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ENHANCING THE UNDERGRADUATE STUDENTS' COMMUNICATIVE COMPETENCE THROUGH THE USAGE OF INTERACTIVE METHODS OF TEACHING FOREIGN LANGUAGES

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The provision of quality education is becoming an increasingly essential problem in the context of modernization and enhancing the academic performance of the undergraduate students. Employers are looking for young individuals who can quickly adapt to changing market conditions, use cutting-edge technology, and strive for self-actualization.

Nowadays, the aim of higher education is not only to develop students' practical competence but also to foster in them the traits and talents that will define their educational path. It is not so much about the transmission of skills and knowledge from instructor to student as it is about students' capacity to critically analyse particular circumstances, discover the appropriate information, and use gained knowledge creatively in professional activities.

Young people's professional and personal growth occurs mostly throughout their studies at university. That is why, in our opinion, universities should encourage the development of the foreign language communication competence of undergraduate students. It is especially important in the conditions of the present trend in Ukraine that shows a drastic reduction in classroom hours and an increase in the amount of time spent on independent student work. All of this necessitates the search for the most efficient ways to improve the knowledge of undergraduate students in the limited time available.

While examining scientific papers related to the topic, we have concluded that they could be split into three groups:

1) the articles of A.Bohysh, V. Cherevko; H. Holub, A. Khomyak, O.Lokshyna, M.Pentyliuk, M.Vashylenko dedicated to the understanding of the terms of "communicative competence", "communicability", "communication", etc.

2) the papers on issues of developing students' profession-oriented foreign language communicative competence (H.Dyvnych rises the issue of criteria, principles

and ways of assessment while developing English-speaking competence of civil servants in Ukraine; O.Nechiporuk considers foreign language competence as a prerequisite for the professional development of the teacher; L.Potapenko makes an accent on the vocational-oriented foreign language teaching for students of non-linguistic specialties; J-U.Sandal, T.Detsiuk, N.Kholiavko pay their attention to the problem of the development of foreign language communicative competence of engineering students within university extracurricular activities; L.Chernii, V.Meleshchenko, L.Zablotska, I.Tsar, L.Nahorniuk research the development of journalists' professional English communicative competence using Mass Media; M.Stavytska explains the specifics of the use of multimedia in formation of foreign language competence of engineering students; A.Feschuk, analyses the conceptual basis of professionally oriented foreign language training of future specialists in applied mechanics, etc).

3) the investigations on interactive teaching techniques can be found in the works of L.Knodel, O.Kovalenko, A.Kornilova, L.Konoplianyk, O.Kuznetsova, O.Pershukova O.Pometun, E.Polat, T.Serdiuk, R.Blair, S.Martinelli, B.Rushof, K.Stenberg, H.Stern, M. Tailor and others.

The review of the problem of students' communicative competence in the context of language teaching is essentially relevant and the principal feature of the modern dynamic world, as various scientific studies only prove.

Despite the increasing number of publications on the subject of developing foreign communicative competence, there are significant differences in the explanation of this concept that require clarification. Moreover, it is important to look for the most effective ways to enhance the undergraduate students' communicative competence through the usage of interactive methods of teaching foreign languages.

Most scientists now think that the main aim of foreign language study in higher education institutions is the development of linguistic, cross-cultural, and communicative competence. The latter can be characterised as the ability to comprehend and reproduce foreign communication under certain conditions. Generally, scientists define communicative competence as the integration and content generalisation of theoretical and practical knowledge in the communication sphere that facilitates mutual understanding and the circumstances necessary for effective language engagement.

The communicative cognitive approach is believed to be the most effective, as it assures the intensification of the study process, which is very important due to the reduce of the quantity of classroom training hours and the increase of the volume of the students' individual work. This approach is aimed at the development of the main types of communicative activity (reading, writing, listening comprehension and speaking) in the conditions, which create the situations of the natural professional foreign communication and encourages language and mental students' activity. Communicative cognitive approach also foresees the solution of practical tasks, which are necessary in the professional activity, in other words which combine interests and needs [1, p.87].

I.Sekret defines foreign language communicative competence as an integrative personal-professional education that is embodied in the teacher's psychological and

technical-operational readiness to perform successful, productive, and effective professional activities with the use of a foreign language or in conditions of foreign language culture and provides effective interaction with the environment [2].

The structure of the communicative competence involves the following competencies: 1) language (possession of language material for use in the form of speech expressions); 2) sociolinguistic, sociocultural (ability to use language units according to communication situations); 3) discursive (ability to understand and achieve coherence in perception and production of individual statements within communicatively significant speech formations); 4) strategic (awareness of the sociocultural context of language functioning); 5) social (ability and readiness to communicate with others) [3, p. 14].

In the 20th century, various methods of teaching foreign languages have appeared. The emergence of new technologies and gadgets contribute to the continuous development and improvement of the learning process, making it more optimal and effective. Teachers choose the method that seems to them the most convenient and appropriate. However, it is a quite subjective and individual process.

Basic teaching methods can be divided into the following categories:

- 1) structural methods: the grammar-translation and the audio-lingual method;
- 2) functional methods: situational language teaching;
- 3) interactive methods (communicative language teaching, direct method, language immersion, natural approach, silent way, storytelling, teaching proficiency through reading, total physical response etc.)

Interactive technologies of teaching foreign languages are based on activity-based approach and comprise the use of interactive teaching methods, including non-situational (dialogue) and situational (game, simulation, analysis of situations, auction ideas, etc.); organic combination in the educational process of various learning tools (electronic and paper-based information), innovational (distance-learning) and traditional forms of education on the principles of the appropriateness of their implementation and complementarity [4].

Direct interaction between students and teachers, students and students, and students and guests is the foundation of interactive learning. It can be one lesson, a series of lessons, or the entire course. The following characteristics of interactive foreign language teaching methods are reflected in this classification: training activities; developing students' reflective skills; attention; imagination, observation, and innovative thinking; educational consistency, logic, critical thinking, and creativity; efficiency, curiosity, cognitive independence, and persistence in achieving goals.

Interactive techniques used in the educational environment to promote the development of students' professional competencies by facilitating the development of their creativity and imagination, forming their teamwork skills, enhancing their collective cognitive and mental activities, stimulating learning through the exchange of information and cooperation while learning foreign languages, and so on.

Due to the analysed scientific literature on pedagogy and psychology, the use of interactive technologies for learning can be defined as the dynamic "teacher↔student" interaction. Such an active interaction helps create a learning atmosphere in which the

instructor and students work together to promote educational and cognitive activities. T. Serdyuk pointed out the following criteria for such activity:

- awareness of educational activities through its motivation and a clear definition of the goal;
- procedural choice (choice of optimal forms, methods and means) for the achievement of the set goal;
- communication performance through its evaluation and self-assessment [5].

Interactive technologies can be characterized by the presence of a dialogue, exchange of opinions and arguments for and against the disputable matter. Any lesson based on discussion is effective if the participants have basic knowledge of the issue and if a teacher has planned the main stages and key points in advance. During the planning stage a teacher chooses and formulates an issue, plans ways of stimulating and monitoring participants' activity. He must prepare necessary equipment to record students' ideas. When the discussion starts, the teacher performs as an intermediary. It is very important to perceive different points of view on a particular problem, to have his own opinion, to be able to make conclusions and evaluate achievements. You can use various techniques of introducing the topic to the audience: describe problematic situation, put problem questions, show video, role play of the situation, presenting a few opinions on an issue. A discussion should comprise different points of view which at the end evolve the decision [6, p.55].

In the current conditions of online learning, the following electronic learning platforms, like Moodle, eFront, OpenElms, ATutor, and Learn eXact make it possible to provide the interactive forms of work while teaching foreign languages. Students use the materials from the suggested sources and, thus, they can substantially improve the development of their foreign language communicative ability in both oral and written activities, as well as their independent work abilities.

The use of interactive methods such as business games, problem solving, role-playing, discussions, round tables, situations, conferences, language battles, drama playing, etc. during online sessions via Zoom, Google Class, BlueJeans, BigBlueButton, Skype, etc. for undergraduate students of non-linguistic specialties while teaching foreign languages leads to the development of students' communicative ability. Students have the chance to enhance their personality and communication skills along with their professional competence.

Notably, that some researchers consider mass media a valuable content-based foundation for developing professional English communicative competence to stimulate students' communicative activities who major in journalism. They claim that using mass media materials as learning tools makes journalism education more flexible, dynamic, exciting, and productive. Specific features of printed (multidisciplinary, multiproblems, accessibility, material efficiency), audio-visual (multi-genre, high dynamic, presence effect, emotionality, and visibility), audio (free access to publications, the convenience of use, low-cost), and electronic (interactivity, multimedia, virtual reality) materials allowed to enhance the English language communicative competence to better level [7].

According to the Romanian researchers C. Atanasescu and F. Dumitru the following *advantages and disadvantages* of using interactive teaching-learning methods versus using traditional methods have been identified. They can be traced in the Table 1.

Table 1.

Advantages and disadvantages of using interactive teaching-learning methods versus using traditional method [8]

Advantages	Disadvantages
They stimulate group cohesion (cooperation between pupils);	The discussion can slip into uninteresting topics (unrelated to the lesson);
There is no downtime occur;	There may be disturbances during the lesson;
They have wide applicability;	Time consuming;
They stimulate creativity;	The results are unexpected;
Students take part in their own development;	Students are unmanageable;
Students lead the discussion towards what interests them;	The teacher may be put in situations which he/she does not know how to handle;
There is much dialogue, in the detriment of the monologue;	They require high costs for providing the necessary resources;
The teacher can easily apply the feedback;	It is difficult to determine the contribution of each student because not all students get involved;
They develop critical thinking;	They cannot be applied to any lesson, on any subject;
They help organize and systematize knowledge;	The curriculum puts pressure on the teachers, so that they cannot afford to use interactive methods;
They offer assessment in favour of the student;	Monotony, repetition may occur;
They capitalize the student's own previous experience;	Some details may be ignored, as a result there may occur errors in learning;
They develop motivation for learning;	Often students do not have any notes in their notebooks;
They develop the capacity of deliberation, of responsibility;	There may be the risk of remaining behind the schedule;
They are attractive to the students.	They require experience from the teacher.

Traditional technology is outperformed by interactive technologies. They entail the active participation of a group of students, the development of teamwork, and scheduled activities. Students can also display characteristics such as curiosity and initiative. The use of a foreign language, as well as the development of skills such as information retrieval, information appraisal, and involvement in professional communication, enhances students' work and prepares them for research activities. A variety of didactic games (business, role-playing, and simulation) can be considered not only instructive but also educational, and they can help to recreate a true communication model. Such types of interactive work boost both the motivation to study and the degree of professional training of participants.

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