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Communicative competence as a goal of the foreign language teaching (FLT)

Түйіндеме

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Резюме

Данная статья рассматривает коммуникативную компетентность как цель
обучения иностранному языку

Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign languages”, “communication-oriented teaching” or simply the “communicative approach”.

“Communicative” is a word which has dominated discussions of teaching methodology for many years. Although in a monolingual English language classroom, real communication in English is impossible, in communicative methodology we try to be more communicative. That is to say, even though it may be impossible to achieve real communication, we should attempt to get closer to real communication in classrooms [1, p. 46].

Communicative approach to language teaching first appeared in print in the field of the English Language Teaching (ELT) some decades ago.

Communicative language teaching began in Britain in the 1960s as a replacement to the earlier structural method, called “Situational Language Teaching”. This was partly in response to N. Chomsky’s [2] criticisms of structural theories of language and partly based on the theories of British functional linguists, such as D. Hymes [3] and the writings of D. H. Ecroyd [4] on speech acts.

Its origins are many, in so far as one teaching methodology tends to influence the next. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audiolingual and grammar-translation methods of foreign language instruction. They felt that students were not learning enough realistic, whole language. They did not know how to communicate

using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied.

Influenced by S. Krashen [5], communicative approach was further developed during the 1980s and 1990s and was concentrated on the communicative functions of language. Classrooms were characterized by attempts to ensure authenticity of materials and meaningful tasks.

Communicative Language Teaching (CLT) emerged as the norm in second language and immersion teaching. As a broadly-based approach, there are any number of definitions and interpretations, but the following interconnected characteristics offered by D. H. Brown provide a useful overview:

1. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.
5. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.
6. The role of the teacher is that of facilitator and guide, not an all-knowing bestower of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others [6, p. 43].

The purposes of language teaching are far from straightforward. The multifarious goals include benefits for the learner's mind such as manipulating language, for the learner's future career and opportunities to emigrate, and effects on the society whether through the integration of minority groups, the creation of a skilled work-force, the growth of international trade, or indeed 'good citizenship, moral values and the Malaysian way of life' (Kementarian Pendidikan Malaysia, 1987). Cook (2002) made an open-ended list of the goals of language teaching that includes:

self-development. The student becomes in some way a 'better' person through learning another language. This goal is unrelated to the fact that some people actually use the second language, as in the group-related dynamics of Community Language Learning.

A method of training new cognitive processes. By learning another language, students acquire methods of learning or new perspectives on themselves and their societies.

Away-in to the mother-tongue. The students' awareness of their first language is enhanced by learning a second language.

An entrée to another culture. Students can come to understand other groups in the world and to appreciate the music and art of other cultures.

A form of religious observance. For many people a second language is part of their religion, whether Hebrew for the Jewish religion, Arabic for Muslims, or indeed English for Christians in some parts of the world.

A means of communicating with those who speak another language. We all need to cope with people from other parts of the world, whether for business or pleasure.

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