

2001 352] Thus, it is possible to conclude that process of formation of organizational culture represents "regulation" of those foundations and customs which have already developed in high school and which are perceived by members of collective as only true at the decision of arising problems

The given process mentions not only symbolic, conscious foundations, but also unconscious base representations of the person. If the organizational culture is generated correctly – taking into account all features of the given organization then it will be the original catalyst of its effective work. Today it is necessary for higher educational institution to develop a complex of the administrative decisions directed on increase of appeal of high school for target audience that means use of various tools at formation and development of organizational culture of high school. It assumes not only creation of new departments in structure of educational institution, attraction of the new experts capable adequately to use the skills within the limits of high school business, but also to make active interrelations between departments for development of the balanced organizational culture.

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DEVELOPMENT OF COMMUNICATIVE COMPETENCE AS AN OBJECT OF FOREIGN LANGUAGE TEACHING

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The article deals with one of the most important objects of education, that is the communicative competence development of students. This competence is essential in the process of foreign language learning. Its development is supposed to be foreign language acquisition and its using in a situation of communication.

Communication is the most important concept that describes human world. Perhaps diversity of functions and roles of communication in the people's life determines the special status of this phenomenon. Based on that communicative function of communication between people it has some specific character. We suppose communication is an intersubjectival process, that has not just a motion of information but at least its active exchange. In such process the general sense is determined and the partners can affect each other. The effectiveness of communication is measured by this influence.

As a result of information exchange, communicative influence is possible when the communicator and the recipient have a similar system of codification and decodification. Learning either native or foreign language is a personal interest that appears in a social cooperation and communication. The success of communication is not based only on the wish of a speaker to enter in contact, but on the ability of adequate realization of speech intention. Such activity depends on the level of linguistic units proficiency and the ability to use them in the concrete situation of communication. However, the knowledge of some language elements doesn't mean "language proficiency as the instrument of communication". The unity of language and speech as instrument (language) and means (speech) of its realization is reached by the proficiency of communicative competence [Zimnia 2006]

Speech is a polymorphous activity that is presented in different forms such as external, internal, monolog, dialog, written, verbal and so on. It's important for understanding the specificity of foreign language learning. There is the main difference between "language" and "speech". Language is the system of relative symbols, using for transfer of the combination of sounds. These sounds have special sense and meaning for people. Speech is the complex of pronounceable or perceptible sounds that have as sense and meaning as the corresponding system of written symbols.

The language is the same for all people, who use it, but the speech has individual specific. The psychology of every man or the group of people, exposed in speech has some specific. Language expresses the psychology of nation if it is native. It's native not only for those who live today, but for other people, who lived a long time ago and spoke this language. The native language exists in a single of communicative functions, but it's the way for man to "appropriate" social experience, and then it's the instrument for expressing his own thoughts. Learning of the native language, he is "appropriate" the tool of knowledge about reality. The man satisfies his specific human needs such as cognitive, communicative and others in this process [Vygotsky 1982]

The foreign language has some features in comparison with other things. Learning of a foreign language, a person doesn't get immediate knowledge about reality. A language is an instrument of expressing thoughts about objective reality, which features and principles are the subjects of another discipline. In this way language has no subject, it's impossible for discipline. The specific of foreign language as a subject is endlessness and unlimited. In fact, if we compare foreign language with another subject, every subject has fixed thematic units, that satisfies student who has known it. Learning a foreign language, a student has to know units "Tenses" or he / she doesn't understand unit "Gerund". He or she should know everything. But nobody knows what "everything" is! It's the endlessness of a language.

Language in both ways has some features such as inhomogeneity. In wide sense it has a complex of conceptions, for example "language system", "language ability", etc. Current society needs pedagogy, as a way to form stable components of creative style of a person's mentality. It's necessary for its intellectual and

psychological development. Such direction of pedagogy helps to develop a student as a creative person. It should change cardinal forms and principles of pedagogic activity in the way of teaching foreign language. Earlier the teaching of language was comparably abstractive and theorized, but today it has applied character. Kopilova notes that one of the most serious and universal method of learning of a foreign language is a linguosocial and cultural method. It supposes to appeal to such component as social and cultural sphere. Person is the result of culture. Language is the result of culture too. This method considers two aspects of communication. There are lingual and intercultural [Kopilova 2005]. S. G. Terminosova points out that animals have language as the system of symbols and the means of emotions and mood expressing. So what is made the speech "human"? Today language is not only "the word stock, but the way to express yourself". It serves for "the purpose of communication and can express all complex of knowledge and conceptions about the world".

In the opinion of linguosocial and cultural representatives language is a powerful social tool, that forms human stream in ethnos, creates the nation by the keeping and transfer culture, traditions, social self-actualization of this speech complex. So intercultural communication means "adequate understanding of two interlocutor or people from different national culture, who exchange the information". Then their languages become "the symbol of belonging its native-speaker to special society". M. Hyde thinks, it needs the complex of skills to vary language means, depending on communicative situation, speech etiquette, rules of politeness and so on for forming an intercultural competence. In this meaning the intercultural communicative competence should be formed in special way. This is discovered by I. I. Khaleyeva, E. F. Tarasova, V. P. Furmanova, и др [Kulikov 2004, Homgmann 1954]. Khaleyeva thinks, communicative competence means adequate interpretation communicative intension of interlocutor as readiness and skills to join to "identification" and understanding of conceptual and pragmatic features of member from another linguosociety, to conceptualization "the another society's world" by means of social communication. So it has to have not only lingual, but conceptual system for successful intercultural communication.

Communicative method is usually used for foreign language learning and based on such principles as authenticity of communication, interactivity of language learning in cultural context and humanization of education. The first principle supposes that final objective of foreign language learning is to develop communicative competence. It means the learning of free orientation in a foreign community and the ability to react in an adequate manner in different situations. The main idea of this principle is to create the real situations for stimulation of the learning material and to help for adequate behavior. The principle of interactivity supposes to have the real cooperation. The main accent is to develop the ability of communication and group work. The third principle of communication is inclusion person to spiritual values of other culture by personal communication. This feature is realized in the development of linguocross-cultural knowledge and skills. In real language experience communicative method is used for communication without

fear. Man who knows grammar constructions and 600-1000 words can come to an understanding in foreign country [Hutmacher 1997].

Method of international colleagues is interesting for foreign language learning in aid of representation extension about modern experience. British method is based on integration of traditional and modern methods of teaching. Differentiation of age-specific group and multilevel access makes possible the development of some person and influences on world view, the system of values, self-definition, and ability of thinking. Individual approach is the key point of this method. The development of four acquirements such as reading, writing, speech and listening are the aim of all British methods. It is based on the using audio, video and interactive resources. Because of different methods (especially language technology) British courses promotes the forming of necessary skills. No doubt, the main merit of British scientists is the creation of courses based on authenticable material; they point out stylistics, their aim is to teach “situational” and «alive» English by “life” examples of almost real characters [Honigmann 1954]. Intensive methods are the most popular today. The intensification is seemed in science in generally as increase of productivity of labour without increase of time’s expenses. In educational process the intensification probably includes increase of extent teachable material without increase of time’s expenses and efforts of student and teacher, the increase of period of adoption. Great possibility of intensification education was put in the theory of systematic gradual development of mental actions [Elizarova 2001].

The communicative competence development of students in the process of foreign language learning is one of the most important objects of education. On the one side, it is the development of thinking that helps to solve a lot of problems. For example, to understand psychological content of action and another external human demonstration, to predict possible ways of other people’s behavior in the context of different situations, to project efficient and rational ways of communication with other people, to think absolutely, to understand the reasons of own behavior, to trust own feelings and to express them. On the other side, development of communicative competence is connected with establishment of balance between intellectual and emotional sides of person. Development of communicative competence is supposed to be foreign language acquisition and its using in a situation of communication. The perspective form of the development of communicative competence for foreign language learning is the implementation of gaming and role-playing elements in education.

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