

TEACHING METHODS AND WAYS OF DEVELOPING COMMUNICATIVE COMPETENCES OF STUDENTS

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Abstract

In this article, issues of developing language proficiency through interactions embedded in meaningful contexts are considered. This approach to teaching provides authentic opportunities for learning that go beyond repetition and memorization of grammatical patterns in isolation. The fact that psycho-pedagogical and psycholinguistic message calls speech production skills in language teaching methods qualify as speech skills. Their methodical in tradition can be divided into regulatory and communication skills. A central concept of the communicative approach to language teaching is communicative competence: the learner's ability to understand and use language appropriately to communicate in authentic (rather than simulated) social and school environments. Therefore, this article is devoted to reveal the mechanism of interdependence and relationships between the elements of the triad language - thinking - speech, the use of the term speech production skills in methods of teaching the English language.

Key words: communicative competence, types of speech, interpret, language material, knowledge gap, problem-solving, socialization, proficiency, sketches, psycholinguistic, production skills, communication.

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