory Education Standard);
3. whether UMKD is compiled according to the age limit, whether it meets real interests, request and requirement, etc .;
4. whether the chosen course is correctly selected for the development of communication skills, speech, language, psychosocial skills, including all modern forms of academic mobility.

Conclusions for the second chapter

1) In domestic higher education and especially in non-linguistic universities, language training of specialists is traditionally carried out according to the grammar-translation method, and the communicative component is practically absent in it. The main ways to increase the effectiveness of such training on the basis of a communicative methodology are to improve its content, use an individual-communicative approach to students, which consists in taking into account their personal characteristics and improving the quality of their independent work outside the classroom.

2) It is possible to improve the content of the language training of university students by:

- a) dividing groups into subgroups for learning a foreign language;
- b) the acquisition of subgroups according to the level principle;
- c) the use of modern communicatively directed educational materials and manuals;
- d) the use of technical means of instruction in the classroom;
- e) the use of relevant authentic materials in a foreign language;
- f) organization of discussion forms of classes;
- g) the regional and cultural studies.

h) An individually-communicative approach to students is based on personality-oriented communication. Its value lies in the ability to model in the pedagogical process real situations of social interaction, inside of which, its participants need to solve various communicative tasks. Person-oriented communication is different in that a teacher is required to partner with students. The first place in teaching is placed on the interest in the content and essence of student's statements, regardless of how correct their linguistic design is. Such communication allows you to reveal the full communicative potential of students, to make their speech creative, that is, concentrated on the meaning, and not on the formal side of the statement.

4) The organization of independent work of students is an integral part of the process of teaching a foreign language, since the number of classrooms is insufficient for the full formation of the communicative competence of students. Success in this process is impossible without constant stimulation of students to independent studies, which consists in organizing additional discussions on independently mastered materials, encouraging work with them, compiling lists of recommended materials, online resources, including professional topics.

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КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІК-АКАДЕМИЯЛЫҚ ЕРКІНДІК ЖАҒДАЙЫНДАҒЫ ЗАМАНАУИ ҚҰРАЛДАР

Аннотация. Бұл мақалада коммуникативтік дағдылар, тіл құзыреті болып табылатын басты тетігі тиімді қызметі үшін индивидтің осы әлеуметтік және көптілді әлемдік кеңістікте. Шет тілін оқыту болашақ мамандарды уақыт пен қоғамды шақыруға дайындауда басымдық болып табылады. Қазіргі әлемдік

жағдайдың мұндай жағдайында психологиялық аспектіде коммуникативтік дағдыларды дамыту әдістемесін әзірлеу өте қажет, бұл ретте бірінші кезекте, бұл табысқа бағытталған жұмсалған адамдық және уақытша ресурсты қажетті оңтайландыру туралы болып отыр. Психологиялық аспектіде студенттердің коммуникативтік құзыреттілігін қалыптастыру мәселесі мәдениетаралық коммуникацияға кіру кезінде есепке алынатын негізгі критерий болып табылады, бұл барлық зерттеулерде байқалады, сонымен қатар студенттер зерттеудің басты нысаны болып табылады.

Түйін сөздер: коммуникативтік дағдылар, коммуникативтік компетенциялар, тілдік дайындық, тілдік құзыреттілік, мәдениетаралық коммуникация.

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КОММУНИКАТИВНЫЕ КОМПЕТЕНЦИИ - СОВРЕМЕННЫЕ ИНСТРУМЕНТЫ В УСЛОВИЯХ АКАДЕМИЧЕСКОЙ СВОБОД

Аннотация: В данной статье рассмотрены коммуникативные навыки, языковые компетенции, которые являются главным механизмом для эффективной деятельности индивида в социокультурном и полиязычном мировом пространстве. Изучение иностранного языка является приоритетом в подготовке будущих специалистов на вызов времени и общества. При таком положении современной мировой ситуации, крайне необходима разработка методик развития коммуникативных навыков в психологическом аспекте, при этом, в первую очередь, речь идет о необходимой оптимизации затраченного человеческого и временного ресурса, нацеленных на успех. Проблема формирования коммуникативной компетенции студентов в психологическом аспекте является тем основным критерием, который предстоит учитывать при вступлении в межкультурную коммуникацию, это прослеживается практически во всех исследованиях, при этом студенты выступают главным объектом исследования.

Ключевые слова: коммуникативные навыки, коммуникативные компетенции, языковая подготовка, языковые компетенции, межкультурные коммуникации.

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