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## **Development of Future English Language Teachers' Communicative Competence in Higher Pedagogical Institutions: A Review**

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### **Paper Review Summary:**

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### **Highlights**

- Future English language teachers' need to build communicative competence.
- Foreign language tends to change the emphasis and training of future teachers.
- English-language communicative competence contributes to the saturation of cultural content within the teaching of English.
- Foreign language can be viewed as both an academic discipline and an aspect of culture.

### **Abstract**

This review explored the actual problems identified in the formation of future English Language teachers' communicative competence in Higher Pedagogical Institutions. The paper reviewed the factors affecting the formation of English communicative competencies among future teachers. The purposeful formation of English language competence among future teachers is possible through acquiring the culture and discipline of the English language. This will help advance the level of intercultural competence and pedagogical tolerance.

**Keywords:** Communicative Competence, Educational Activity, English Language, Future Teacher, Training.

### **Introduction**

The integration processes that take place in all spheres of public life which include the development of international relations, the mobility of mankind and the expansion of spheres of socio-economic activities contribute to the growing importance of foreign language acquisition (Saville-Troike, Barto, 2016). Globally, the need for solving new problems that meet the requirements of modern society with the help of foreign language acquisition has made the need for foreign language education urgent (Tarnopolsky, 2015). In the context of integrating into the European educational space, there is a rethinking of the importance of foreign languages at the expense of society's demand for specialists who are fluent in foreign languages. Years after Ukraine's independence, new priorities for educational and economic development have demanded the

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creation of a new regulatory framework and a number of laws on educational change according to stakeholders and researchers (Tarnopolsky, 2015; Tarnopolsky, Storozhuk, 2017).

With the expansion of international contacts and the humanization of education, practical knowledge of foreign languages has helped contribute to the formation of the social personality of future teachers to engage with other cultures and languages (Tarnopolsky, 2016). In improving the pedagogical process, conditions have to be created for the formation of a creative, active, independent, and competent personality of specialists with a high level of knowledge and skills in the context of training future teachers. In modern society, young people live in an open global community where they have the opportunity to communicate with representatives of different cultures through different media (Ashley, Tuten, 2015). The education of future foreign language teachers provides opportunities for business, professional and cultural contacts in a world culture with common human values. This aspect also determines the relevance of the research (Tarnopolsky, 2016; Tarnopolsky, Storozhuk, 2017). The social order determines the formation of communicative competence as one of the main goals of teaching foreign languages in all educational institutions. The expected destination of a foreign language tends to change the emphasis and training of future teachers (Tarnopolsky, 2016; Tarnopolsky, Storozhuk, 2017). Thus, there is a problem of constructing the conformity of theory and practice to the modern society's needs that faces the existing pedagogical institutions. The aim of the article is to analyze the components, processes, and challenges faced in developing future teachers' English-Language communicative competence in Ukraine.

### **Future English Language Teachers' Skills**

The system of teachers' training should meet the norms of human relations in society. It should also promote the formation of students' mobility in solving professional and communicative tasks creatively and independently. Furthermore, it should ensure the development of skills to adapt quickly to changes in the professional sphere, which is achieved through increased professional training and improvement of the training process of all the foreign language activities. An analysis of scientific sources suggests that a significant contribution to the study of the concept of foreign communication skills was made by foreign and domestic Ukrainian scientists (L. Birkun, R. Johnson, I. Zimnya, G. Kityagorodskaya, S. Kozak, E. Passov, V. Safonova, D. Heights, etc.).

Within the framework of communication in the global sphere, Ukraine currently takes an active part. Thus, the need for foreign language fluency for everyday living and in professional activities cannot be underestimated. Again, the peculiarities of the development of computer technology and the global internet network make it possible to conclude that English as a language is prevailing worldwide. Again, not only a profound knowledge of the professional field is urgent for modern teachers, but well-developed communication and computing skills are required. The purpose of teaching foreign language students is to develop their competence in foreign language use as a means of intercultural interaction. Works of many scholars over the years have been devoted to the problems of integrating cultural components of learning foreign languages (Kalinina, 2010; Markova, 1995; Passov, 1991; Safonova, 1996; Shevchenko 2005; Zhimnya, 2003). However, the questions of determining the totality of factors for effective development of foreign language competence among future teachers have not yet been investigated sufficiently.

### **Quality of Communicative Competence for Future Teachers**

Communicative competence includes a set of abilities, qualities, and personality characteristics necessary for mastering professional activities in any field successfully (Bezukladnikov et al., 2014). Furthermore, it is understood by many scholars as a system-based component of professional competence (Tarnopolsky, Storozhuk, 2017; Zhimnya, 2003). Despite the theoretical and practical importance of these studies, it should be noted that in the theory and practice of higher pedagogical education, the problem of developing communicative competence for a foreign language (specifically, English) in non-linguistic faculties of higher educational institutions had not been fully explored. Similarly, accepting communicative competence as a degree of a person's involvement in communicative activities suggests that the foreign language training of future teachers has to be a condition for mastering professional knowledge (Tarnopolsky, 2015). Thus, this should be seen as one of the required components of language competence within the teacher's personality as a whole (Barashnikova, 2005).

Such an interpretation of communicative competence leads particularly to changes in the context of teaching activity, which is also determined by value points, and attention to the development of students' spiritual culture. This, in general, leads to the creation of a new paradigm of higher education as a creative and developing process through the prism of culture. The culturological approach in future teachers' training leads to the use of the principles of humanization, integrity, integrity, integration as the key. In this case, special attention is paid to the formation of a general culture of the individual as a professional basis for the training of any specialist. These factors in the development of the theory and methodology of teaching English to future teachers lead to a clear understanding of the importance of foreign language training as a condition for professional mastery and communicative competence (Bezukladnikov et al., 2014).

### **English Language at the Higher Pedagogical Institutions**

The educational function of "English language" as an academic discipline at the higher pedagogical institutions creates opportunities for future teachers to receive the necessary information not only from domestic sources but also from foreign countries. This is particularly important in the formation of professional competence. The educational function of the English language is the formation of a highly cultured personality, which has a sense of duty, personal dignity, moral consciousness, and possesses the rules of speech behavior. The acquisition of English contributes to the development of students' memory, thinking, and attention (Kadakin et al., 2016).

In the teaching of English, there is a significant need for the separation of the language of communication and metamorphosis, through which vocational education is carried out (Barashnikova, 2005). At the initial stage, the language of communication prevails, on the basis of which gradual involvement in the metalanguage of communication is carried out. The specificity of teaching students of English language using teaching programs involves the use of the philological method of representation of cultural information. This leads to the formation of English-language communicative knowledge; the basis of which is laid in the initial stage of language learning. With further expansion and deepening of this knowledge, certain English-speaking communicative skills are developed, which indicates the formation of an average level of communicative competence. As a result of the formation of English-language communicative competence, the future teacher's ability to perceive speaking and writing should be to such an extent, which would be sufficient for the formation of professional competence.

The communicative competence of the future English language teacher includes the following professional qualities:

- Openness, ability to adapt quickly to new ideas, respect for foreign language culture, tactfulness, one's emotional state control, etc.;

- Knowledge of the essence of intercultural communication, ethnopsychology, etc.;

- Ability to identify, analyze and compare phenomena of a foreign language and one's own culture, to choose one's own style of speech behavior, etc. (Ibragimova, 2000). Foreign-language communication competence is an effective means of forming the personality of a future teacher. This type of competence contributes to the development of students' personal qualities raising the level of interest in mastering the language, enabling the student to use not only his/her consciousness but also his/her feelings and emotions. Formation of English-language communicative competence in the process of language learning is characterized by a combination of teaching intercultural communication with the parallel development of the features of the future profession, and the expansion of students' cultural awareness associated with the peculiarities of future professional activities (Kalinina, 2010).

- Factors forming the foreign-language communicative competence of the future teacher are conditionally divided into objective and subjective.

Objective factors include:

- Reconstruction of the process of learning foreign languages;

- Use of interactive teaching methods that enable to simulate real communication situations, solve pedagogical problems collectively, use pedagogical games, create an atmosphere of cooperation, etc. (Kalinina, 2010);

- Use of authentic texts; culturological component in the choice and designing of educational material;
- Periodic control of knowledge, students' skills, and abilities;
- Teacher's personality (respect for the student, the ability to understand his inner state, the ability to create a psychologically comfortable atmosphere in the class, a high level of foreign language competence), etc.

Subjective factors include:

- Student's qualities (motivation, a sense of innovation, tolerance to a different point of view, a positive attitude towards a foreign language culture, etc.);
- Analysis and comparison of cultural phenomena, knowledge acquisition about intercultural communication and cultural phenomena, etc.
- Foreign-language communicative competence is understood as a combination of specific knowledge and skills that a member of a linguistic society needs in order to make speech contacts with others and to master the language as a discipline (Kazakova, 2007). In addition, it involves the individual's ability to carry out productive interaction through his knowledge of another country's culture. This is done in accordance with a tolerant attitude towards the national-cultural specifics using the system of linguistic norms and speech rules to choose communicative behaviors that are adequate to the specific context of communication.

The main indicators in the formation of the English-language communicative competence are cultural knowledge if the direction and dynamics of the dialogue of cultures are correctly defined. Pedagogical conditions are set out for the realization of the possibilities of intercultural dialogue as a factor for the formation of foreign language competence. This also allows for the intensification of the teaching of the foreign language by expanding the level of intercultural connections, etc. Among the pedagogical conditions for the formation of English-language communicative competence, it should be emphasized that the teacher's orientation on the values of intercultural dialogue should be stressed. Intercultural dialogue can be manifested in the cognitive, emotional and operational aspects of the teacher, pedagogical and personal tolerance, and orientation towards a pedagogy of cooperation.

In designing the content of the dialogue of cultures, cultural-educational information taking into account the originality of the values of their native culture, the interrelation with universal values and other values of cultures and the intensification of foreign language teaching at the expense of interdisciplinary connections. Additionally, it should involve the simulation of intercultural communication situations in the educational process. Thus, these conditions stimulate the formation of the English-speaking communicative competence of students in the process of learning English.

### **Conclusion**

The formation of English-language communicative competence contributes to the saturation of cultural content within the teaching of English. Also, this competence can promote the organization of the learning process as a dialogue of cultures through the use of the educational potential of folklore, interactive forms, methods and techniques of development of foreign language activity. Furthermore, it allows the use of original teaching aids and the integration of traditional techniques with the latest learning technologies. Foreign language should be considered not only as a discipline but also as a competence in the process of learning the culture of the language. Consequently, in the process of effective formation of the foreign-language communicative competence, training for future teachers should rely on the principles of creating the necessary foreign language regime. This should be done by integrating the language of communication and metalanguage.

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