Pedagogical conditions of forming communicative

competences in students by means of game situations

Condiţii pedagogice de formare a competenţelor
de comunicare la studenţi prin situaţii de joc

Iskender Topcu, doctoral student,

Ion Creangă State Pedagogical University, Chişinău

Abstract

The article describes pedagogical conditions for the formation of communicative competence of students by means of game situations. It has been determined that the traditional approach to learning under the conditions of the modern school does not fully ensure the intensive mastery of the necessary system of knowledge. Using the system of game situations allows effective formation, improvement and development of skills and abilities of all types of linguistic activity. Game exercises, when used systematically, contribute to modeling the conditions of real communication in the learning process, which, in turn, leads to an increase in the level of motivation to learn a foreign language.

Keywords: pedagogical conditions, linguistic activity, communicative competences.

Rezumat

În articol se descriu condiţiile pedagogice pentru formarea competenţei de comunicare la studenţi prin situaţii de joc. Am stabilit că metodele tradiţionale de predare în şcoala modernă nu asigură pe deplin formarea sistemului necesar de cunoştinţe. Situaţiile de joc contribuie eficient la formarea competenţelor lingvistice. Activităţile de joc folosite în predare sistematic contribuie la modelarea condiţiilor de formare a competenţei de comunicare în procesul de învăţare şi la ridicarea nivelului de motivaţie în învăţarea unei limbi străine.

Cuvinte-cheie: condiţii pedagogice, activitate lingvistică, competenţe comunicative.

The process of formation of communicative competence in students by means of game situations occurs under the influence of pedagogical conditions that stimulate its development in the school educational process and the subsequent self-development. Identifying the pedagogical conditions of the formation of communicative competence in students by means of game situations, we used system, activity and communicative approaches, which are interconnected and reflect the essential characteristics of the competence studied.

The aim of the research was to characterize the pedagogical conditions for the formation of communicative competence in students by means of game situations.

The first condition used was "Positive motivation in learning a foreign language while organizing the educational process with the introduction of media space." Motivation is one of the complex mechanisms in the ratio of internal and external factors of personal behavior, which determine the occurrence, orientation and methods of implementing specific forms of activity.

Practical teaching experience indicates that there are no students without motivation to learn. Any cognitive activity of students in conjunction includes operational (knowledge, skills, abilities) as well as motivational components (motive, interest, attitude). Motivation is the source of activity, and motive is the object at which an individual's activity is directed. Learning activities are typically encouraged not by one motive but by a certain system of motives that interact and complement each other [3, p. 221].

In modern pedagogical science, there are two models of innovation:

1) innovations-modernizations that update the learning process and guide it towards achieving guaranteed results in the framework of traditional reproductive orientation; these are based on a technological approach to learning, aimed at communicating knowledge to students and shaping "activities" according to model;

2) innovations-transformations that transform the educational process, bring to it elements of research activity, and contribute to student's searching and learning cognitive activity [1, p. 178].

It is obvious that any innovation is due to some innovative activity which was defined by Rogova G.V as a lengthy, complex, multifactor and controversial process, diverse in content and technology. Studies conducted in the field of teaching foreign languages show that organization of the educational process for mastering the language increasingly acquires the characteristics of an innovative educational environment, mainly through the use of computer telecommunication technologies [4, c. 89].

The second condition was "Use of media space (newspapers, magazines, the Internet, advertising texts (video), cinema, fiction literature, installations) as means of developing communicative competence."

Teachers of foreign languages come to an important conclusion of the need of a synthesis of written and oral forms of speech at any level of teaching a foreign language. A newspaper text is the most suitable for this purpose since working with it contributes to assimilation of the rules for constructing a written form in a journalistic style, that is, it teaches written communication in a particular style [2, p. 163].

Thus, using information resources of the Internet by integrating them into the learning process it is possible to address a number of problems more effectively during a lesson: to form reading skills by using net materials of varying degrees of complexity directly; to improve writing skills by composing answers to partners and participating in essay preparation; to expand vocabulary, both active and passive, by means of modern foreign language, which reflects a particular stage in the development of the people culture as well as the social and political structure of society; to get acquainted with cultural knowledge that includes speech etiquette, nuances of the speech behavior of various peoples when communicating, features of culture, traditions of the studied language country [3, p. 94].

Communicative competence in its modern sense assumes formation of intercultural interaction. It is important here to decide for what purposes its capabilities and resources are going to be used: to incorporate Internet materials into the content of the lesson (to integrate them into the teaching program); to organize independent search for information by the students while working on the text; to arrange systematic study sessions of a certain foreign language course remotely under the guidance of a teacher [5, p. 6].

The third condition was "Possession of the methodology for conducting and organizing game situations involving interdisciplinary communication in teaching English."

The theoretical foundation of interdisciplinary connections are set forth in the works of S. Nikolayev, O. Kovalenko, E. Skorokhodko, N. Samaruk, K. Cusco, N. Vasilishina, A. Borisenko, and others. Links between elements of knowledge in individual subjects studied in school form motives for learning.

"Interdisciplinarity" in its broad, functional understanding is the collision, interpenetration, synergy of different sciences (disciplines) leading to the development of integration processes, growing interaction, mutual enrichment of methods, tools for obtaining new scientific knowledge [2, p. 61].

One of the effective means of solving the problem of learning communication in a foreign language, namely the means of creating a positive motivation for foreign language communication, is educational games or game situations. A game situation is a specially organized exercise that requires use of emotional and mental strength. Feelings of equality, the atmosphere of delight and joy, the sense that the task is within reach - all this makes it possible to overcome shyness, which interferes with free use of another language

words in speech, provides an adequate level of assimilation of the particular educational material [3, p. 156].

Thus, the successful implementation of the system of integration of the means of interdisciplinary connections into the teaching process depends on the readiness to identify such interdisciplinary connections and implement them into the organizational and pedagogical system of a secondary school.

The fourth condition was "The possibility of creating a real language environment for intercultural communication based on the technology of project activities."

The concept of pedagogical technology is used in the studies of V. Bespalko, V. Bogomolov, A. Verbitsky, A. Saveliev, K. Selevko, N. Talyzina, D. Chernilevsky, V. Yudina, and others, who consider it an integral system that includes goals, content, and process of learning.

M. Levina understands pedagogical technology as a system of consistent deployment of activities aimed at achieving the study goals and personal development of the students. According to V. Pityukov, pedagogical technology should be understood as an integral system of conceptually and practically significant ideas, principles, methods, and means of training and education, that guarantees a reliable and diagnosable result during the current period and at its subsequent reproduction and replication [1, p. 283].

The method of projects involves a combination of students' individual independent work with their work in small groups or an entire team.

The main provisions of this method of teaching a foreign language can be defined as follows: formation of each student's personal qualities and development of his creative abilities in the process of learning; development of the ability to cooperate in joint activities (group work); teaching English as a means of intercultural interaction [3, p. 38].

The project methodology makes it possible to master information, to draw parallels between different nations' cultures and legal systems, to find their common features and differences, to form a tolerant attitude towards sociocultural differences. Working on the projects, students actively use such computer programs as Open Office Impress and Microsoft PowerPoint as well as various Internet resources.

Having analyzed a variety of pedagogical conditions for the formation of communicative competences in students by creating game situations in English classes, we have specifically identified the following ones: positive motivation during foreign language learning when the educational process is organized with the introduction of media space; mastery of incorporating

methods of conducting and organizing game situations with interdisciplinary connections when teaching English; the possibility of creating real language environment for intercultural communication on the basis of the technology of project activities.

References

1. Game modeling in the activities of the teacher: A manual for students of higher educational institutions/Ed. V.A. Slastenina, I.A. Kolesnikova. – Moscow: Academia, 2006. 368 p. (in Russian).

2. Knyazeva E.N., Kurdyumov S.P. Transdisciplinarity of synergetics: consequences for education/E.N. Knyazev, S.P. Kurdyumov//Synergetic paradigm. Man and society in conditions of instability. – Moscow, 2003. 232 p. (in Russian).

3. Maslyko E.A. Handbook of a teacher of foreign languages: A reference book/E.A. Maslyko, P.K. Babinskaya, A.F. Budko, S.I. Petrova. – Minsk: Vysheishaia Shkola, 2005. 279 p. (in Russian).

4. Rogova G.V. The method of teaching English at the initial stage in educational institutions: A manual for teachers and students of pedagogical universities/G.V. Rogova. – Moscow: Academia, 2006. 332 p. (in Russian).

5. Kholod A.V. Interactive technologies as a means of forming communicative competence/V. Kholod//English language and literature – 2011, № 9, pp. 5-9 (in Russian).