



# THE COMMUNICATIVE APPROACH AND THE COMMUNICATIVE COMPETENCE FORMED ON ITS BASIS THROUGH TEACHING RUSSIAN AS A NON-NATIVE LANGUAGE IN A HIGHER MILITARY EDUCATIONAL INSTITUTION

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## ABSTRACT

*The article is devoted to the peculiarities of the communicative competence formation during the Russian classes as a non-native (as a foreign language). Communicative competence, the components of which include linguistic, socio-cultural, sociolinguistic and pragmatic aspects, is considered as a component of the future professional activity of cadets of higher military educational institutions. The emphasis is placed on the merely linguistic component of the communicative competence at the initial stage of teaching the Russian language. As an instance, we have chosen a system of exercises for the lesson, where students are introduced to various ways of expressing agreement / / disagreement in the Russian language.*

**KEYWORDS:** *competence, professional competence, communicative competence, non-native language, communication situation modeling.*

## INTRODUCTION

The communicative direction in teaching a foreign language, in particular, Russian, is currently the most popular, since it meets the main function of using the language as communicative. Communication in any language involves the presence of a listener / / speaker, each of whom uses the means of the target language in accordance with the goals and conditions of communication.

The communicative approach to the study of a foreign (non-native) language is based on the concept of *communication*.

The term "communication" is closely related to such corresponding linguistic sciences as psycholinguistics, sociolinguistics and sociopsycholinguistics. The development of contemporary linguistic thought is characterized by a change in emphasis from language to the use of language in speech in accordance with different conditions as well as the purpose of the speaker. As a result, new directions have emerged in linguistics: the theory of speech acts, functional and communicative description of language, analysis of conversational dialogic speech, and text linguistics.

Communicative approach in teaching foreign (non-native) language is ultimately a focus on communication, which is considered as a multi-structural and multidimensional education.

## OBJECTIVES

The purpose of the study is to identify 1) the main components of the communicative approach and communicative competence in teaching a foreign (non-native) language, in particular, Russian 2) the description of the linguistic component of the communicative competence at the initial stage of teaching.

## LITERATURE REVIEW

Above all, we turn to the consideration of the concepts of "competence", "competence" and "communicative competence" in the aspect of military professional education.

One of the central concepts in teaching a non-native language, in particular, Russian, is the concept of communicative competence, the achievement of a certain level which is regarded as



the goal of mastering a foreign language [5, p. 9; 1, p. 32; 3, p.79; 4].

For the first time the term "communicative competence" appeared in the sociolinguistic researches of D. Hymes [6], who defines it as the knowledge of a sufficient language to carry out communication in a given language. He writes: "We have then to account for the fact that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate" [6, p. 277]. In the most general definition, communicative competence is interpreted as "knowledge, skills and abilities necessary for understanding others' and generating one's own programs of speech behavior" [13, p.19]. According to the Pan-European competences of foreign language proficiency, they speak about general and communicative competences. General competencies in the deepest sense include all the knowledge accumulated by a person over a certain period of life, and also include existential competence – "the totality of individual characteristics of a person, his personality traits, views, ideas about himself and others, readiness for social interaction" [6, p.9-10].

Following a number of scientists, under the competence (a number of competencies), we will understand specific professional qualities and skills that allow a future officer to perform successfully their professional duties [2; 8; 11; 17]. Competence (one or another level of competence) is achieved in the course of professional activity with the accumulation of life and professional experience within many years, "in the process of official activity, communication, self-knowledge of the functional tasks of the chosen profession with a multifaceted awareness of the place in it [17, p. 9]. The level of competence in a particular field cannot be determined without the presence of certain competencies. At the same time, the level of proficiency in individual competencies is correlated with the overall level of professional competence of the specialist.

Golovanova I. F. defines "the professional competence of cadets as an integrative property of the individual, expressed in the unity of theoretical, practical and personal readiness to carry out their professional activities" [8].

Professional competence can be assessed by a number of parameters, the most important ones are "the focus of the professional activity and the ability of implementation expressed by indicators of their content, structure and effectiveness" [2].

We can talk about the key and related competencies in the training of a military specialist.

In contemporary pedagogical science, military-professional activity is distinguished into a separate type of activity and consists of a number of components (or competencies) that a cadet of a military university must master: motivational-value,

informational, intellectual-cognitive, communicative and managerial [8, p.31].

We will consider only one of the components of professional competence – communication competence. We understand communicative competence narrowly and in general. On the one hand, it involves the ability to interact with people of different levels of education, social affiliation, and psychotype; knowledge on various ways of interaction, group collaboration skills, and on the other, communication in a foreign or non-native language (German, English, Russian, Urdu, etc.) [8, p. 32]. Communicative competence in the framework of a non-native (a foreign language) involves knowledge of the basics of grammar, the presence of a certain lexical stock, as well as possession of the skills of constructing correct utterances in oral spontaneous speech.

Knowledge of a foreign or non-native language (s) is an integral part of a successful professional activity of a cadet in the future. The ever-increasing need for military specialists who speak different languages makes this discipline one of the main ones in the formation of a specialist with a high professional competence.

Obviously, communicative competence in a non-native language includes several components: merely linguistic, socio-cultural, sociolinguistic and pragmatic [10].

The most important is the linguistic component, which implies knowledge of the basic grammar of the target language and the ability to build a spontaneous speech in this language. Interestingly, the linguistic component assumes not only a certain amount and quality of knowledge, but also a way to store received information. For instance, it can be an associative series of the words in Russian such as сосулька – снег, солнце, зима, таять. The formation of such associative series is possible, as an example, during working with educational texts.

The sociocultural component obliges you to listen to the communication partner, to some extent take his position and thus strive to cooperate with the partner in a dialogue, and not to conduct a monologue.

The sociolinguistic component involves the communicative interaction of people within the society in such a way that the communicative intentions as well as the meaning of the speaker's statements are absolutely clear to the interlocutor. Linguistic markers of social relations, norms of politeness, stable expressions that are understandable to everyone, registers of communication (a model of speech activity determined by the speaker's point of view and his communicative intonations which has a certain repertoire of language means and being implemented in a specific text fragment, dialects) are



also important. The influence of the above mentioned competence is represented in the documents as "a great impact on speech communication between representatives of different cultures, who may not even be aware of it" [6].

The pragmatic component implies the influence of the speaker on the listener within the framework of a communicative situation and the response of the listener. All these components allow the speaker to communicate successfully. "In general terms, pragmatic competence can be defined as the ability to convey the intended utterance with all its nuances in any socio-cultural context and to interpret the message as intended by the speaker. However, it is worth noting how pragmatic competence was considered by different scientists, and what they understood by pragmatic competence. In this way, we will try to study its component composition and the relationship within other competencies" [9, p. 59]

Thus, the communicative competence can be considered as the ability to use the language correctly in a variety of situations, the improvement of this ability depends on the social experience of the student [18].

The consideration of communicative competence as an important component of professional competence and professional activity is associated with the need to develop the cadets' skills and practical skills that are necessary for comprehensive provision of human and working contacts, ethics and tactics which are helpful on building a conversation. The actual language experience plays a significant role and it is acquired in the course of constant communication and practice with various texts in a non-native (a foreign language).

## METHODOLOGY

When describing the communicative method, its principles are important, the main of which are the principle of complex mastery of foreign language culture through communication, the principle of the development of speech-thinking activity, the principle of individualization of the learning process, the principle of situation based speech, the principle of functionality and novelty [12; 14; 15; 16].

*The principle of mastering a foreign language culture through communication means gaining knowledge about the culture of the target language through communication in this language.* Communication in a foreign (non-native) language is regarded as a social process in which students gain knowledge about material and spiritual culture through a foreign language. Consequently, "communication performs the functions of learning, cognition, development and education in the communicative teaching methodology" [12, p. 141].

*The principle of interrelated mastery of all aspects of foreign language culture and all types of speech activity.* The complex nature of foreign language culture is manifested in the unity and interrelation of its educational, cognitive, educational and developmental aspects. Each of these aspects is an equivalent in a practical sense. But the true mastery of one is possible only if the others are mastered.

In this sense, the relationship and interdependence of all four types of speech activity is important: reading, speaking, listening and writing. It should be noted that several or all types of activities can be used in one exercise at once. For example, we can talk about working with a text that firstly perceived through hearing (listening) and then the student reads the text (reading), performs a variety of written tasks (writing) and afterwards answers questions about the text (speaking).

The principle of the development of speech-thinking activity means the activation of students' activities through the development of independent thinking. This independence is achieved by using speech exercises, working with dialogues (converting monologue speech into a dialogue and dialogic speech into a monologue). In addition, a dialogue appears which draws attention to the topic under study and the given situation. The language material is fixed through exercises that are conducted in pairs or in a group (discussions, "round tables", role-playing games, projects).

The principle of individualization of the learning process involves taking into account all the personal qualities and abilities of a person. Taking into account personal qualities will help the teacher to better understand the student, to choose for him individual tasks and more individualize the learning process.

The principle of learning based on the situation that should be simulated in the classroom. During the reproduction of the situation, speech formulas, constructions, grammatical models, as well as the nature of behavior in each specific situation are worked out, since it can significantly differ from the usual one. The learning situation as a unit of learning models the situation as a unit of communication. Thus, the situation acts not only as a so-called speech situation, but also in a broader status as the situation of educational activity.

The principle of functionality in teaching a foreign language means the selection of language material and areas of communication that are relevant to the student.

## RESULTS AND DISCUSSION

Now we will consider *the conditions for the formation of communicative competence in a strictly linguistic aspect.*



The problem of mastering a non-native language is quite complex and ambiguous. Various aspects of this problem (pragmatic, sociolinguistic, and strictly linguistic) have been capturing the attention of methodologists and linguists. The solution to this problem lies both in the content side of teaching a non-native language, and in various ways of teaching. A reasonable organization of a system of exercises that promotes the development of speech in a non-native language can be solution to this problem.

As you know, the assimilation of lexical and grammatical material in a non-native language is gradual: the formation of certain skills (speaking, writing, reading, listening) and their development as comprehensions.

With the help of language exercises, grammatical structures are learned and memorized and later can be utilized in speech exercises. Obviously, each type of exercises corresponds to the short – term goal that means the acquisition of a grammatical structure or imitation of a real speech situation in the audience and the long-term goal that states the ability to use it in a situation of speech communication. Therefore, it is so important to move on to exercises that, on the one hand, contain information of a grammatical nature and on the other which develop the ability to engage in a real speech situation at any time as exercises of a communicative nature [7].

As an example, we have chosen a system of exercises for the lesson, where students are introduced to various ways of expressing agreement / / disagreement in Russian language. Russian constructs of agreement with varying degrees of confidence and disagreement, as well as the ability to use them in a situation of real speech communication at the initial stage of learning the Russian language, are the main objectives of the lesson.

The system of exercises is preceded by expressions of speech etiquette and their translation into the native language of students with a comment on the situation of use.

To practice the skills of using these structures, cadets can be offered several types of exercises.

**Type 1. Exercises for reproducing a particular construction in speech.** For example:

**Exercise 1. Confirm the accuracy / / inaccuracy of your interlocutor's opinion.**

1. Veroyatno, trudnouchit'syanavashemfakul'tete? 2. Etot professor ochen' horoshijlektor. 3. Horosho by v sovershenstveznat' russkijilikakoj-to drugojinostrannyjyazyk.

**Exercise 2. Answer the questions positively.**

1. Razvetrudno stat' yuristom (politologom)?
2. Vychitalisegodnyashnyuyugazetu?
3. Vyuzhegotovy k zachyotu?
4. Vyuzhesdaliexzamenpoistorii (po discipline «Gosudarstvoipravo»)?

**Type 2. Exercise for reproducing the construction and reasoning on a given topic. For example:**

**Exercise 3. Express agreement / / disagreement and explain the answer.**

1. Uchit'syachemu-libonikogda ne pozdno, no s kazhdymgodomvseslozhnee. 2. Vsepredmety v tojiliinojstepenineobhodimy. 3. Horosho by inogdastudentui prepodavatelyumenyat'syarolyami! Vozmozhno li eto v voennomvuze?

**Exercise 4. Who do you agree with and why? Express your opinion.**

Kostya. Vsegovoryat, chtovrat' ne horosho, no ved' ipravdu ne vsegdamozhnoinuuzhnogovorit', inogdanadoidtinakompromiss. Maksim. Kogdayareshayuzadachu, ya ne lyublyu, eslimnepodskazyvayut. Ishchusvoyoreshenie.

**Exercise 5. Answer positively / / negatively, explaining your answer.**

1. Vysostavlyaeete plan nasleduyushchij den' perez tem, kakidti spat'? Nuzhno li etodelat'? 2. Dolzhen li odinchelovekzabotit'sya o drugom, schitayaetoneobhodimym? 3. Hotite li vybyt' professionalom v svojomdele? Pochemu?

**Type 3. Exercise for the transformation of statements. For example:**

**Exercise 6. Turn a dialogue into a monologue. – My**

zakonchimeturabotusegodnyailiostavimnasleduyushchij den'? – Konechno, segodnya. A kakzheinache.

**Exercise 6a. Turn a monologue into a dialogue.**

Policejskijgovoritprohozhehu, chtonel'zyaperekhodit' ulicunakrasnyjsvet. Grazhdaninotvechaet, chtozadumalsyai ne zametil, kakzagorelsyakrasnyjsvet.

**Type 4. Exercises to supplement the proposed statements.**

**Exercise 7. Complete the dialogue in such a way that it reflects a situation from your training activity.**

1. – ..... – Protivetogo ne vozrazish'. 2. – ..... – Etosamosobojrazumeetsya. 3. – ..... – Inacheiby' ne mozhet. 4. – ..... – V kakoj-to mere etotak.

**Exercise 7a. Give responses expressing a prohibition or advice not to do something.**

Papa, yahochupojtizavtranavecher v klub. – ...Andrej, pojdupoproshu u Natashi tetrad'





pomatematike. – ... Nikita, yahochuposmotret' novyjfil'm. – ... Otec, pojdupozvonyuViktoruiuznayu, kogdabudetkonsul'tacijapomatematike. – ... Mozhnovzyat' tvoikonspekty? – ...

**Exercise 8. Compose a dialogue using a situation of temporary concession to someone's opinion, with the following expressions:**

dopustim, pust' budetpo-vashemu, predpolozhim. Vovsyakoj li no ispol'zovat' takiekonstrukcii? Mozhno li prepodavatellyu, starshemupozvaniyu v otvetna ego trebovaniyaskazat' Pust' budetpo-vashemu!

**Type 5. Exercises for practicing the choice of certain lexical means and their explanation.**

**Exercise 9. Explain the meaning of the word "npomus".**

Moj brat protivgromkojmuzyki. – Vy ne protiv, esliypokazhuetifotografiidoma? – Net, konechno, ya ne protiv. Vothorosheeekarstvoprotivanginy.

## CONCLUSION

The proposed development of the lesson is a system of exercises that can form cadets' skills in using constructions in statements that are different in their communicative orientation (affirmative // interrogative) and in their structure (simple // complex, complicated by introductory and insert constructions).

Simulation of a given situation, assigned to the cadet, solves several tasks simultaneously. Firstly, the assimilation of new language structures and lexical minimum. Secondly, the acquisition of the ability to freely navigate in a foreign language environment. Last but not the least, the accumulation of communication experience, which will be needed in future professional activities.

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