FORMATION OF COMMUNICATIVE COMPETENCE OF STUDENTS IN THE INFORMATION EDUCATIONAL ENVIRONMENT OF AN URBAN SCHOOL

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Abstract: The article discusses the development of the scientific concept of communicative competence, the methods of its formation in the information educational environment, defines the characteristics of communication of students with the use of information technology.

Keywords: communicative competence, educational environment, education.

1 Introduction

The globalization of social processes, the rapid changes in the information and communication infrastructure have led to the fact that society today imposes new requirements on the ways of acquiring and transmitting knowledge and the role that a person plays in these processes. One of the urgent directions of reforming the modern education system is the systemic integration of information technology in the educational process itself. The task of a fundamentally new design of the content and organization of educational material, the pedagogical activity of the teacher and the educational work of the student in the computer environment comes to the fore. As an analysis of research and conference materials on the problems of informatization of education shows, there are some author's interpretations of the learning environment based on computer technologies. This is largely due to the unstable, dynamically developing a terminological base of computer training technologies.

Modern educational processes cannot take place without the inclusion of a wide range of information resources in the learning process, without the development of information processing and presentation skills. An analysis of the work allows us to conclude that most researchers consider the educational information environment in the context of solving the problems of improving didactic theory and practice in relation to new educational conditions and describe the model of the educational process, which uses the capabilities of information technology to effectively organize individual and collective work of teachers and students , as well as integrate various forms and strategies of mastering knowledge on the subject, aimed at development of independent educational activities.

2 Materials and Methods

At the present stage, the main thing is to educate a person who seeks the maximum realization of his capabilities, open to the perception of new experience, capable of conscious and responsible choice in various life situations. To educate such a person, first of all, it is necessary to teach the child to solve various communicative tasks in various spheres and communication situations, i.e. form his communicative competence. At present, in the conditions of the information environment, teachers have a new question: how to form the student's communicative competence in such an environment? In order to try to answer this question, it is necessary to consider the concept of "communicative competence" to identify its components.

This term must be distinguished from concepts such as "language competence", "speech competence". According to N. Chomsky, (1, p93) linguistic competence is "... perfect knowledge, based on which a native speaker is able to "continue" grammatically correct sentences in a given language and judge whether the utterance belongs to his language".

Speech competence implies mainly skills, abilities "using language tools to carry out the mental activity, ... speech skills characterize the level of language skills and, accordingly, the ability to use language tools at the optimum level of perfection". (2, p35) Thus, it is possible to build a certain hierarchy of competencies that are formed in a person throughout life: Language competence ⮕ Speech competence ⮕ Communicative competence.

The highest level of human linguistic activity is communication, that is, the ability to communicate productively with others. To do this, you need to correctly assess the communicative situation characteristic of a particular type of communication, correctly choose the language of communication. It is necessary to distinguish between the concepts of "communicative competence" and "communicative adequacy". These terms are found more and more often in literature and documents and, unfortunately, are often used without distinguishing between them. Meanwhile, they differ significantly from each other. In a scientific language, the word "competence" means a wide range of knowledge and authority in a certain field, while the word "adequacy" is a circle of issues in which a certain person has knowledge, experience. (3, p.317) 1. The term "communicative competence" arose as the development of N. Chomsky's idea of linguistic competence - a limited set of grammatical rules that allow generating an unlimited number of correct sentences.

D. Haims, analyzing the concept of N. Chomsky, wrote that "linguistic theory should expand the concept of competence beyond grammatical knowledge". (2, p38) Without this, he believed, "the term "competence" promises more than it encompasses". (2, p42) In 1970, the researcher defined communicative competence as a combination of the speaker's knowledge and skills of using the language, which can be considered one of the first attempts to remove the barriers between linguistics, psychology, and sociology in the approach to the study of speech. The idea turned out to be attractive for scientists working in the field of language testing since linguistic competence could be fairly accurately assessed using available means of pedagogical measurements (tests). Since linguistic competence significantly limited the object of language testing in the context of communicative language learning, ideas arose of expanding this construct, which was called "communicative competence".

Communicative competence is a demonstrated area(s) of successful communicative activity based on the acquired means and strategies of verbal communication, supported by language and speech skills. Its components: linguistic (vocabulary, grammar, phonetics, spelling), discursive (building oral and

written texts), pragmatic (successful achievement of a communicative goal), strategic (overcoming communication difficulties), sociocultural (compliance with sociocultural norms). (4) In contrast to communicative competence, communicative competence is defined in modern science as "an integrative personal resource that ensures the success of communicative activity". (5, p16) This resource includes not only the components measured by language testing but also other components.

Thus, if communicative competence is an area of successful communicative activity, then communicative competence is a more global entity called a personal resource. Speaking about the student's communicative competence, based on the foregoing, it is possible to give the following definition: communicative competence is the willingness to set the goals of oral and written communication: to receive the necessary information; represent and civilize to defend their point of view in dialogue and public speaking based on recognition of the diversity of position and respect for the values of other people - and the ability to achieve them.

Returning to the question of the formation of communicative competence, it is necessary to turn to researchers in this area to identify effective technologies for its formation among schoolchildren in the information educational environment of the city school. For the first time, the problem of modeling the communicative competence of students was posed by C. Osgood. (6) It should be noted that to construct a model of communication competence, he needed a specific mechanism that allowed him to most fully, clearly and dynamically describe the processes of speech transmission and perception: a level approach to their analysis.

Such a communication model is also characteristic for communication in an information environment. C. Osgood (6) identified four levels of linguistic ability (as he called communicative competence) and the corresponding types of "psycholinguistic" units: the first level is motivational, his unit for the speaker and listener is the sentence; the second level is semantic, its unit for the speaker is syntagma, and for the listener, the unit is less than the syntagma, which he called "nucleus"; the third level is the level of sequences, its unit for the speaker and the listener is the word; the fourth level is integration, its unit for the speaker will be a syllable, for the listener - a phoneme. E.D. Nelunova (7, p74) examines the theory of communication models studied by researchers of computer linguistics. "This is a theory reflecting the communicative nature of language and linguistic phenomena. She earned her name by the fact that a special activity called "communication" is taken as the object of research, and the general scientific method of modeling (in particular, computer modeling) is used as the main method. The essence of the method is to build some kind of artificial education, an artificial mechanism, for example, in the form of a system of rules so that this system reflects, explains, imitates the studied activity". Along with the theory of computer modeling of speech communication, E.D. Nelunova (7) identifies three main problems of the theory of communication models: the problem of understanding, the problem of knowledge and the problem of communicative failures, "It is these aspects of human-machine communication that attract the most attention of scientists and specialists abroad.

In working models, a degree of "understanding" a human by computer is achieved. In practical activities, a computer responds to a person's needs with some action or expresses its knowledge in some kind of artificial language". (5, p74) Equally important and urgent is the task of organizing and presenting knowledge. In particular, the purpose of forming developer messages is the clarity and clarity of his requirements and information. The practice has shown that communicative failures are a constant companion to the understanding process. For example, J. Carbonell and F. Hayes believe that failures related to spelling errors occur when there are missing or incorrect

letters, a permutation of letters, or extra letters in the recognized word. In this regard, the theory of communicative reliability.

According to B.Yu. Gorodetsky, (5, p17) "the essence of the nature of the dialogue between man and the computer lies in the "all-pervasive" nature of the language, its fundamental value, which requires linguistic support in the creation of any artificial formations. In this case, it is especially necessary to emphasize the need to consider the meaning of the word in the construction of knowledge representation languages, which helps to eliminate communicative failures and optimizes the communication between a person and a machine".

3 Results and Discussion

Analysis of studies on the modeling of communicative competence in an environment using information technology tools allows us to make some important conclusions that must be considered when forming students' communication competence in the information educational environment:

1. In communication, subjects cannot protect themselves from communicative failure, since each of them has certain natural inclinations (way of thinking, character, temperament, and so on), social stereotypes (upbringing, position, etc.). Therefore, in our opinion, it is impossible to apply the concept of "dialogue" in the interaction of a person and a computer. The computer is not a full-fledged subject of communication, and the possibility of communicative failure is just a consequence of the subjective nature of the participants in communication. In this sense, failure in communication between people emphasizes the complexity of the act of communication and is a positive factor, as it ultimately contributes to the development of communicative competence of the subjects of communication. But this factor is absent or significantly weakened in the communication "man – computer".
2. The communicative situation in the modern information environment forms a certain communication style, language and speech competence: students can choose any social role, use Internet slang, express their emotions with the help of signs and symbols, and also break off the communicative act at any time. This leads to impoverished speech, inability to communicate productively in a "live" environment due to fear of communicative failure.
3. It is impossible to talk about the computer as the addressee of communication since it is only a means of communication between people. However, in modern school society, the perception of the computer as a partner in a communicative act is firmly established. As a result, more and more schoolchildren are ready to limit themselves to such communication that allows not to consider the personality of the addressee of speech.

For secondary education, the task of using the capabilities of a computer in modeling research and cognitive activity, which helps to shape communication competence, is of paramount importance. The process of its formation is considered in the context of creating such pedagogical technologies that would ensure the transition from a formal-disciplinary to a problem-active type of training. (4,8) In our opinion, the main role should be given to technology of activity-based learning, (9) which will be implemented in the information and educational environment both in the Russian language lessons and in extracurricular activities (in our opinion, it is legitimate to talk about school scientific societies, circles, groups whose purpose is to develop the research qualities of the student's personality). In the lessons of the Russian language, communicative competence, in our opinion, is effectively formed using the technology of programmed instruction based on the theory of interiorization P.Ya. Galperin, (9) the essence of which is the gradual formation of skills among schoolchildren.

Programmed training includes the following stages: motivational (the student is motivated to form a specific skill); indicative basis of action (the student develops a method of obtaining knowledge and fulfills it); working out a new skill (the student

performs tasks aimed at the formation of the skill); transfer (the student is invited to complete tasks that turn a new skill into a skill acquired by experience). Speaking about the use of computer programs in the formation of communicative competence, it should be noted that today most of them are programs for developing a new skill and controlling its formation. (10) But for the successful formation of communicative competence, it is necessary to include in the student's work such programs that would contain the stage of the indicative basis of action and the transfer phase - training programs. In our opinion, only a program that includes all stages of programmed training will help in the formation of the language, speech, and, therefore, communicative competence of the student. (11)

In school scientific societies, circles, groups, work in the first place should be based on modeling computer communication using the following principles:

1. The student develops the good and fights the bad in speech;
2. The student seeks to resolve conflicts productively;
3. The student acquires the ability to correlate the purpose of communication with the interlocutor's features in the Internet space through (a) work to identify speech imperfections using Internet slang, with symbols denoting emotions; (b) role-playing and plot games using the resources of the information environment (creating invitations, booklets, presentations, business correspondence, etc.); (c) the diagnosis of personal communicative qualities and the level of the student's language in the information environment; (d) work to correct identified deficiencies in communication; (e) acquaintance with dictionaries, encyclopedias, reference literature; acquaintance with media resources; (f) the formation of the ability to search for the necessary information on the Internet, not only from the resources of the global network but also by establishing contacts with other people; (g) acquaintance with information technologies and programs that help him in independent research activities. (12)

For the formation and development of communicative competence in the information educational environment, in our opinion, it is advisable to apply different teaching methods, defining them as "a system of consistent interconnected actions of the teacher and the student, ensuring the assimilation of the content of education, the development of mental forces and abilities of students, their mastery of self-education and self-learning. Teaching methods indicate the purpose of learning, the method of assimilation and the nature of the interaction of subjects. (13-14)

One of the leading ones is the method of personality-oriented learning, in which the student himself determines the object and form of activity, the ways of presenting the information received.

No less important is the method of pedagogical stimulation and the development of communicative activity or the stimulative-motivational method, that is, a set of tools and techniques that encourage specific actions. The design and research method, undoubtedly, based on the two above-mentioned methods, can be widely used in extracurricular activities of schoolchildren using information technology. (15) Based on this method, any research work of students in a computerized educational environment is built. This method involves the formation and development of many speech skills: planning activities, collecting material using electronic correspondence and online consultation, searching for material from literary sources on the Internet, searching for material in archival sources of the global network, selecting and organizing Internet material, writing scientific and journalistic texts character, editing and improvement of texts, preparation of abstracts and reports (processing of previously created texts), public performance in various audits barrier - with the use of multimedia technology, the answers to questions of opponents. (16-17)

According to the number of participants, by a personality-oriented method, student activities can be either individual or group. Besides, information technology must be used as a form of illustrative method and to create an independent electronic product. (18-19) In the first case, students have the opportunity to comment on what they saw, make comments and make additions, and with independent preparation of presentations, such speech skills as understanding the text, highlighting the main, planning, etc. develop. The creation of an independent product is more complicated work, requiring a lot of technical skills and a variety of communication skills for collecting material, systematization, and presentation. It is carried out based on the design and research method. (20-21)

4 Conclusion

In conclusion, it is necessary to say that the question of ways of forming the communicative competence of students in the context of the computerization of the educational process is relevant today, the identified conditions for the formation of communicative competence of students, specific technologies and methods can successfully develop this competency in the conditions of information educational environments.

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