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FORMATION LEARNERS' COMMUNICATIVE COMPETENCIES THROUGH DIDACTIC GAMES

Abstract

This article gives a conceptual apparatus of communicative competencies from different points of view and identifies active forms and methods of teaching English. One of the active forms of teaching English is games, the article contains an experiment in which didactic games are applied to practical classrooms to form the communicative competencies of learners. The research aims to ensure the effectiveness of the application of didactic games in English language lessons. The object of the research is the educational process of learners' communicative teaching in English language lessons. The subject of research is the conditions for the formation of communicative competencies in English language lessons. The conditions for the formation and development of learners' communicative competencies are thinking, communication, and personality. Research methods were applied - the average level of education of a specialized school was chosen as an experimental class. At the beginning of the experiment, a cross-sectional survey for learners, the results of the quiz were put in the table of S.F. Shatilov. During the research phonetic, grammar, and lexical games were applied in English language lessons. At the end of the research was made the final cross-sectional survey, and the results were put according to the table, based on which the dynamics of the growth of learners' communicative competencies had been figured out. The theoretical significance of the research lies in the fact that the teacher develops self-esteem, and increases the potential for the creativity of the learners person. The practical significance of the research lies in the fact that the game introduces learners to the communicative process, thereby motivating them to develop educational activities.

Key words: concept, formation, communicative competencies, linguistic competence, communicative approach, interaction, didactic games, experimental study.

Introduction

Nowadays, one of the purposes of teaching the English language is the formation of communicative competencies in foreign languages thus the essence of English language teaching is to form communicative competencies of learners, i.e. the communicative skills to keep interpersonal and intercultural communication with native speakers. Linguistic researchers note that the concept of communicative competence has been identified by many researchers. According to Noam Chomsky, any language is just a system of rules. Children are born with innate communicative skills to acquire language, developing their native language before attending school. A child's organism contains a mechanism responsible for learning to speak a language. In other words, communicative competence is always with a child's birth, he could acquire any language if people around him speak that language. Famous scientist Dell Hymes said in his work that any learner can gain communicative competence as to when to speak, when not to speak, and what to speak about and with whom, where, why, and in what manner. To get such competence a learner should be in a community, and have some motives, needs, and issues in action that are itself a renewed source of motives, interests, needs, and experience. Dell Hymes considered the term competence for use to be equated with competence for grammar. Within the developmental matrix, students acquire not only the knowledge of the sentences but also the gain knowledge of a

set of ways in which sentences are used. When learners have experience of speech acts they develop a general theory of the speaking appropriate in their community. Communicative competence is defined as the ability to convey and understand messages effectively and appropriately in various contexts and situations. According to Dell Hymes competence should be considered as a register of grading human capabilities. It means how a human can use knowledge of a language in different circumstances [1]. Concerning foreign language lessons we should take “knowledge” as a “foreign language acquisition” which is taught in lessons and which is going to be applied by learners in different circumstances. Language is defined as the capacity to construct grammatically exact forms and syntactic constructions and to understand sections of speech formed according to the actual practice of the English language and apply them in the sense they are used by native speakers.

The meaning of the study technology of education is to build educational knowledge as a system of tasks and develop means (prescriptions, techniques) in order, firstly, to help students understand the problem of the presented tasks (to make the problem visual), and secondly to find ways to resolve problem situations (problems in tasks) personally meaningful for students, and thirdly, to teach them to see and analyze problem situations, to isolate problems and tasks. The impetus in the learning process is the inconsistency between the highest level of student knowledge and the initial skill. The task creates the conditions for the manifestation of external contradictions and their translation into internal contradictions. For scholars, learning tasks act as cognitive tasks, among which various types can be distinguished: perceptual, speech, communicative, mental, etc. The task in the learning process is defined as a situation that requires some kind of action from the subject. This action is aimed at finding the unknown, based on using its connections with the known [2].

Materials and methods of research

The research aims to ensure the effectiveness of the application of didactic games in English language lessons. The object of the research is the educational process of learners' communicative teaching in English language lessons. The subject of research is the conditions for the formation of communicative competencies in English language lessons. The conditions for the formation and development of learners' communicative competencies are thinking, communication, and personality. Research methods were applied - the average level of education of a specialized school was chosen as an experimental class. The theoretical significance of the research lies in the fact that the teacher develops self-esteem, and increases the potential for the creativity of the learners person. The practical significance of the research lies in the fact that the game introduces learners to the communicative process, thereby motivating them to develop educational activities.

The criteria for the formation of communicative competencies are such as productive participation in communication in solving professional and social tasks; the ability to work in a team in different social roles and statuses; and reflection as an adequate self-assessment of oneself, assessed through pedagogical observation. The communicative competencies include linguistic, speech, linguistic, and socio-cultural competencies that reflect the formation of students' communicative competence.

The formation of students' communicative competencies through didactic games gives certain good results, increases interest in the lesson, and allows them to focus their attention on the main thing — mastering speech skills in the process of a natural situation, communication during the game. The place of play in the lesson and the time allotted to the game depend on some factors: the preparation of students, the material being studied, the specific goals and conditions of the lesson, etc. For example, if the game is used as a training exercise for the initial consolidation of the material, then it can take 15-20 minutes of the lesson. In the future, the same game can be played for 3-5 minutes and serve as a kind of repetition of the material already passed, as well as a discharge in the lesson.

The method of applying didactic learning games consists, first of all, of organizing the cognitive activity of students, in the process of which their abilities, especially creative, thinking ones, would develop. Didactic games can be grammatical, lexical, phonetic, and spelling.

The same game can be used at different stages of the lesson. But it all depends on the specific working conditions of the teacher, his temperament, and his creative abilities. It should be noted here that for all the attractiveness and effectiveness of the game method, a sense of proportion is necessary, otherwise, games will tire students and lose the freshness of emotional impact.

There are many advantages of using didactic games. Games can reduce anxiety, thereby increasing the likelihood of receiving information, and gaining new experience in the field of a foreign language, which is not always possible during a regular lesson. Didactic games encourage, entertain, educate, and promote fluency of speech.

The development of communicative competencies should take place in an environment that maximizes the involvement of all spheres of consciousness, all components of the personality. The process of acquiring knowledge should always come before entertainment in a sound, communicative way, in the center of the process should be a learner. However, the entertainment in the lessons encourages learners to get engaged in the activities and makes lessons more vivid and interesting. Just theoretical learning of grammar and vocabulary doesn't help learners to communicate, that is why contemporary education includes in itself different games in the educational process. So, one of the ways to form communicative competencies through active learning is didactic games which allow for direct inclusion of the language learning process into the model of learner's activities. This form of teaching is not only a close constituent of active learning. Its borders are open, it goes beyond the limits of active learning, supporting the useful side of the pedagogical activity as a whole. The most contemporary abroad scientists such as John Hyde, Joseph Callaghan, Jurgen Holler, and Katherine Livingstone emphasize the following features of didactic games:

- They are outer i.e. the result of the game can't be regulated;
- Unrepeated, the game can be played no matter when;
- Didactic games are followed by certain rules, which can be changed by members of the game;
- Didactic games should bring joy and satisfaction.

Methods and approaches used to teach English, competence and implement learner-activity method, which in turn, put up to the formation of communicative competencies, multicultural language personality, capable of providing a productive dialogue with other classmates to complete diversified activities with English. Practice of phonetic, grammatical, and lexical games in English language lessons allows learners to make routine work more exciting, increases their cognitive interest, and makes the learning process funny. In a game everything is equal; it is virtually practicable for a learner, even one that does not have enough solid knowledge of the language. Furthermore, a weak learner can become the first in the game: resourcefulness and skill talent are more essential than knowledge of the subject [3].

Consider the specific role of the teacher in such teaching. Authoritarian interactions are detrimental to productive learning. Therefore, the teacher must learn to take a partner position when communicating with learners [4].

Also, it is worth noting that, in gaming activities, learners often move from one place to another, it is a kind of physical exercise, they collaborate, listen to each other, or think alive, so it develops negotiation skills, certain speech patterns, and communication among learners [5]. Gaming activities are not only funny and interesting from the angle of methodic teaching, but healthy from the angle of medicine.

Didactic games seem to be particularly successful in helping learners develop problem-solving and decision-making skills and encouraging innovation. Without a doubt, gaming prompts learners to do a tremendous amount of research and inspires participants to spend an extraordinary

amount of time on task. Didactic games encourage the development of learners' qualities, ensuring the acquisition of knowledge under the influence of their interaction by increasing cooperation and activity between teachers and learners in the teaching process. In this case, by way of applying didactic games, learners improve their communicative competence, and teacher can achieve their goals.

In games, communication happens spontaneously and naturally, you can command and control others without using force, and you can form relationships that are different from those you would in real life. Didactic games and the learning process are tightly intertwined. From a cognitive perspective, these games offer a lot of value. Children mostly encounter narrow, specific mental order tasks in didactic games, which call for various intellectual operations to be used to solve them [6].

Games can be regarded as central to a language teacher's repertoire and not merely a way of passing the time. Games provide one way of helping the learners to experience language rather than merely studying it. They allow the teacher to create contexts in which the language is useful and meaningful. It is crucial to note that communicative games have contributed a positive impact on the teaching-learning process. This also implies that communicative games are expected to enhance students' enthusiasm and motivation. It gives an improvement in students' active participation, confidence, and fluency in speaking skills. In short, it can be described that the strategy of teaching and learning creates good, enjoyable circumstances and reduces the boredom and stress of the learning process [7].

Different types of role-playing games can be used in the process of forming communicative competencies in a foreign language: - imitation games - during the lesson, students' behavior in problematic situations is simulated; - operational games - it is clear, that special speech focused on practicing the performance of the action; - role-playing games with a plot (teacher-student, seller-buyer, doctor-patient; With the help of such games, students' behavior tactics, skills, and abilities to responsibly fulfill one's duties and responsibilities were improved [8].

The relevance of the topic of communicative competencies has been extensively studied so far, but the aspect of using didactic games in the formation of communicative competencies in English language lessons has not been sufficiently explored due to a lack of specific methodologies.

Results and discussions

The needs, preferences, and intentions of the learners' were identified, and the initial step was to assess the learners' initial level of English language proficiency, motivation, learning style, and cognitive abilities. These elements were used to adapt learning strategies and various activities concerning the personal needs and preferences of students, thereby ensuring their involvement, motivation, and activity throughout the educational process.

Appropriate research methods have been selected based on the needs of learners, preferences, and goals of learners, which are best suited for the formation of foreign language communicative competencies and use in various speech contexts.

Appliance activities in the classroom: the teacher should implement the designed activities in the classroom, ensuring that they are conducted in a supportive and learner-centered learning environment. This may involve using a variety of teaching techniques, such as group work, pair work, role-plays, simulations, and discussions, as well as providing students with opportunities to practice their language skills and competencies in real-life situations.

Control learners' progress and provide feedback: the teacher should monitor the learners' progress and provide them with constructive feedback on their performance; this may involve using a variety of assessment and evaluation tools, such as oral and written tests, self-assessment, peer assessment, and teacher observation, as well as providing learners with opportunities to reflect on their learning and set goals for future improvement.

Send back on the teaching process and adjust the strategies accordingly: the teacher should continually reflect on the effectiveness of the teaching strategies and activities, considering the learners' progress, feedback, and engagement; based on this send back, the teacher may need to adjust the strategies and activities to better meet the learners' needs and preferences, ensuring that they continue to develop their English language communicative competencies.

Having analyzed of psycho-pedagogical and scientific-methodical literature on the given topic it was stated the aim of the experimental-pedagogical research – was to put into practice that the appliance of didactic games in English language lessons might be an effective method in the formation of communicative competencies of learners.

The research took place in the “Bilim-Innovation” lyceum, in the middle stage of teaching. There are 11 learners in the group. This group of learners has an average level of English language preparation. Three learners have “excellent” grades, five learners have “good” grades and three learners have “satisfactory” grades. The learners are taught by the textbook *Complex Laser for Kazakhstan* by Malcolm Mann and Steve Taylor-Knowles [9].

The following methods were used: the method of observation, analysis, classification, and comparative method. At the beginning of the research, the teacher observed the learners' knowledge, by doing a quiz and putting the results according to the table of S.F. Shatilov. At the end of the research, learners were checked again to observe how far their knowledge had changed after using didactic games. During the term according to the studying program of the units “Our world”, and “Daily life and shopping” in English language lessons were applied the following grammatical, phonetic, and lexical didactic games.

Grammatical game “Find someone who...”, for unit “Our world”, this game is good for revision tenses such as Present Simple Tense and Past Simple Tense and also for asking and answering tense questions. Method of the game: the teacher gave each learner a handout. Learners could be allowed to ask up to three questions every time they communicate with their peers. If they got a yes answer, they would follow it up by proceeding to ask for details. As a follow-up teacher went through all the questions, and each student could answer a different one [10]. This game allows learners to recap tenses of the English language, and become more confident in using the right tense in different circumstances.

The phonetic game “Hidden Names” was also applied in the unit “Our World”, “Daily life and shopping”, this game is good in identifying the common sound in a group of words, it may be played in groups of up to 4-5 learners. The method of the game: The teacher gave each learner a puzzle and explained that the names of the four bloggers in the pictures were hidden in the column of words beside them. To find the names it was necessary to find the common sound that all the words in each column contain, and then put these sounds together to make the name [11]. This game improved the learner's pronunciation of different sounds and diphthongs.

The lexical game “Quick thinking” was also applied in the unit “Our world” and “Daily life and shopping”. This word association game is useful for developing and enhancing vocabulary as learners should be able to speak with a certain set of words on different topics. The method of the game: The teacher copied and cut out words and questions on handouts. Before it started, the teacher demonstrated the activity to the whole class. He wrote the following two words on the board *brave Internet* and a question *What do you think of having a blog?* He explained that the idea was to answer the question sensibly, but also try to bring on either or both of the words *brave* and *Internet*. For example, *I think that having a blog is possible on the Internet and only brave people can have it. Learners scored one point for every word used.*

According to Oxana Byrdina, Sergio Dolzhenko, and Yana Yurinova, situations for the games can be modeled in a diversified way such as posters, oral descriptions, and scenes, based on real-life situations. It is up to a teacher which method would be preferable for his class. However, it would be effective to use real communicative situations, which are fashionable to the learners, so that they could speak out their thoughts, and share their experiences. Learners solve

communicative tasks in groups or pairs, after all, they can make some conclusions in front of the classes [12].

The aforementioned games took place in every lesson of the term, taking into consideration differences in grammatical, phonetic, and lexical topics in the lessons, and were conducted to reveal the level of communicative competencies formation. The experimental research primarily took into account the program requirements for teaching the dialogic of speech in the middle stage. At this stage, learners should: interact with peers to negotiate, agree, and organize priorities and plans for classroom tasks; and describe and retell some extended stories and events.

Teaching speaking, some of the main objectives are: to ask more complex questions to get information about a growing range of general topics and some curricular topics; give an opinion at discourse level on a wide range of general and curricular topics; respond with some flexibility at both sentence and discourse levels to unexpected comments on a range of general and curricular topics; interact with peers to negotiate, agree, and arrange priorities and plans for completing classroom tasks; use appropriate subject-specific vocabulary and syntax to talk about a range of general topics, and some curricular topics. We can consider that all these objectives were obtained in the lessons through the aforementioned phonetic, grammatical, and lexical didactic games.

Table 1 shows the answers of the learners were checked and put according to the table of Sergei F. Shatilov [13]:

Table 1 – The answers of the learners according to the table of Sergei F. Shatilov

Learner's surnames and names	Quantity of pupils' phrases	Diversity of structures	Grammatically correct phrases	Phonetically correct phrases	Relevance statements to the topic
Abaev Aidar	2	-	+	+	+
BaurzhanAli	2	-	-	-	-
Gabdrashit Abilkair	4	-	+	+	+
Zhalgasbai Miras	5	+	+	+	+
Zainulliev Dinmuhammed	5	+	+	+	+
Ibatolla Rakym	1	-	-	-	-
Mendibaev Zhaskairat	3	+	+	+	+
Merekeev Sayat	3	-	+	-	-
Serik Alisher	3	+	+	+	+
Syrymov Aslan	3	-	-	-	-
Tilegen Beibarys	4	+	+	+	+
Note: Compiled by the authors					

From the results, it can be seen that not all learners have a sufficiently high level of speech skills. The table shows that almost all learners use a variety of structures in their speech, although not all reach the required number of lines (4-5 lines). Talking about grammatical patterns of speech we can say that in general, the learners' speech is not correct. Also, the table shows that learners' statements do not always correspond to the given situation. Having identified the level of communicative competence of learners we proceeded to the next stage of the research, to conduct the formative stage of the experiment to improve speech skills based on the usage of didactic games. To successfully perform this task practically we used didactic games at every lesson during the term. The final cross-sectional survey was done to identify the level of learners' communicative competence formation after applying didactic games in English language lessons.

Table 2 gives the results after applying didactic games in the lessons according to the table of S.F.Shatilov:

Table 2 - The results of applying didactic games according to the table of Sergei F. Shatilov

Learner's names and surnames	Quantity of phrases	Diversity of structures	Grammatically correct phrases	Phonetically correct phrases	Relevance of statements to the topic
Abaev Aidar	3	-	+	+	+
Baurzhan Ali	3	-	+	-	+
Gabdrashit Abilkair	5	+	+	+	+
Zhalgasbai Miras	5	+	+	+	+
Zainulliev Dinmuhammed	5	+	+	+	+
Ibatolla Rakym	2	-	-	+	-
Mendibaev Zhaskairat	4	+	+	+	+
Merekeev Sayat	4	+	+	+	-
Serik Alisher	3	+	+	+	+
Syrymov Aslan	4	-	-	-	+
Tilegen Beibarys	5	+	-	+	+
Note: Compiled by the authors					

In Figure 1, the dynamics of the growth of learners' communicative competencies have been figured out.

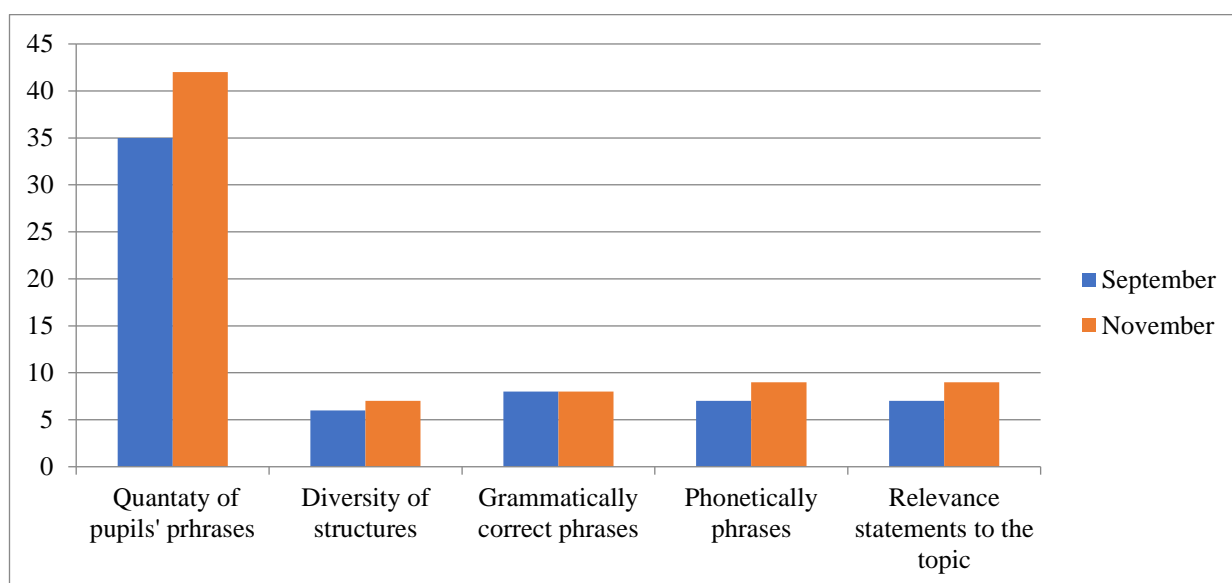


Figure 1 - The diagram of dynamics growth of learners' communicative competencies skills

Not: Compiled by the authors

Having analyzed the data in the table, it can be concluded that the level of communicative competencies has increased, and most learners have mastered speech skills at a sufficiently high level. It is also seen that nearly all pupils began to use a variety of structures in speech; the usage of different phrases in English has increased slightly. As a concerned grammatical aspect, we can say this figure has not been changed, because it is probably a bit difficult to use diversified grammatical structures in these situations. Also, the diagram illustrates the rise of phonetically right phrases of learners compared to the first table.

A comparison of the results of the initial and final stages of the research convinces us that didactic games provide the communicative competence of the learners. Learners have an opportunity to develop their personality and skills needed not only for professional work in the future but also, for routine life to communicate with other people.

Consequently, it can be stated that the hypothesis of the research that formation of communicative competence in English language lessons would be more effective under the condition of:

- the use of active learning methods;
- the use of didactic games in the lessons;
- compliance with the requirements for organizing didactic games in the learning and cognitive process.

Conclusion

1. The formation of students' communicative competencies through didactic games in English lessons is one of the forms of organization of the speech situation used for educational purposes. Didactic games are a good support for repeating and consolidating topics in English lessons. The conducted experiments in the course of the study showed the dynamics of the progress of linguistic, speech, and socio-cultural communicative competencies of students through didactic games. They can be successfully used on any topic of the course, as they include phonetic, lexical, and grammatical games. After using didactic games in the classroom, students' pronunciation of English words improved, their vocabulary was enriched and remembered, and students began to confidently use the English seasons, all this led to more confident communication with the teacher and with each other in English, as well as students developed a certain communicative competencies that they could use in the future.

2. The use of didactic games in English lessons has involved all students in the learning process, even shy students begin to actively participate in the gameplay. Students communicate with each other in English, work in a group, and begin to think in English collectively and individually. The speech and mental activity of the students became more active. The use of didactic games is not only interesting and informative but also reveals the creative, hidden abilities and talents of shy students.

3. The experiment was conducted during the first semester of the academic year, in the process of forming students' communicative competencies through didactic games, students will have to work in pairs, exchange partners, etc., only lexical topics can change, and didactic games remain as the basis.

4. The effectiveness of using research methods in the process of forming students' communicative competencies through didactic games was obvious during the experiment. Didactic materials were of paramount importance in English lessons, to increase the effectiveness of students' speech activity. The use of didactic games, along with innovative teaching methods, should be included in the curriculum to ensure that students develop the necessary linguistic, cognitive, pragmatic, reflective, and adaptive competencies for successful communication in English.

5. Summing up, we note that the study on the formation of students' communicative competencies through didactic games has shown the effectiveness of using empirical methods and approaches.

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ДИДАКТИКАЛЫҚ ОЙЫНДАР АРҚЫЛЫ БІЛІМ АЛУШЫЛАРДЫҢ КОММУНИКАТИВТІК ҚҰЗЫРЕТТЕРІН ҚАЛЫПТАСТЫРУ

Андатпа

Мақалада әртүрлі көзқарастардан коммуникативтік құзыреттіліктің түсінік аппараты беріледі және ағылшын тілін оқытудың белсенді нысандары мен әдістері ерекшеленеді. Ағылшын тілін оқытудың белсенді нысандарының бірі ойындар болып табылады, мақалада тәжірибе келтіріледі, оның барысында дидактикалық ойындар білім алушылардың коммуникативтік құзыреттілігін қалыптастыру үшін практикалық сабақтарда қолданылады. Зерттеудің мақсаты - ағылшын тілі сабақтарында дидактикалық ойындарды қолданудың тиімділігіне көз жеткізу. Зерттеу объектісі ағылшын тілі сабақтарында білім алушыларды коммуникативтік оқытудың білім беру процесі болып табылады. Зерттеудің мәні ағылшын тілі сабақтарында коммуникативтік құзыреттілікті қалыптастыру шарттары болып табылады. Білім алушылардың коммуникативтік құзыреттілігін қалыптастыру және дамыту шарттары ойлау, қарым-қатынас, жеке тұлға болып табылады. Зерттеу әдістері қолданылды - эксперименттік сынып ретінде мамандандырылған мектептің орта деңгейі таңдалды. Эксперимент басында білім алушыларға айқаспалы сауалнама жүргізілді, нәтижелер С.Ф. Шатиловтың кестесіне енгізілді. Зерттеу барысында ағылшын тілі сабақтарында фонетикалық, грамматикалық және лексикалық ойындар қолданылды. Зерттеу соңында қорытынды айқаспалы сауалнама жүргізілді, нәтижелер кестеге жинақталды, соның негізінде білім алушылардың коммуникативтік құзыретінің өсу серпіні есептелді. Зерттеудің теориялық маңыздылығы мұғалімнің өзін-өзі бағалауды дамытуы, білім алушылардың шығармашылық әлеуетін арттыруы болып табылады. Зерттеудің практикалық маңыздылығы дидактикалық ойын білім алушыларды коммуникативтік процеске тартады, сол арқылы оларды белсенді оқу қызметіне ынталандырады

Негізгі сөздер: тұжырымдама, қалыптастыру, коммуникативті құзіреттілік, лингвистикалық құзіреттілік, коммуникативті тәсіл, өзара әрекеттесу, дидактикалық ойындар, эксперименттік зерттеу.

ФОРМИРОВАНИЕ КОММУНИКАТИВНЫХ КОМПЕТЕНЦИЙ У ОБУЧАЮЩИХСЯ ЧЕРЕЗ ДИДАКТИЧЕСКИЕ ИГРЫ

Аннотация

В данной статье дается понятийный аппарат коммуникативной компетенций с разных точек зрения и выделяются активные формы и методы обучения английскому языку. Одной из активных форм обучения английскому языку являются игры, в статье приводится эксперимент, в ходе которого дидактические игры применяются на практических занятиях для формирования коммуникативной компетенций обучающихся.

Цель исследования - убедиться в эффективности применения дидактических игр на уроках английского языка. Объектом исследования является образовательный процесс коммуникативного обучения обучающихся на уроках английского языка. Предметом исследования являются условия формирования коммуникативной компетенции на уроках английского языка. Условиями формирования и развития коммуникативной компетенций обучающихся являются мышление, общение, личность. Были применены методы исследования - в качестве экспериментального класса был выбран средний уровень обучения специализированной школы. В начале эксперимента был проведен перекрестный опрос обучающихся, результаты были занесены в таблицу С.Ф. Шатилова. В ходе исследования на уроках английского языка применялись фонетические, грамматические и лексические игры. В конце исследования был проведен итоговый перекрестный опрос, результаты сведены в таблицу, на основании которой была рассчитана динамика роста коммуникативных компетенций обучающихся. Теоретическая значимость исследования заключается в том, что учитель развивает самооценку, повышает творческий потенциал личности обучающихся. Практическая значимость исследования заключается в том, что дидактическая игра приобщает обучающихся к коммуникативному процессу, тем самым мотивируя их к активной учебной деятельности.

Ключевые слова: концепция, формирование, коммуникативная компетенция, лингвистическая компетенция, коммуникативный подход, взаимодействие, дидактические игры, экспериментальное исследование.

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