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SOME PECULIARITIES OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE FORMATION

Communicative language teaching aims broadly to apply the communicative approach by making foreign language communicative competence the goal of language learning. It is known that foreign language communicative competence is an integral professional feature characterized by language knowledge, skills and methods of professional activity and abilities to implement professional communication. This approach aims to develop students' communicative activity in professional sphere [1, c. 67]. It takes into account the linguistic factors, goals and experience of speakers, their intentions, strategies and tactics in speech communication [2, c. 103]. Communication takes place when people perform a variety of different acts of some social nature using different strategies and tactics. There is no simple equation between linguistic forms and communicative functions. It is important to examine with the students the effective functioning of language units in dialogical discourse, to analyze their semantic and pragmatic characteristics, taking into account the communicative intentions of the communicants. This approach will contribute to the formation of the communicative competence in the process of students' foreign language learning. Students will learn to choose the language tools that reflect their life strategies [3, c. 142].

The analysis of some pragmatic and semantic characteristics of affirmative sentences, for example, shows that their meaning is characterized by some pragmatic variation depending on the communicative intentions of the speaker. They are not always used only as statements, but actualizing constative speech acts in the dialogical discourse, they have different shades of meaning, depending

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on the communicative strategies of the speaker. Their meaning is characterized by pragmatic variation and depends on real communication between people. They can, for example, while describing something express irony showing the speaker's emotive – evaluative attitude to a certain event. They are defined in this case as speech activities with an expressive illocutionary aim.

An effective and smooth communication between people is generally actualized in spoken dialogues. The aim of the present paper is to describe some effective functioning of the initial constative statements and constative reply statements in the dialogical discourse and to consider the significance of the speaker's and hearer's intentions in speech communication. The pragmatic approach to the analysis of the initial constative statements permits to show that their meaning in the dialogical discourse is characterized by some pragmatic variation and depends on the communication environment. They express the speaker's attitude to some actions of the hearer. They may be defined as speech activities with perlocutionary purposes of persuading the hearer to do some action, influencing the feelings and emotions of the hearer. They may draw attention to the hearer's personality. The analysis of some ways of realization of these perlocutionary purposes in speech communication and the language means of expressing speaker's feelings and emotions show that initial constative statements are characterized by pragmatic variation. It is due to several factors: the initial position, type of nomination which shows the hidden motivation, the means of evaluation intensification, specifiers of pragmatic intention. The analysis of the initial statement functioning has led to the conclusion that in real communication the principle of the truth becomes irrelevant to please the principle of politeness. The organization of language material is mainly determined by the intentions of the speaker, his social role and his emotional state. Being a means of influence initial statements can fulfill such communicative needs of the speaker as evaluation with the shade of irony, expressing emotions and feelings. It should be mentioned that in communication space the roles of both the speaker and the hearer are equally important.

The speech strategies of the hearer reflect the main types of social processes: association and dissociation. Association strategies may be actualized in some tactics: concretization, generalization, explanation, clarification, elucidation. Dissociation strategies may be actualized in the tactics of opposition, retraction, discredit, evasion and others. The analysis of some pragmatic and semantic characteristics of the constative reply statements demonstrates that their meaning is characterized by some pragmatic variation and depends on the hearer's communicative intentions. The constative reply statements define the interrelation

between the initial and reply statements and express the hearer's attitude to the initial statement in the form of different strategies. The hearer's strategies are actualized by different tactics: direct correlation, particularization, generalization, clarification. The pragmatic meaning of the constative reply statements may be actualized in direct, indirect and implicated forms of nomination. The pragmatic variation of the constative reply statements, the organization of language material is determined by the hearer's intention and his social role. Special attention should be given to the description of the hearer's emotional state and his attitude to the speaker. The analysis of the constative reply statements functioning has led to the conclusion that their variation in the dialogical discourse includes a variety of tactics and is characterized by diversity of language means.

The analysis of the communicative intentions of the speaker and the hearer in the dialogical discourse, the analysis of the effective functioning of language units, of their semantic and pragmatic characteristics contribute greatly to the formation of the foreign language communicative competence in the process of students' foreign language learning.

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ACTIVE STUDENT-CENTERED TEACHING VERSUS TRADITIONAL METHODS OF TEACHING

The world is changing from an individualized society to a knowledge – based society. Unlike workers of the industrial age, who were expected to acquire most of the necessary knowledge prior to performing a job, information – age workers are expected to process large amounts of information on the job and develop the knowledge needed to solve problems or make decisions. The complex skills that define success for workers of the information age include critical thinking and