Improving the Level of Communication Development of Students

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Abstract: In this article, we examine each component of the methodology for enhancing students' communicative competence in the context of coaching. We broke down this process into several stages, indicating the gradual application of techniques meant to raise students' level of communicative development.

Keywords: Method, communicative development, coach, discursive competences, experiments, paradoxical facts.

Introduction

Considering the question of the communicative development of students in the context of coaching, we divided this process into several stages, which implies the gradual use of methods aimed at increasing the level of communicative development of students.

In order to reveal the essence of the methodology for developing the communicative competence of students, we need to identify approaches to the definition of the concept, highlight the structural components of the communicative competence of students. Let us turn to the moment when the definition of "communicative competence" appeared.

In the mid-60s. of the last century, D. Hymes introduced the concept of "communicative competence" (the concept of communicative competence). From the point of view of D. Himes [78], the essence of communicative competence was an internal understanding of the situational relevance of the language, and the structure of communicative competence included grammatical, sociolinguistic, strategic, and discursive competences. Moreover, being a linguist, D. Hymes emphasized the literacy of the use of grammatical, syntactic and country-specific norms of the language in any level of communication. His followers M. Caneil and M. Swain [77] continued to develop the theory of communicative competence in the 1980s, which led to its wide dissemination and public recognition. Leaving the structure given by D. Himes unchanged, the researchers expanded the understanding of each component of communicative competence as follows:

Grammatical competence: vocabulary, phonetics, spelling, semantics and syntax (vocabulary, 'pronunciation, spelling, semantics and sentence formation);

Sociolinguistic competence: correspondence of statements in form and meaning in a specific situation, contextual background;

Discourse competence: the ability to construct coherent, coherent and logical statements in oral and written speech;

Strategic competence: compensation special means, insufficient knowledge of the language, speech and social experience of communication in a foreign language environment

Research methods.

Most of the researchers of the problem of teaching methods come to the conclusion that since the concept of "method" is multifaceted, multifaceted, the teaching method in each case should, as it were, be constructed by the teacher.

In any act of learning activity, several methods are always combined. Methods always seem to mutually penetrate each other, characterizing the interaction of teachers and students from different sides. And if we are talking about the use of a certain method at the moment, this means that it dominates at this stage, making a particularly large contribution to the solution of the main didactic task.

So, in the context of coaching, we have identified the following methods: the method of specific situations, the method of emotional stimulation of learning, the method of creating a situation of cognitive dispute, "puzzless" and the method of projects.

It should be noted that when choosing methods, we relied on the coaching model in the context of the communicative development of senior students, as well as the characteristics of the coach.

Let's consider these methods in more detail.

Case Method

The case method is based on the following statement: the path to improving one's own knowledge can only be paved by considering, studying and discussing specific cases.

There are quite a few variations of this method. In general, the student receives a text describing a specific organizational problem. He is asked to study the situation at home and outline the best solution. The students are then grouped into small groups discuss the advantages and disadvantages of the proposed solutions and try to establish how the problem can be solved.

There are hardly any students whose views on the proposed situation will be exactly the same. In general, of course, they will agree and recognize the existence of certain problems, but their individual interpretations are likely to be different. In order to properly understand the situation, to consider it from all sides, students will have to apply their analytical skills.

The case method is designed to develop and further improve speaking skills, and also develops the ability to express one's specific opinion.

Method of emotional stimulation of teaching

Special studies devoted to the problem of the formation of cognitive interest show that interest in all its forms and at all stages of development is characterized by three mandatory points:

1) positive emotion in relation to activity;

2) the presence of the cognitive side of this emotion;

3) the presence of a direct motive coming from the activity itself

It follows that in the learning process it is important to ensure the emergence of positive emotions in relation to communicative activity, its content, forms and methods of implementation. The emotional state is always associated with the experience of emotional excitement: response, sympathy, joy, anger, surprise. That is why to the processes of attention, memorization, comprehension in this state are connected to the deep inner experiences of the individual, which make these processes proceed intensively and therefore more effective in terms of the goals achieved. One of the methods included in the method of emotional stimulation of learning can be called the method of creating entertaining situations in the classroom - introducing entertaining examples, experiments, paradoxical facts into the educational process. To increase interest in teaching, the coach uses the analysis of excerpts from fiction dedicated to the life and work of prominent scientists and public figures.

Such methods of increasing the entertainment of learning are also successfully used, such as stories

about the application of certain predictions of science fiction writers in modern conditions, showing entertaining experiments.

Method of emotional stimulation of teaching

This method is always associated with the involvement of some method of increasing the entertainment of learning. According to the characteristics of the audience, namely its gender and age indicators, a video were selected on the topic "Plastic surgery - the path to perfection." The story described in great detail the stories of several heroines at once who tried to change their lives with the help of plastic surgery, their mental and physical experiences were demonstrated. Such stories cannot leave anyone indifferent, especially young girls who doubt their appearance. After watching, the students were asked to discuss this story and the problem itself reflected in this story. The expected effect of emotional stimulation of learning was achieved, since all students, without exceptions immediately entered into discussion. There were even situations of dispute on some issues, so the coach had to direct the course of the discussion. The students noted an unusual emotional perception of this story, due to which the discussion became quite vivid and varied.

Method of creating a situation of cognitive dispute

We also referred the method of creating a situation of cognitive dispute to the methods of stimulating and motivating communicative development. It is known that truth is born in a dispute. But the controversy also causes increased interest in the topic. Coaches make good use of this method of activating learning.

First, they skillfully use the historical facts of the struggle of scientific points of view on a particular problem. However, the coach can create a dispute situation at any time by asking the most trivial question: "Who thinks otherwise?". And if such a technique causes controversy, then the students themselves are divided into supporters and opponents of one or another explanation and wait with interest for the coach's reasoned conclusion. So the academic dispute appears in the role of an incentive motive in order to increase their level communication development.

So, the students were offered 4 problematic questions, of which the audience had to choose only one as controversial. By voting and the initiative of the participants, a specific topic of the dispute was determined. Students were asked to be divided into 2 groups, according to their opinion on this issue. One of the groups was asked to prove the correctness of this judgment by giving the most striking and thorough examples; the group of their opponents on this issue it was necessary to refute the judgments of the first group with the help of their specific examples. Thus, each team had an equal number of participants. Before the start of the debate, the students were given time (10 minutes) to compile a list of basic questions on the indicated problem. The cognitive dispute situation was built in the form organized debate. The debate consisted of a reasoned statement by one side against the other, followed by its objection. According to the rules of the debate, each of the parties had to insist on their point of view by giving specific examples. For an educational effect, the coach cited documentary examples in support of each side. In order for the debate to proceed properly, the coach also had to intervene in the discussion without the possible support of one of the teams.

Methods of "Puzzles"

The main essence of the method is the distribution of responsibilities within the student group, and the distribution is formed by the students themselves.

This type of activity makes students independently (without the help of a coach) distribute responsibilities and bear responsibility for this distribution. In practice, the method may look like this: first, students form small groups of three to five people among themselves. Each group is given a task to study certain material, consisting of four to six sections. One of the students is assigned responsibility for the study of any one section. Members of different groups who have received the same section come together and work in so-called "expert groups", analyzing in detail their part of the task. Then the students return from the expert groups to their original groups and take turns "training"

their comrades to the relevant sections. Participants are motivated to listen carefully and support their teammates by giving them their only access to the material they are learning. In addition, everyone has an incentive to present "their" material accurately and in detail, since he is responsible for how his teammates will master this material.

The "Puzzles" method was presented by us in a slightly different form, but using its main idea of the distribution of responsibilities within the group. A system has been created that can involve all participants in the educational process and force them to demonstrate and improve their communication skills. The task was presented in the form of role cards for each student indicating three positions on a given topic. The first position is a statement, the second is an expression of agreement on this question and the third is disagreement with the opponent. A student who started building a "Puzzles" was asked to voice the statement written in his card and give him his own specific example. There was a student in the audience whose card contained an indication of agreement with this statement. Such a student had the opportunity to express himself, using his own example. Then in the discussion was entered by a student whose card indicated disagreement with two speakers before him. Thus, all the cards contained judgments were linked. Each participant in this educational process also had the opportunity to speak in favor of one or another judgment, even if this was not indicated in his card. The coach also actively participated in the discussion of issues, encouraging opponents to actively respond to his statements.

Project method

In order to increase the level of communicative development of students, the method of projects should be introduced into practice, which, in our opinion, all of the above methods "brings" to a new level - educational and scientific creativity, contributes to the self-education of students, since they are included in the mode of independent creation of knowledge, self- and mutual control increases. In addition, the application of the project method in the best way reveals the formation of indicators of cognitive, motivational and interactive components.

Let us strengthen the above with a quote from the article by I. D. Chechel "Method projects, or an attempt to relieve the teacher of the duties of an omniscient oracle, "where she writes:" The project method is a pedagogical activity focused not on the integration of factual knowledge, but on their application and acquisition of new.

In the context of the above, it is appropriate to mention that the project method involves a large amount of independent work. As a result, at the diagnostic stage in the process of studying the state of independent work, many students noted that in order to organize full-fledged extracurricular activities, they most often lack not so much time as strong-willed efforts, the ability to plan their cognitive activities, and a clear regulation of each working day.

The practical implementation of the project method was carried out by us among 4th year students, because, in our opinion, this method is the most thorough and in practice it is the logical conclusion of all the above methods. As part of the pilot study of the project method, mention should be made of its a necessary component, namely, the independent work of students. Undoubtedly, independent work skills are associated with self-control.

According to the conducted diagnostic procedures, out of the total number of students, namely, out of 14 people, only 29% of students carried out self-control; 21% used self-control from time to time and 50% did not control the quality of assimilation of the studied material at all.

As a result of a more detailed study of this problem, it turned out that the use of self-control is directly proportional to the increase in the level of students' communicative development. Yes, the best the situation is with excellent students: 68% of them not only systematically apply self-control, but are also fluent in a variety of techniques.

As part of the pilot program, one of the projects proposed by the coach was implemented in the English classes. The topic was chosen by the students according to their interests, goals and attitudes.

Experience has shown that by matching the educational material to the personal goals of students, it is possible to achieve its relevance, while taking into account the abilities of students and their interest in the project, as a result of which each project participant receives satisfaction from the activities performed.

So, first, the amount of time required for the implementation of the project was determined; the ratio of independent work (in order for the project to be successful, students needed to carefully get ready); resource provision (magazines, newspaper articles, television programs related to the subject of the project, Internet resources served as the basic basis for this project). A project plan was drawn up. Then the students were divided into 3 groups. Each group had its own task. The task of the students was to obtain the most interesting and relevant information on the topic of the project with the help of the mass media, the Internet, etc. Note that the students took up the solution of the problem with great enthusiasm. When all the information was collected, a joint discussion of the issue began, the students themselves determined how the chosen plan was capable of leading to an acceptable solution.

At the last stage, the results of the work done were summed up, there was an assessment of their actions, efforts and capabilities.

In the course of our work on the implementation of the project the following emerged:

the project method is effective for the communicative development of students if they are interested in the topic of the project;

each student takes personal responsibility for the results of project activities and, as a result, for progress in their communicative development;

work on the project is combined with the creation of a strong language base for students;

when defending projects, the student acts as a person who is able not only to assess reality, but also to design any changes to increase their level of communicative development.

Conclusion.

Along with the above, it was noted that in the process of such work, many students have increased self-esteem.

It happened that the higher the self-esteem, the less the person's dependence on the opinions of the people around him.

In general, the use of the project method makes it possible to create conditions for the development of the individual in general and the communicative development of the individual in particular, as it develops independence, teaches students not only to memorize and reproduce knowledge, but also to be able to acquire and apply it in practice.

It should be noted that the construction and structuring of the content of this practical implementation of the program took place sequentially, becoming more complicated in accordance with the rise in the level of students' communicative development.

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