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FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE AND SPEAKING SKILLS OF STUDENTS THROUGH THE USE OF REMOTE INTERNET RESOURCES BASED ON WEB 2.0 TECHNOLOGY

Internet resources based on web 2.0 technology in teaching a foreign language provide the learning process by means of electronic devices. The relevance of the chosen topic is due to the main trend of development of electronic technologies in teaching a foreign language, as well as the integration of distance resources, cell phones and the Internet in a single information and communication environment. At the present time, when the personal-oriented approach, which forms the professional competence of a university graduate, becomes the leading component of the foreign language teaching system under the new educational paradigm, the researchers face a new task – to find out to what extent and how the use of Internet resources in the educational process contributes to the formation of general cultural and professional competences of students. The aim of this article is to describe the formation of foreign language communicative competence and speaking skills of students through the use of remote Internet resources based on web 2.0 technology. In the changed conditions, the process of foreign language teaching in higher education institution is no longer imaginable without the use of more dynamic models and tools of communication, their integration with traditional forms and methods of teaching, new relationships of the teacher and students. In conclusion, it was noted that teaching a foreign language now includes not only the transfer of purely linguistic knowledge to students, but also the formation of vital skills of working with foreign language information, the ability to effectively maintain foreign language communication with colleagues, the

ability and willingness to develop independently, to expand the possibilities of their academic, professional and scientific activities.

Keywords: foreign language communicative competence, speaking skills, degree of formation, distance learning, Internet resources, interactivity.

Introduction

The effectiveness of formation and development of foreign language communicative competence, as well as speaking skills largely depends on the technologies and means of teaching foreign languages. One of the modern and promising information technologies is web 2.0-based Internet resources, which provides a comprehensive approach to the organization, implementation, and support of resources and services with the help of interactive tools of the Internet. Distance web 2.0 services have wide didactic possibilities as they provide participants of the educational process with interactivity and creativity, accessibility and sociality, multifunctionality and simultaneity when working with the network content.

Modern society is characterized by significant socio-economic changes associated with the comprehensive implementation of information and communication technologies in all spheres of science. Of particular importance is the informatization of education, which is considered as a purposefully organized process of providing education with technology and practice of creation and optimal use of educational and methodological, software and technological developments, focused on the implementation of information and communication technologies, used in a comfortable environment.

The term «Internet resources» refers to a system of methods and ways of entering, processing, storing, searching for and transferring information in computer networks. In the search for an optimal, effective model for training a competent graduate who reacts flexibly to the requirements of the changing world, society and society as a whole, the profession makes teachers turn more and more often to Internet resources, especially during distance learning.

Internet resources are an invaluable basis for creating an information and subject environment, education and self-education of students, satisfaction of their personal and professional interests and needs [1]. It is important to organize the learning process in the university so that students learn to receive, process, evaluate and use in practice a large amount of useful information.

The task of modern education is not just to provide students with knowledge, but to teach them to independently acquire and develop skills and abilities in the course of practical tasks, to help them feel confident in new situations. Mobility,

constructiveness, independence, and readiness for change are important qualities of today's undergraduate graduates.

Thus, intensified implementation of ICTs in the educational process and new requirements for university graduates require searching for new approaches to developing teaching methods, organizing students' independent work, checking the quality and effectiveness of their learning.

Materials and methods

The methodological basis is the research of foreign scientists on topical issues of formation of foreign communicative competence of speaking skills, as well as the use of web 2.0 technologies in teaching. The main method of research is theoretical analysis, including inductive and deductive methods for processing theoretical data. In modern conditions teaching foreign languages acquires indisputable importance, and, first of all, should be focused on formation of foreign language communicative competence in a set of its components: linguistic, speech, learning and cognitive. The problem of forming this competence is devoted to a number of studies, among which it should be noted the works of domestic and foreign scientists: L. I. Chetverikova, E. Polat, S. Manca, L. Verhoeven, M. J. Luzon etc.

The problems of using Internet resources in education, in particular in the study of foreign languages, are considered in the works of such authors as J. Delors, M. M. Grant, A. Hart and others. The analysis of the scientists' research indicates that the potential of web 2.0 services in teaching foreign languages is quite high, but the possibilities of their use have not yet been sufficiently explored.

Results and discussion

The fundamental goal of teaching a foreign language is the formation and development of foreign language communicative competence and speaking skills of students, which is understood as the ability to organize foreign language communication in new communicative conditions. In most studies, the structure of this competence is limited to such components as linguistic, speech, and compensatory. They can be conventionally distributed as follows:

- the language and speech components are subject competences corresponding to the specifics of the foreign language subject;
- compensatory component refers to meta-subject competences, formed not only by this subject, but also by other academic disciplines [2].

A separate component is socio-cultural competence, which mostly belongs to interdisciplinary competence. Let us note that the basic component of foreign language competence is language competence. It is conditioned by the fact that it is language competence that implies initial mastering of language means in accordance with topics, communicative situations, spheres of use, as well as mastering knowledge of language constructions, ways of stating a thought in the

language being studied. Familiarization with the language community will allow the learner to be introduced to foreign language communicative activities, the measure of development of which will be foreign language competence. Today there is a large set of forms, means, methods for teaching a foreign language using information and communication technologies. A special place is occupied by web 2.0 technology, which allows you to create qualitatively new conditions for the formation and development of foreign language communicative competence of students [3]. We can describe the following features of distance learning in web 2.0 conditions:

- access via the Internet;
- online mode;
- free training programs;
- joint creativity;
- collective use.

Let's dwell on distance learning in more detail. Distance education should be understood as a form of education, along with full-time and part-time, in which the educational process uses the best traditional and innovative methods, tools and forms of learning, based on computer and telecommunications technologies. We can distinguish three main stages in the development of distance learning:

- distance learning (with two to three sessions per year and the completion of a given number of test assignments sent by mail);
- online learning (with students completing the tasks of training modules and communicating with the teacher via e-mail);
- virtual community learning (with participation in group video conferences, chat rooms, blogs and Internet projects) [4].

In the methodology of teaching a foreign language it is customary to allocate preparatory and speech exercises. Preparatory exercises are aimed at forming the level of knowledge and skills, speech exercises, in turn, are aimed at forming the level of skills to apply the acquired knowledge in speech activity. So for the formation and development of the phonetic component of language competence there are preparatory exercises in reception, exercises in reproduction and modification of the language material. For the lexical component of language competence there are preparatory and speech exercises. Among preparatory exercises in distance learning we can distinguish the following:

- exercises in differentiation and identification;
- imitation with transformation;
- exercises in the development of word-formation and contextual guessing;
- exercises for teaching anticipation;
- exercises in sentence expansion and contraction;
- exercises in equivalent substitutions;

– exercises in expanding associative connections [5].

Speech exercises for the development of lexical and grammatical components of language competence are built on the basis of such activities as reading and listening in reception, on the basis of speaking and writing. It is obvious that within the framework of the formation of speaking skills, Internet resources are becoming increasingly popular in the practice of teaching a foreign language. This may be due to the following reasons:

- most university libraries have free access to the web;
- the modern generation of students feel confident and accustomed to navigate various sites and web pages independently, and the integration of the Internet in learning is possible with the use of phones, laptops, tablets;
- Internet resources offer ample opportunities to organize both individual and joint work of geographically separated students;
- Internet technologies have new possibilities for checking and assessing students' knowledge (they can be used to create interactive tasks, simulators, tests, where the result of the work done can be seen immediately).

Thus, at the present stage in the organization of distance learning process, as a rule, the following forms of organization of educational activities are used:

- presentation of educational (textual) material;
- organization of training tasks (exercises);
- use of «electronic simulators» (exercises with «tuning» to the user's level of knowledge, cues and repetition);
- group work in a virtual learning environment (teleconferences);
- individual work under the tutor's guidance via e-mail or in real time;
- individual learning projects;
- measurement of learning success based on objectively observable indicators (learning indicators) [6].

The trend in higher education is such that more and more hours are devoted to students' independent work, which implies the teacher's ability to organize this work. Formation of speaking skills and learning autonomy is an important stage in the use of online technologies in foreign language teaching.

In teaching based on Internet resources and web 2.0 the future teacher is presented with a wide choice of pedagogical and methodological technologies with the use of online resources [7]. The main criteria for choosing instrumental programs in education are:

- accessibility;
- prevalence;
- ease of use;
- striving to simplify the working shell.

Student's work with Internet resources includes performing the following tasks:

1 Individual or collective development of an annotated catalog of Internet resources on teaching different kinds of speech activities and publishing materials on a virtual board (e.g., «padlet»). As a rule, students work in small collaborative groups, as in this case it is possible to edit the information several times by two or three students.

2 Joint creation and editing of a mental map (with the help of «webment» service), which visually reflects the logic of students' thinking within the studied topic and allows storing large pieces of information: new words, grammar rules and structures, country-specific information, factual information from narrative texts during their retelling.

3 Creation of «word clouds» (with the help of the «cloudword» service) and development of a set of exercises on their use in the classroom to form receptive and productive phonetic, lexical and grammatical skills and speech skills.

Key words fixed in one attractive picture act as verbal reference stimuli, which help students, without much difficulty, to restore the general meaning of the listened text (to reconstruct a text-sample) or to keep in memory their own monological statement within the framework of the studied lexical topic [8]. In other words, it is one of the ways to teach students to formulate thoughts logically and consistently in oral and written form.

4 Making an educational interactive crossword puzzle (on the online service «puzzlecup») - to use it further in the classroom as an intellectual pause (rather than as a form of control).

This task stimulates cognitive activity, develops logical thinking, creativity and erudition of future teachers, teaches them clearly, logically and concisely express their thoughts (improving discursive competence), increases literacy (which is important, because the computer has almost replaced writing from our everyday life). For students, solving a thematic crossword puzzle in class, on the one hand, will be a repetition of the studied vocabulary, on the other hand, it is also practice in reading (with a general coverage of content, if students themselves read definitions of key words) or in understanding foreign language speech by ear (teacher reads definitions of words encrypted in a crossword puzzle - global listening).

5 Development of a fragment of a lesson using interactive tasks and justification of the effectiveness of the chosen exercise: to compose words from letters, to choose an answer (one or several), to match images with names, audio or video, to fill in the gaps in the text.

Interactive exercises imply realization of a cognitive and differentiated approach (exercises of varying degrees of complexity are created). They are

perfectly suitable for classrooms equipped with interactive boards, where there is a function of tactile control. Moreover, minimal time is spent in the lesson, and students have the opportunity to immediately see the correctness of the task or get a reference.

6 Development of language test simulators (by means of the tool program «padtest») for the purpose of quality control allows:

- save training time;
- remove the negative psychological factor;
- evaluate results as objectively as possible (according to a certain scale)

and predict progress;

- to accumulate statistical information in the process of studying each topic.

By analyzing students' mistakes, correct and incorrect answers, referring to hints, the amount of time spent on certain tasks, the teacher draws conclusions about the degree of knowledge acquired by students.

It is worth noting the advantages of using Internet resources based on web 2.0 technology in foreign language lessons:

- it is one of the visual means of presenting language material, which allows combining textual information, animation, audio and video sequences;

- hypertext creative organization of a large amount of information allows you to connect electronic texts and their fragments through a system of hyperlinks and thus work simultaneously with several resources;

- the use of different channels of perception of the information in the class provides the development of the main types of speech activity - listening and speaking.

The teacher acts as a moderator of learning activities, he or she provides «feedback»: advises students in case of any difficulties, evaluates the work performed by students, gives advice and recommendations for deepening knowledge [9].

The use of online resources ensures the implementation of the leading didactic principles of foreign language teaching:

- principle of consciousness – students are given more freedom of action, the teacher only directs their work;

- the principle of activity – each student chooses the time and direction for the development of interactive tasks, fills tasks with content, regulates the pace of tasks;

- principle of visualization – the Internet environment allows students to design their speech product in a visually accessible form;

- the principle of developmental learning – unlimited online resources expand the general linguistic outlook of future teachers, cultural knowledge and skills;

– the principle of feasibility and accessibility – the availability of multilevel materials allows both the teacher and the students to choose the material that corresponds to their level of communicative competence.

Students can use Internet resources most effectively when:

- searching for and obtaining foreign-language information from distant sources, processing it in order to apply it in educational and professional activities;
- students' foreign-language communication using networking technologies, participation in collaborative research, educational projects, training, and supervision;
- publishing learning materials in a foreign language in a hypermedia version;
- creation of own Internet-resource of educational purpose or personal website.

One of the pedagogical conditions for forming foreign language professional-oriented communicative competence of future IT specialists on the basis of Internet resources is the selection of virtual sources in accordance with the principles of authenticity, professional orientation, interactivity, informational value, reliability and adequacy for independent work [10].

Teaching a foreign language with the help of distant Internet resources allows students to acquire skills of working with information (search, analysis, structuring, processing, editing, transmission) and develop their autonomy, i.e. the ability to make decisions, to realize responsibility, reflexive evaluation and analysis of learning activities, providing an adequate choice of communication and cognitive strategies for independent solution of communicative tasks in the mutual communication process

The learner should know:

- meaning, sound, spelling of lexical units;
- basics of word formation, including conversion, affixation, word formation;
- multiple meanings of lexical units, synonymy, antonymy, lexical combinability.

Recommended types of exercises:

- comparing the meaning, sound, spelling of a lexical unit with a foreign-language equivalent;
- finding synonyms (antonyms) in the text, correlating affixes with their corresponding parts of speech.

The student should be able to:

- use the studied lexical units both in their basic meaning and in multivalued;
- follow the rules of lexical compatibility in the formation of related words with the use of conversion and word formation in the context of the stated communicative task;
- form related words using affixation.

Among the web 2.0 services that meet the objectives of language training, combining active learning methods with the advantages of information and interactive technologies, we can single out the following:

- visualization services;
- mobile applications;
- game sets [11].

Let's take a closer look at the functionality of these services. Online visualization services are one of the simplest resources that allow you to create a word cloud quickly and visually beautifully without registration from the entered text or link. The service allows you to create word clouds in both typed word form and image form. The image form offers a bank of forms divided into thematic blocks. It is also possible to upload an image and create a word cloud in a picture of the desired subject. The toolkit includes changing the font, color, and arrangement of words. The options for using the visualization services are as follows:

- selection of keywords on a particular topic;
- selection of keywords for further memorization;
- composing sentences from the prepared word cloud.

Service model applications provides the opportunity to work with the constantly expanding library of cards, there is a convenient editor for creating your own cards on any topic, their number is unlimited. It is possible to voice words and phrases automatically or independently; as well as automatically translate words and phrases into foreign languages (more than 20 foreign languages). A distinctive feature is the public access to the exercises in the process of creation. Access appears if the exercise is sufficiently voluminous in content, the tags are inserted, the features of the exercise: the time of execution, the order of questions, etc. The use of web 2.0 services will contribute to the development of language competence in particular and foreign language communicative competence in general.

Conclusion

Let us note that one of the main goals of teaching foreign languages as part of the basis of speaking skills is the formation and development of foreign language communicative competence, the basic component of which is linguistic competence. For each level of lexical, grammatical and phonetic component of language competence we have proposed exercises using web 2.0 services, the use of which will contribute to the development of this competence in particular, and foreign language communicative competence in general.

So, teaching a foreign language using Internet resources is interesting because of its novelty, relevance, and creativity. Work with the help of Internet resources promotes students' motivation to use constantly updated educational technologies, development of activity, self-actualization in the rapidly changing information

world. Of course, it is impossible to use only Internet materials in the educational process, but properly organized, systematic work of undergraduate students with instrumental programs will help to form their autonomy and sustainable need for self-education, which is one of the key competences of most modern educational programs.

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WEB 2.0 ТЕХНОЛОГИЯСЫ НЕГІЗІНДЕ ҚАШЫҚТЫҚТАН ИНТЕРНЕТ-РЕСУРСТАРДЫ ПАЙДАЛАНУ АРҚЫЛЫ СТУДЕНТТЕРДІҢ ШЕТ ТІЛДІ КОММУНИКАТИВТІК ҚҰЗЫРЕТТІЛІГІ МЕН СӨЙЛЕУ ДАҒДЫЛАРЫН ҚАЛЫПТАСТЫРУ

Шет тілін оқытуда web 2.0 технологиясы негізінде интернет-ресурстар оқу процесін электрондық құрылғылар арқылы қамтамасыз етеді. Таңдалған тақырыптың өзектілігі шет тілін оқытудағы электрондық технологияларды дамытудың негізгі тенденциясымен, сондай-ақ қашықтықтан ресурстарды, ұялы телефон мен интернетті бірыңғай ақпараттық-коммуникациялық ортаға интеграциялаумен анықталады. Қазіргі уақытта, жаңа білім беру парадигмасы жағдайында жеке тұлғаға бағытталған тәсіл шет тілін оқыту жүйесінің жетекші құрамдас бөлігі болып табылады, оның аясында университет түлегінің кәсіби құзыреттілігі қалыптасады, зерттеушілердің жаңа міндеті – оқу процесінде интернет-ресурстарды қолдану студенттердің жалпы мәдени және кәсіби құзыреттілігін қалыптастыруға қаншалықты және қалай ықпал ететінін анықтау. Бұл мақаланың мақсаты web 2.0 технологиясы негізінде қашықтықтан интернет-ресурстарды пайдалану арқылы студенттердің шет тіліндегі коммуникативтік құзыреттілігі мен сөйлеу дағдыларын қалыптастыру. Қазіргі жағдайда университетте шет тілін оқыту процесі неғұрлым динамикалық модельдер мен байланыс құралдарын қолданбай, оларды оқытудың дәстүрлі формалары мен әдістерімен, оқытушы мен студенттер арасындағы жаңа қатынастарсыз мүмкін емес. Қорытындылай келе, шет тілін оқыту студенттерге тек лингвистикалық білім беруді ғана емес, сонымен бірге студенттердің шет тіліндегі ақпаратпен жұмыс істеудегі өмірлік маңызды дағдыларын, әріптестерімен шет тіліндегі қарым-қатынасты тиімді қолдана білу, өз бетінше даму қабілеті мен дайындығын, өзінің оқу, кәсіби және ғылыми қызметінің мүмкіндіктерін кеңейтуді де қамтитыны атап өтілді.

Кілтті сөздер: шет тіліндегі коммуникативтік құзыреттілік, сөйлеу дағдылары, қалыптасу дәрежесі, қашықтықтан оқыту, интернет-ресурстар, интерактивтілік.

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ФОРМИРОВАНИЕ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ И НАВЫКОВ ГОВОРЕНИЯ У СТУДЕНТОВ ПОСРЕДСТВОМ ИСПОЛЬЗОВАНИЯ ДИСТАНЦИОННЫХ ИНТЕРНЕТ-РЕСУРСОВ НА ОСНОВЕ ТЕХНОЛОГИИ WEB 2.0

Интернет-ресурсы на основе технологии web 2.0 в обучении иностранного языка обеспечивают учебный процесс средствами электронных устройств. Актуальность выбранной темы обуславливается главной тенденцией развития электронных технологий в обучении иностранного языка, а также интеграцией дистанционных ресурсов, мобильного телефона и интернета в единую информационно-коммуникационную среду. В настоящее время, когда в условиях новой образовательной парадигмы ведущим компонентом системы обучения иностранному языку становится лично-ориентированный подход, в рамках которого формируется профессиональная компетентность выпускника вуза, перед исследователями встает новая задача - выявить, насколько и каким образом применение интернет-ресурсов в учебном процессе способствует формированию общекультурных и профессиональных компетенций студентов. Цель данной статьи в описании формирования иноязычной коммуникативной компетенции и навыков говорения у студентов посредством использования дистанционных интернет-ресурсов на основе технологии web 2.0. В изменившихся условиях процесс обучения иностранному языку в вузе уже немалым без применения более динамичных моделей и инструментов коммуникации, их интеграции с традиционными формами и методами обучения, новых взаимоотношений преподавателя и обучающихся. В заключении отмечается, что преподавание иностранного языка теперь включает не только передачу студентам сузубо лингвистических знаний, но и формирование у обучающихся жизненно важных навыков работы с иноязычной информацией, умения эффективно поддерживать иноязычную коммуникацию с коллегами, способности и готовности самостоятельно развиваться, расширять возможности своей учебной, профессиональной и научной деятельности.

Ключевые слова: иноязычная коммуникативная компетенция, навыки говорения, степень формирования, дистанционное обучение, интернет-ресурсы, интерактивность.

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