SOME METHODOLOGICAL ISSUES OF THE FORMATION OF COMMUNICATIVE COMPETENCE OF STUDENTS USING EDUCATIONAL ONLINE RESOURCES

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ABSTRACT

Modern Internet technologies have great potential in the field of education. On this basis, in this paper, some theoretical matters, issues of the formation of communicative competencies among students through the use of educational Internet resources are considered.

Keywords: Competence approach, competencies, communication skills, online training resources, WebQuest.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

State educational standard of high professional education of the new generation is the result of the educational development within the framework of competency approach. Educational standard prescribes the base enrolment of professional and general professional competencies and variative enrollment of special competencies. These special competencies include communicative competency, which includes linguistic, sociolinguistic, sociocultural, social, pragmatic competencies. That's why formation of communicative competencies of learners nowadays is the key moment of the whole educational process. First of all this is related to changes in the structure of work and education. Appearance and rapid development of information technology caused the increase of rapidly changing obsoleting information, which people face to in regular professional practice. This fact causes to principal changes in daily, educational and professional practice. Traditional and professional are transforming regularly in new conditions, and new ones are appearing. In these conditions the productivity of professional activities depend not on having static knowledge and skills, but on abilities of finding orientation in flow of information, on controlling non-standard problems and searching new and optimal ways of solution, and gaining new and necessary knowledge and skills quickly and productively as well.

According to I.A.Zimnyaya "In replacement of educational paradigm: from paradigm of knowledge, skills and know-how to paradigm of competency and authority. Basic approach in a new paradigm is competency approach. Competency approach is total combination of general principles of determination of educational aims, selection of educational contents, organization of educational process and marking educational results. In process of organization of educational process necessary conditions are formed for forming learners abilities to solve problems in different fields and kinds of activities on the base of using social experience. I.A.Zimnyaya interprets the term "competency" as a basic enrolment of psychological factors of human personality, which lies on the base of human competency as actual and practical evince.

R.Mirabile, emphasizing professional human activities, determines competency as knowledge, skill, ability or feature related to fulfillment of professional activities at a high level, as, for example, critical thinking, analytical brainstorming or leadership potential.

This determination has generalized character. It belongs neither to certain organization nor to definite professional field, it describes competency in general meaning, though it excludes everything which is beside the point of successful fulfilment of activity S.Perry determines it the same way, but he considers as a component of competency, the group of knowledge and skills.

Mirabile considers them separately, not as a group Besides, S.Perry considers competency in action, he doesn't distinguish the level of fulfillment. Thus, competency according to Perry is a group of related knowledge, skills and treatment, which affect on a considerable part of professional activity (part or zone of responsibility) which is related to fulfillment of activities' which may be estimated against well accepted standards and which may be developed through training [8]

L.Spenser and S.Spencer offer interpretation of concept "Competency" which unites categories, such as human personal characteristics and professional activity. Competency is a basic characteristics of the individual which is related to criteria of effective or successful actions in professional or authentic situations. "Basic characteristics" implies that competency as a deep and steady part of individual, according to which it is possible to predict person's behaviour as quite a wide circle of situations, authentic and professional as well. Cause connection signifies that competency determines behaviour or action. Connection with criteria of actions signifies that, according to competencies it is possible to determine whether the activity is being done well and what may be estimated by the certain criteria or standards. [10] In this determination the opportunity to estimate competency is emphasized. Besides, this determination lets us predict actions describing not only professional but also any other authentic situations. Competency is considered by the authors as stable and deep feature of individual, which can't be formed only on the base of skills and abilities. The content of education is didactically adopted social experience of solution of educational, authentic, political, moral and other problems. [3] M. N. Vyatyuntev was the first in linguodidactics of our country to introduce the term "communicative competency" . It considers communicative competence as a group of related elements: linguistic, methodical and psychological. Communicative competence realizes itself on selecting speech units, taking as a basis cultural sphere and is formed as a result of natural intercultural communication or professionally modeled education. [1]

In contents of communicative competence M.N. Vyatyuntev distinguishes: spheres of communicative activities, themes and their intellectual (conceptual) meaning for learners; situations and programs of their development (scenario of communicative events); social and communicative parts of interlocutors in situations, programs of each part's behaviour according to the course of development of communicative events; speech actions, pragmatic actions, strategies of communication in situations in carrying out the programs of behavior, types of contexts and their structure rules; lists of nominal knowledge; lists of intersystem meaning; lists of linguistic minimum qualifications.

Conceptual model of M. Canale and M. Swain considers communicative competence as a system of knowledge, skills and knowhow, nessessary for fulfilling the process of communication.

I.A.Zimnyaya distinguishes communication competence as "acquiring complex communicative knowledge and skills, forming indentic skills in new social spheres, knowing cultural norms and limits in communication; knowing customs, traditions, etiquette in sphere of communication, observing the proprieties, breeding; orientation in communicative facilities, inherent in national, group mentality, acquiring a role repertoire within the framework of the given professional". [2]

According to K. M.Levitan; communicative competence offers three main features of a person's characteristics, nesessary for successful communication; practical usage of individual resources of verbal and non-verbal means for practicing informational expressive and pragmatic functions of communication; the ability of defending communicative means in the process communication according to dynamics of intercourse; construction of statements according to linguistic and speech norms. [4]

Communicative competence considered as the ability of correct usage of linguistic and speech means with reference to communication tasks and as the development of skills in understanding, correct interpreting and constructing speech conditioned by possession of speech norms and having an ability to take into consideration concrete speech situation.

Communicative competence is the key competence as a result of the fact that it is multifunctional and it is multysubject and multiextent as it is in all spheres of human activity. Having communicative competence is becoming one of the conditions for flexible adaptation of school leavers or graduates to changing authentic situation. Communicative competence of learners is formed first of all on linguistic subjects, at school ; the Russian language, a foreign language, speech and culture of communication, (practical rhetoric) literature; in high schools: the Russian language, culture of speech, stylistics of scientific text, and also; professional subjects: documentary linguistics, business communication, rhetoric, judicial eloquence, methodic of teaching Russian as a foreign language and others, which determine aims, tasks principles, methods, technique, forms and teaching means and specific features of chosen profession which in the long run forms communicatively developed person. Besides, subjects of information technologies and computer sciences have great opportunities in forming learners' communication competencies.

However, forming of learners' communication competences doesn't confine itself to educational activities.

Great interest presents itself in non-educational activities of learners during which much more necessary are the forms of works, including technique and methods, which make possible to develop learners' creative potential; (discussions, debates, disputes, plays) (didactic, creative plays, business play, play, planning) roleplays, speech video training and others. Speaking about competenc, it is possible to distinguish the following types of activities of this direction, typical of the lessons of computer sciences and information technologies; having forms of oral speech (monologue, dialogue, polylinguistic speech, questioning abilities, abilities of adducing reasons in oral answers, discussions, defence of projects and etc) having a man-computer dialogue (comprehension the principles of interface construction, environment parameter setting, etc) ability to introduce oneself orally and in writing, having style techniques of forming a text (e-mail, net etiquette, composing text documents on conventional lines, rules of presenting of information in reports and etc.) holding broadcasting communications for organizing communications with distant interlocutors, (having knowledge about different types of communications, their specific usage and etc.)

understanding the fact of variety of languages, possessing linguistic competencies (formal languages, encode systems, programming language, using them accordingly); ability to work in group, search for compromise (collaboration on program project, co-operation in network, client server technology, collaboration on application program and etc); tolerance, ability to communicate with people of different view (existence in network association, communication with distant interlocutors and etc). Internet recourses nowadays are the integral part of educational process. One of the main problems of educational process of using information communicative technology is related to a well-known contradiction, about the fact that internet may be the source of not only extremely valuable, fresh and actual, but also not effective, sometimes bad, harmful information. That is precisely why there arise several problems according to reliability of the information, its effect on people's mind, the forms of its representation for educational purposes. The task of the teacher is to adapt recources for didactic purposes. The way out of the situation is educational internet resources.
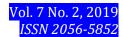
Internet offers an unlimited number of fast-changing information, which is not always educational, that's why in this stage of using the educational resources in the educational process it was necessary to create new methods of education directed to detailed forming of the components of communicative skills. we use as a basic determination educational Internet resources by P.V. Sysoyev "Educational Internet resources are text, vocal and visual resources of different themes, directed to forming foreign communicative skills and development of learners' communicative-cognitive abilities to carry out research, selection, classification, analysis and generalization of information. [5]

As educational Internet resources we consider text, vocal and visual resources of different themes, directed to forming professional foreign communicative skills.

Elaboration of educational Internet resources allows us to regard educational Internet resources not as further (though they me seem like ones) but as analogous or alternatives. Unlike the form of communication educational Internet resources are made only for educational purposes. Nowadays 7 formats of educational Internet resources exist: Hotlist, multimedia scrapbook, Treasure Hunt, Insight Reflector, Concept Builder, Subject Sampler and Web quest. Each resource has its absolute structure, id est: Hotlist-"list of references": the list of synopsized text Internet resources on the theme. Multimedia Scrapbook – "Multimedia collection":-the synopsized list of multimedia references on the theme (pictures, mops, stories, facts, quotations, clips, video fragments and etc.). "Treasure Hunt''- the synopsized list of references, having a set of problematic questions about resources and final question of problematic character. "Subject Sampler"-the synopsized list of references, questions, based on contest of sites and requiring the expression of their attitude to the problem. This format has a personally –oriented character. "Insight Reflector"- the list of references, questions to personal perception, requiring text fixation and futrher reasoning composition. Concept Builder"- list of resources, analytical questions for revealing the concept of the subject and a final problematic question.

Web Quest-the list of references, questions to each section, reasoning for one's opinion and a general question of debatable character.

From the above Educational Internet resources, Web quest has the most complicated structure and it belongs to electronic projects. There are 2 types of Web Quest: a short-time (purpose-extending and integration of knowledge, planned for up to three lessons) and a prolonged work (purpose-deepening and reforming students' knowledge, planned for a long period, may

be for a term or an academic year). The specific features of educational Web Quests are that the information for individual or group work is in different Websites.

The Elaborator of the Web Quest as an educational task is B. Dodge, professor of educational technologies of San Diego University (the USA).

Each Web Quest includes the following elements. The Introduction, in which the main parts of participants or the quest scenario, preliminary plan of work review of the whole quest are clearly described; Central task, which is clear, interesting and possible. The final result of original work is clearly determined (for instance, series of questions are asked to which answers should be found, a problem is given, which should be solved, a position is found, which should be defended and another activity is given, which should be digested and the results should be presented, preceded from the gained information.
The lest of information resources, necessary for doing tasks.
This list must be synopsized.

Description of work procedure, which must be done by each of the participant of the quest in original performance of the task (stages).

Description of criteria and parameter of Web Quest mark Criteria of mark depend on the type of educational tasks, which are done in Web Quest.

Guide to actions (how to organize and represent the gathered information) which may be presented as directing questions, forming educational work (for example, related to determination of time limits, general concept, recommendations to using electronic resources, performing prepared web-sites). The Conclusion, where the experience, which the participants will gain while performing the original work at Web Quest is summarized. Web Quest technology is applicable to various subjects, it foresees problem-tasks of various levels, as a result of which development of oral and written speech, as the results may be represented in different forms: oral speech, computer presentations essays, Web-sites. The system of educational Internet resources is directed to development of communicative skills in speech activity types methods of works the Educational Internet resources depend on stages and types of speech activity. For instance, it may be started with forming the treatment to the problem through subject sample. Then, actual information should be introduced to students with the help of Treasure Hunt and finally, to involve students to a long-term project with the help of Web Quest, or it is possible to start with Web Quest, which acquaints students with aspects of the problem. In this case, learners get full idea of the problem and realize the importance of study.

For forming communicative skills through realization of different didactic tasks we have elaborated the system of exercises for educational Internet resources in computer sciences and information technologies.

B. Dodge offers the following types of tasks for Web Quests: retelling, project, compilation, quiz, journalist research, creative task, consensus, persuasion, self-knowledge, analytical task, assessment and scientific work. [7]

Regularly appearing new information technologies allow us to realize modern educational requirements in dynamic rhythm of time, characteristic of the youth.

Nowadays, all educational Institutes are connected to Internet, owing to which there is a free access to educational, scientific cultural information, this allows the learner to study thoroughly his profession and to form necessary professional skills. Thus great opportunities occur for developing skills, directed to abilities to take necessary decisions.

Thus, using new Internet technologies, based on employment of and total combinations of quest and problem activity types and realized much more effectively through educational Internet resources as the means of forming professional communicative skills of learners, provides formation of learners' linguistic, social-cultural; pragmatic, strategic, social and professional competencies.

Owing to information burst of educational process, every learner can actively use modern information technologies regardless of their location. We must not overlook the fact, that educational Internet resources offer a wide range of opportunities for international inter cultural communication by means of e-mail, blogs, Internet-conferences, so familiar youth audience.

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