

Technological Principles of the Formation of a Pupil's Communicative Competence

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Abstract: Teaching the Ukrainian language is considered in the context of the formation of a pupil's communicative competence, his ability to perform actively productive and reproductive speech activity in an oral and written form, various situations and spheres of communication. A communicative competence is classified as an integral complicated concept which consists of major components speech, lingual, discourse, socio-cultural, active competences. The linguistic-didactic organization of language teaching consists in following competent, individual and communicative-active approaches during a teaching process and in getting completely involved in the communication situation aimed at the development of each component of a pupil's communicative competence. The technology of language teaching was worked out and tested in the research (personally-oriented, problem, active, interactive, development of critical thinking) as well as linguistic-didactic tools (synthesis of traditional and innovative forms, techniques and means of teaching, a technological system of teaching methods). The technology of language teaching is classified as a system, specially organized, goal-oriented design of an educative collaboration of a teacher and pupils based on the subject-subjective interaction, realization of all technological components, constant feedback, current and final reflection, control and correction of the actions aimed at ensuring a final result. The research results show positive changes in the levels of pupils' formed communicative competence. Teaching was realized in the process of a native (Ukrainian) language at a general education school.

Keywords: *communicative competence; pupil; teaching technology; Ukrainian language.*

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1. Introduction

A social request and reformation of the system of education predetermines and requires raising an important question – the creation of a linguistic personality in the system of globalization tendencies of society. Which is why a current stage of language teaching, the introduction of a concept “New Ukrainian school” are characterized by the intention to identify and work out theoretic-methodological principles, ways and means of the efficient development of an individuality’s communicative competence. Language learning has a communicative direction; it has to develop pupils’ communicative competence, the ability to freely express a thought and feelings in all kinds of speech activity (oral comprehension, reading, speaking, writing) and in various spheres of communication (personal, public, educational). The peculiarity of modern development of Ukrainian-language school education is related to its focus on the formation of general and substantive communicative competences of the linguistic personality of students (Kucheruk, 2018). A communicative competence is formed in the conditions, artificially created by a teacher, at a Ukrainian language lesson.

A communicative competence as a methodological category by its contents defines a dominating direction of an educational process and it is oriented directly towards a practical aspect of language teaching. As noted in the article by Fantini (2020), current students will build a career in a globalized world, for this they need intercultural communicative competence. The results of our analysis of the communicative competence definitions give grounds to state that scientists classify it as a system, complex, complicated concept and define different structural components. Researchers understand a communicative competence as a complex use of verbal and non-verbal means with the aim of communication, the intercourse in concrete social-routine situations, the ability to orientate in a communication situation, the initiative in the intercourse (Brumfit, 1990). Analyzing the approaches of different scientists, we come to a conclusion that a communicative competence is a communicative potential of a personality which characterizes his/her communicative abilities, possibilities and defines the quality and success of the intercourse. A communicatively competent personality has to know the achievements of his/her people’s culture and also to understand people of other nationalities, religions, cultures, languages, social status, as well as to have a respect for them. The

current Ukrainian language program is aimed at developing a competent speaker.

The newest electronic tools will not replace the living word of the teacher, and therefore the role of information and communication technologies in improving the language teaching methodology is, first of all, related to the modification of the traditional methodology in terms of efficiency, individualization, pragmatism and rationality (Shyyka, 2017a). The article by Kucheruk, et al. (2019) deals with the problem of the use of e-learning resources for training of pre-service teachers of the Ukrainian language and literature. In the article of Reshetnyak (2017) the information and communication project technology in studying of Ukrainian Language on Philology Department in high school is considered. The relevance of using in the system of vocational education of students-philologists is investigated. For speech development of teenage students, it is most realistic and appropriate to use different types of computer games (with words, quest, web quest, puzzles, situational modeling) (Meleshko, 2017).

The principles of the selection of test tasks for monitoring students' academic achievements in the study of the Ukrainian language are considered in the article (Shyyka, 2017b).

Many scientists considered the problem of forming communicative competence in a multilingual environment. The problem of studying the Ukrainian as a foreign language is considered in the article (Zhovnir, 2019). The paper of Fabrychna (2017) deals with the bilingual e-glossary of Ukrainian and English terms in foreign languages and cultures teaching field. The emphasis of the study of Zagorodnova et al. (2019) is focused on the formation of a multilingual personality in a multi-ethnic environment in Ukraine. The article by Dalte et al. (2017) is devoted to assessing the value of the technology-enhanced environment in the study of English by Ukrainian preschoolers. The problem of studying the Ukrainian by the youth of the western diaspora is considered in the article (Romaniuk, 2017). The effectiveness of the use of ICT in the study of Ukrainian by foreigners is justified in the article (Dmytruk, 2017). Of interest is the study of factors determining intercultural communicative competence conducted in Japan (Munezane, 2019). Learning a foreign language is included in the curriculum of many institutions of fashion education, as established in the article (Yezhova et al. 2018). The article by Kao (2020) reveals the results of the introduction of Content and Language Integrated Learning in an online context to the undergraduate course of pre-service teachers.

The study of Álvarez (2020) focuses on intercultural communicative competence. The article of Candel and Agustin (2020) is devoted on using

an educational music blog to improve communication in English. An interesting approach to language design in linguistic communication is presented in the work (Murphy, 2020).

The theoretical and practical studying of the outlined problem made it possible to classify pupils' communicative competence as a complex of competences – subject (speech, language, discourse) and general educational (socio-cultural, active) – and to formulate an authors' concept about continuity, step-by-step formation, development and improvement of a communicative competence of main school pupils. It is to be stated that there is a certain disagreement between society's need in the development of a linguistic personality who has a high level of a communicative competence and specificity of current teaching of the Ukrainian language. The reality of general educational school shows poor performance concerning the formation of a communicative competence of the main school pupils.

2. Materials and methods

The purpose of the paper is to work out, substantiate and identify the efficiency of the communicative competence formation of main school pupils at the Ukrainian language lessons based on the creation of a holistic conceptual system of teaching technologies (personally-oriented, problem, active, interactive, development of critical thinking) and linguistic-didactic tools (synthesis of traditional and innovative forms, techniques and means of teaching, a technological system of teaching methods). Evaluate changes in the levels of primary school students of communication competence by the results of the systematic technological process of learning the mother tongue.

According to our hypothesis, in view of the above-mentioned conditions, the priorities for the formation of pupils' communicative competence are as follows: a modeling and implementation of communicatively filled content of educational material; an ensuring the activation of linguistic and informational material in various types of speech activity; a communicatively directed active teaching process which implies “immersion” into an educational communication situation; the following of competent, personal and communicative-active approaches; the introduction of the innovative technologies (person-oriented, problem, interactive, development of critical thinking); the use of communication-oriented traditional and innovative teaching methods, the application of the system of communication-oriented exercises based on the ethno-cultural texts. To

verify our hypothesis, we carried out some tests – conceptual (before experimental teaching) and control (after it was accomplished).

The concept of experimental studying established the orientation towards the development of a linguistic personality of a pupil, his communicative competence as the ability and possibility to perform a correct, relevant and perfect discourse in different communication situations and the spheres of interpersonal communication. In our experiment the process of teaching the Ukrainian language by its essence is person-oriented, competence-oriented, communicative-active, developing. According to a declared strategic aim of linguistic education – to form a pupil's communicative competence – a generalized technology of a modern Ukrainian language lesson was worked out; it became an initial principle for the development of the technology of a concrete lesson and it had a well-defined aim and pedagogical condition to be realized.

The research is grounded on competency-based, person-centered, cognitive, activity approaches to teaching the Ukrainian language. These approaches were used for the development of the methodology of the formation of a school student's communicative competence while teaching the Ukrainian language. A competency-based approach implied commitment of teaching and learning process to achieving the results planned (formation of communicative competence) and applying of knowledge, abilities and skills in speech practice. A person-centered approach involved the commitment of teaching and educational process to taking into account school students' personality traits, insurance of equality in communication and teacher-student partnership, subject-to-subject interaction of the participants of teaching and learning process. Cognitive methods of teaching provide for mastering the concepts – profound meanings of a detailed text arrangement, which is the impersonation of author's motives and intents. A cognitive approach facilitated the formation of school students' cognitive and creative knowledge, abilities and skills, focused academic work on conscious creating of utterances and meaningful perception of other's texts in course of active oral activity. An activity approach determined the priority of each learning session – the development of a student-speaker rather than a student-philologist in course of speaking activity while using a communicative situation close to reality. This approach allowed the authors to design effective forms, methods and techniques of teaching. The above approaches functioned in a holistic manner, complementing and deepening one another. Due to the interrelation of these approaches there appeared a methodically important platform of designing a process of forming school students' communicative competence.

A technological approach to teaching envisages setting of the goals, their specification and orientation towards the achievement of the results; preparation of materials and organization of teaching according to pre-set goals; evaluation of the current results, teaching correction aimed at achieving the set goals; final evaluation of the results. A lesson technology like any other technology is a complex concept. A content part of the technology defines its procedural part. The lessons structure should include the motivation-oriented, content related, and reflexive-evaluative parts relevant to the components of students learning activity (Perevoshchikova et al. 2019). All the structural elements of the technology which include content and procedural aspects express each other adequately; they are interconnected and act in interdependence. So, by the concept “technology of a Ukrainian language lesson” we understand a system, specially organized, goal-oriented designing of an educational collaboration of a teacher and a pupil based on a subject-subjective interaction, the use of technologies (or their complex), realization of all the technological components, regular feedback, current and final reflection, control and correction of the actions aimed at receiving a final result, declared by acting state documents. The main technological components of a modern language lesson include: subjects of education (teacher and pupil/pupils); designing (modeling, projecting, design); goal setting (the aim of a lesson, a complex of aims and tasks); contents (a theoretical, practical and methodological component); approaches, regularities, principles and rules of education; linguistic-didactic tools (forms, methods, practices, means); stages of a teaching process (motivation, goal setting, realization, monitoring, reflection, correction); a type, structure and model of a lesson. The components of a lesson technology function in the interaction and relationship within some clearly outlined pedagogical situations.

Promising technologies of a modern language lesson were worked out in the research – person-oriented, problem education, development of a critical thinking, interactive education.

A person-oriented technology of a Ukrainian language lesson envisaged the organization and management of the process of active teaching of a pupil directed towards the achievement of established educational goals of a communicative-active nature, of a different complexity and a range of problems. Language learning will be promising if the culture of relationships between the subjects of the educational process is renewed, the opportunities for the students to independently solve certain communicative tasks that will affect their personal development (Korytska, 2018). The technology of a person-oriented lesson implied that a pupil,

becoming a subject of the educational activity, would learn its key stages: orientation – goal definition – projecting – organization – the implementation process – control – correction – evaluation. The activity organization in the context of a person-oriented education was directed towards pupils' understanding of their subjectivity through: comprehension of their personal meaningful goal, norms, stages of educational activity; values in the context of educational activity – these are the qualities of a pupil's personality, his actions and deeds which facilitate the achievement of an education goal; a subject's realization of a possibility to choose defined ways to come closer to the set goal, continuous training of subjectivity – the ability to choose freely and to bear responsibility; setting up establishing reflection. A structural person-oriented technology of a Ukrainian language lesson was worked in the research: motivational stage, goal setting, realization, reflexive-corrective stage. The technology of the realization of these stages of a lesson was carried out with the consideration of individual psychological features of pupils, their subject experience. The procedural realization of the stages of a person-oriented technology was aimed at the creation of necessary conditions for self-knowledge, self-realization, self-expression of each pupil in a class and the whole class. The creation of communication-oriented pedagogical situations and pupils' "immersion" into them with the aim of goal-oriented self-development was determinative in ensuring the goal achievement of a person-oriented lesson. Different types of person-oriented situations singled out by an educational goal and the ways of a goal formulation were designed and used in the research: a situation of interest, a situation of choice, a problem-search situation, a play-role situation and a success situation. In the course of testing education, according to this technology pupils were given freedom to choose variants of exercises, tasks, ways how to do them and to create the conditions for such choice, to work out a system of individual and differentiated exercises and tasks. A person-oriented technology of the Ukrainian language developed by us in the research focused the attention on the development of an individual linguistic personality of each pupil as a speaker-practitioner (not a linguist-theoretician), a subject-subjective interaction (a teaching process is performed together with pupils rather than for pupils), anthropocentricity (educational work is directed not towards the class as a whole but towards the personality of each pupil). In the process of implementation of a person-centered technology the students were given freedom in choosing exercises, tasks, modes of their accomplishment, report forms based on past experience. A system of individual and differential exercises and tasks was developed, an additional reference list was provided

(typed or electronic one, for example, while giving a lesson in a “reading room” environment, when there is a free on-line access to dictionaries, reference books, etc.). Teaching differentiation promoted successful development of each student: the students were not divided into strong and weak, were not focused on undertaking simplified or complex exercises; the tasks and exercises differed in degree of self-sufficiency of techniques of cognitive activity.

A problem technology in experimental education implied the process of pupils’ active learning of new knowledge and modes of action directed towards a pupil’s independent formation of his communicative competence: to intensively acquire (not receive) knowledge and develop skills, to develop independent active cognitive activity of problem orientation. Problem teaching is based on pupils’ acquiring new knowledge through solving theoretical and practical problems, it has two important spectra – knowledgeable and active. The types of problem situations were worked out and used in the research: by the contents of teaching material (speech, language, communicative); by information load (communicative-behavioral, moral-ethic, social-political, scientific); by nature of teaching activity (illustrative, evaluative, experimental); by the trend of searching something new (search of knowledge, theoretical data), practical (skill formation, search of action modes, experience acquiring), creative (the use of knowledge and skills in new conditions); by a structural stage of a lesson (motivational (they stimulate pupils to learning activity), goal-oriented (they direct comprehended active learning aimed at getting an earlier defined final result), practical (connected with the performance of concrete education work of a speech, language, communicative context); reflective-corrective (they compare an expected result with a received one, make corrections if necessary). To create problem situations the following material was used: language, speech, communicative concepts, linguistic units, text, heuristic questions, Socratic dialog, problem and research questions, riddles, experiments, analysis of life situations, etc.

The technology of critical thinking development consisted in perception, comprehension, interpretation of educational linguistic means (texts-concepts) and forming the skills to think over it, to suggest hypotheses, to check their reliability, to consider alternative thoughts, to prove and substantiate. The learning process is aimed at forming the learner's communicative competence, his functional literacy. It has to be stated that the technology of critical thinking development is perceived as a practical use of a scientific approach to a non-trivial problem solution: in the context of our research – to solve speech, language, communicative

problems; in the framework of a concrete lesson – to solve educationally important problems, and in the future – to solve vitally important problems. Content and procedural peculiarities of this technology were created and implemented taking into consideration the stages of a cognitive process of critical nature (challenge – comprehension – thinking). In the research during the realization of the critical thinking technology, active teaching was carried out in stages: I stage – to learn the information, perceive, comprehend (reproduce information); II stage – to analyze the information contents, to choose the right thought (to appropriate information); III stage – to select arguments, to work out a system of evidence; IV stage – to make a decision which is based on true evidence, to express own thought (to produce information). Development of critical thinking is a multi-faceted and multistaged process which requires implementation of dialogical subject-to-subject interaction of all participants of learning process in various positions. This implied using of discussion form of learning whereby critical mental processes are being activated. It is important for school students to be active participants of discussion: to speak their minds freely, take remarks well, listen to the opinions of partners in conversation and adopt a correct joint decision. The teaching and learning process was a specific exchange of knowledge and a collective selection of a true discovery or decision. During the learning and cognitive discussion the teacher motivated, directed, corrected, controlled the students. The task of a teacher is to persuade students of validity of the course content, which is scientific-based.

The interactive technology of language teaching in the process of experiential learning was to create comfortable pedagogical conditions in which, through active learning, each pupil develops a communicative ability, an intellectual capacity, personal qualities. Interactive teaching consists in the fact that an educational process takes place in the conditions of constant active interaction of all pupils. This is mutual learning (group, collective, learning in cooperation) where a teacher and pupils are equal subjects of a teaching process. This confirms the presence of an educational-cognitive discourse within a lesson which we understand as a communicative presentation of a contact subject-subjective communication (teacher – pupil – pupils) with the aim of conveying scientific-content information and developing all components of a communicative competence (speech, language, discourse, socio-cultural, active). The central moment of the mentioned technology is the interpersonal educational-cognitive interaction, and its major peculiarity is a pupil's ability “to immerse” into a communicative situation, “to take a role of somebody else”, to imagine how he is perceived by an interlocutor, to interpret the actions of others and to

strategically construct and perform own actions. The teaching process envisages the simulation of communicative situations, problem situations, the use of didactic games, a joint solution of a set cognitive problem. Such technologies as cooperative teaching, collective-group teaching, situational modeling, working over questionable issues were implemented into the interactive technology. In terms of interactive technology the teaching process implied modeling of communicative and problem situations, using of didactic games (role playing, business simulation game), joint solution of the cognitive and research problem. Interactive cooperation excluded both teacher dominance and one thought over the other one. When engaged in cooperation, all the participants of the teaching and learning activities (interpersonal learning and cognitive discourse) reached a decision, learnt to be more democratic, language-active.

The linguistic-didactic tools, worked out by us, were used in the research; they include the synthesis of traditional and innovative forms, methods, practices and means of teaching which are defined by contents, aim and tasks of a lesson, are in constant relationship and interaction, are directed towards and introduced for the achievement of an earlier planned result. To develop a speech (productive and reproductive), language and discourse competence, a technological system of methods and practices of the Ukrainian language teaching (Table 1), constructed in accordance with a theme, contents and stage of a lesson, was introduced. A technological system of methods is a practical expression of a holistic technological system of language teaching methods at a concrete lesson (Kucherenko, 2017). It has to be stated that a technological system of methods had a different realization structure: linear – step-by-step realization (frontal activity dominates), non-linear – methods function simultaneously in the conditions of differentiated group teaching (pair, group activity).

Table 1. Technological system of language teaching methods in main school

Lesson stage	Teaching method
Motivation	Problem, research, creative methods, concretized by different practices: discussion of epigraph, revealing of language concepts in rebuses, drawings, prediction of language phenomena and communicative actions, imagination of communicative process, linguistic fairy tale, play-role activity, “intentional mistake”, “horizon line”, communicative situation of problem, search, research nature, example from life experience or fiction, local lore information

Goal-setting	Conversation, questioning, planning, synthesis, analysis, “tree of goals”, “Know – want – learned”
Knowledge acquiring	Evidential story, problem-information story, narrative in a form of a dialog, polemic story, story-visualization, heuristic conversation, Socratic conversation, observation of the language
Skill formation	<p>Language skill formation: language exercise, language analysis, modeling of language units, dictation, linguistic game, linguistic experiment, problem method, word portrait, “clustering”, synectics, brain storm</p> <p>Speech reproductive skill formation: speech exercise, text interpretation, directed reading, comprehension and text analysis, retelling</p> <p>Speech productive skill formation: speech exercises, situational exercise, “clustering”, “sencan”, “microphone”, brain storm, dialoging, project, creative methods, invention</p> <p>Communicative skill formation: communicative exercise, rhetoric exercise, situational exercise, didactic game, communicative training, discussion, case method</p>
Reflection	Reflexive conversation, reflexive exercise
Control	Conversation, exercise method, dictation, close-text, computer control, self-control, etc.

Actual approach to learning Ukrainian language in the development of digital environment promotes the use of a system of methods: methods that ensure mastery of the language (practical, reproductive, problematic, search, visual, deductive, inductive; methods that stimulate and motivate learning activities (cognitive games, problematic situations, etc.); methods of control and self-control (creation of knowledge maps, tables, test, etc.). Thus, with the use of worked out teaching technologies and linguistic-didactic tools, in the experimental teaching teachers were given the possibility to develop a communicative competence of each pupil.

Our system of communicative exercises facilitated the formation of a communicative competence: language, conditionally-speech and communicative. Language exercises were directed towards the learning of a meaning and a form of language units in the intercourse, the formation of language skills. Conditionally-speech exercises were aimed at the comprehension of the process of a speech activity, speech means, the understanding of some peculiarities in the use of language units in communication situations and in the spheres of application, the development of speech skills to analyze and construct language practices, to form and express a thought in personal statement. Communicative exercises during experimental training are were used to develop a productive and

reproductive speech activity, to create oral and written dialog and monolog texts, to form the readiness for a discourse considering a communication situation. During the research the exercises were introduced in the following way: language – with an example, an instruction, a task; conditionally-speech – imitative, substitution, transformation, reproductive; communicative – with a model, an instruction, a support.

During the research a communicative training activity envisaged pupils' active "submersion" into an educational communication situation, the analysis, the creation and use of verbal and non-verbal means in personal and strange texts, a consequent organization of their communicative actions and the analysis of a communicative behavior of a speaker and an interlocutor. We consider all kinds of a speech activity, required for the development of pupils' communicative competence, as a demonstration of various sides of communication. In the process of a receptive activity pupils perceive, analyze strange statements, choose meaningful elements to restore the contents, essence, structure, organization of a text. During a productive speech activity pupils create content informative parts, combine them in a compositional-structural text according to a communicative goal and intention, realize in oral and written speech.

A complex analysis of the formation process of pupils' communicative competence envisaged the use of general scientific (observation, description, induction, deduction), projective techniques (designing and supplement), empiric (qualitative and quantitative analysis of statements; linguistic content-analysis of the texts, linguistic-statistic) research methods. The experimental study was conducted during 2015–2019. The pedagogical experiment was attended by 327 students of 5–9 grades of urban and rural schools of Cherkassy region. The age of the primary and secondary school students was 11–15 years. There were 165 students in the control group (CG) and 162 students in the experimental group (EG) studied Ukrainian using developed learning technologies. The study was conducted according to the decision of the Scientific and Methodological Center "Formation of the national-linguistic personality in the conditions of continuous education" of the Pavlo Tychyna Uman State Pedagogical University (protocol № 1 of January 17, 2015). The study complies with the ethical standards for the participants of the experiment. During our research a stating experiment was carried out (tests and control papers for the pupils of grades 5 and 9) to identify the formation level of pupils' communicative competence.

The testing of the pupils was done with help of one form – open test questions worked out by us – and it had the aim to find out the level of theoretical knowledge of communicative direction.

In the course of the research, testing tasks concerning pupils' speech making were used □ making up a statement in a concrete communication situation. Doing the tasks pupils made up monologs and dialogs according to a defined communication situation and its established components (addressee, sender, theme, aim, motive, conditions of communication). When preparing the tasks we believe that the indicator of the formation level of a communicative competence is the development of its components □ speech, language, discourse, socio-cultural and active.

The tasks for each grade were prepared to identify:

- language skills to use linguistic means in accordance with the norms of a literary language;
- speech skills to make up and perceive a dialog and a monolog, to choose correct language means in accordance with a style, type and genre of speech;
- communication skills to realize a motive and aim of communication, to use verbal and non-verbal means in the statements according to a communication situation;
- socio-cultural skills to use people's cultural achievements according to a communication situation;
- active skills to organize communicative actions, to express own thoughts creatively and informatively.

3. Results

The analysis of the answers to the test questions showed a low level of knowledge, as only one third of pupils gave the right answers. Fifth-graders were familiarized with a monolog (47.1%) and a dialog (67.8%) as the forms of speech. A small number of pupils understand a concept “communication” (34.3%) and “addressee (interlocutor)” (23.6%). 47.3% of pupils know with which words to address an interlocutor and 22.5% of pupils are familiar with the role of adjectives in speech. 62.7% made a mistake in choosing a relevant sentence in a verbally described communication situation. Pupils of the 9th grade showed partial knowledge of a theoretical material. We received most of the accurate answers (51.2%) to the question about the number of polylog participants. 18.6% of the pupils were able to say what communicative motive was. 21.5% of the pupils gave a correct consequence of the elements of a communicative situation

which should be used in the process of speech making. 23.9% of the tested pupils state that facial expressions and gestures are a non-verbal demonstration of the attention to an interlocutor. 45.8% of the pupils realize that it is necessary to use thinking and narratives in the process of a discussion. Pupils (52.1%) use nouns in the form of a vocative in addressing as a kind of speech etiquette. 22.7% of the respondents understood and gave a correct definition as to which communicative role pronoun “You” played in a sentence according to a verbally described communication situation. Total results of the tests confirmed the assumption that theoretical information of communicative direction was learned by pupils partially, which is why it turned to be an insufficient base for the development of their communicative competence; pupils understand communicative concepts superficially or do not understand them at all, not always they realize with which communicative purpose to use them in the speech.

To study the levels of a communicative competence formation of main school pupils, control tasks aimed at the identification of the skills to perceive and create speech were worked out. The correctness of the control testing tasks was evaluated by the criteria in accordance with the components of a communicative competence established by us. The criteria to define the formation levels of pupils’ communicative competence are the following: motivation, communicative expediency, situational nature, cultural-language correctness. Four levels were classified on the basis of the chosen criteria: high, sufficient, average and low.

The results of the analysis, presented in Table 2, gave us the possibility to identify the formation levels of pupils’ communicative competence.

Table 2. Formation levels of pupils’ communicative competence

Grade	Level (%)			
	High	Sufficient	Average	Low
5	4.6	23.4	54.1	17.9
9	9.7	27.5	48.2	14.6

The data of a stating stage of the experiment proved the insufficient formation level of pupils’ communicative competence. The lack of the necessary theoretical knowledge, communication-oriented teaching activity resulted in poor motivation, speech activity and failure to realize proper skills in practice. The stating experiment pointed to a contradiction between a target orientation of acting state documents concerning the development of pupils’ communicative competence and a final result in school studying.

Thus, there is the necessity to improve and work out a linguistic-methodological system of the formation of pupils' communicative competence at the lessons of a native (Ukrainian) language.

A control experiment was carried out in the conditions of a continuous monitoring of the pupils' speech quality. The methodology of oral and written control over the formation levels of pupils' communicative competence was chosen for the diagnostics. To find out the peculiarities of the development process of the creation and perception of pupils' speech, the following methods were used: control works, techniques (design and supplement), the method of qualitative and quantitative analysis of a sentence and a statement, a linguistic-statistic method.

In the course of the research, the effect of the developed technologies and linguistic-didactic tools on the adequacy of a teaching process was analyzed, the indicators of the development components of a communicative competence of the main school pupils were recorded according to the established criteria, the quality of a teaching process, confirmed by the levels of educational achievements in the native language, was determined. The attention was paid to some positive changes in a motivational sphere (motivational readiness for active learning, initial and current motivation of educational work) and in goal setting, which was proved by cognitive-research activity, initiative, creativity, interpersonal sociability of pupils. Average indicators of the quality of pupils' educational achievements were calculated by a formula $P_{average}(\%) = (P_1 + P_n) / n$, where $P_1 + P_n$ —an indicator of high, sufficient, average, low levels of the formation of some competence, n —a number of components. Generalized average indicators of the formation levels of communicative competence components (speech, language, discourse, socio-cultural, active) were calculated as an average value from the sum of average indicators of a component formation. Pupils' communicative-speech skills, formed during the period of five years, beginning in the fifth grade and finishing in the ninth grade, were the object of verification. The process of pupils' communication and the outcomes of their educational work (essays, compositions) were analyzed in the process of research teaching.

The purpose of the verification of pupils' communicative competence formation was to identify the level of knowledge as to the competence: speech (styles, types, stylistic functions of language units, forms of speech (monolog, dialog, polylog), language (phonetics, vocabulary, morphology, syntax), discourse (text, discourse, process of communication, communicative situation, non-verbal means, communicative behavior). The knowledge level was examined with help of texts. A high level of knowledge

was shown by 31.7% of EC pupils and 16.2% of CC pupils, sufficient and average levels were recorded for 28.2 %, 34.4 % of EC pupils and 21.4 %; 49.2 % for CC pupils. 5.7 % of EC pupils and 13.5 % of CC pupils showed a low level. According to the quality-quantity indicators of testing results we can state that the quality of EC pupils' knowledge is 12.2% higher than that of CC pupils.

To check the formation level of speech reproductive competence, pupils were asked to write an essay. Summing up the data of experimental sampling (Table 3), we can state that pupils of EC classes have 20.4% higher formation quality of reproductive speech skills than CC pupils.

Table 3. Formation results of speech reproductive competence

Skills and habits	Level (%)							
	High		Sufficient		Average		Low	
	EC	CC	EC	CC	EC	CC	EC	CC
To follow a communication situation, to strategically organize communicative actions	32.4	28.7	36.3	30.4	24.1	25.6	7.2	15.3
To reveal a theme and a main idea	27.4	18.2	34.6	27.5	32.7	37.1	5.3	17.2
To build content and compositional parts logically and consequently	24.9	15.3	38.9	29.4	27.9	39.1	8.3	16.2
To use linguistic means of a text-sample	29.3	21.3	31.2	24.7	35.3	44.5	4.2	9.5
To select language means according to the conditions of a communication situation	21.5	14.8	28.2	22.7	44.8	47.9	5.5	14.6
To follow the norms of a literary language	37.5	24.4	34.9	27,5	22.3	33	5.3	15.1
Average value	38.9	25.7	35.7	28.5	20.3	30.1	5.1	15.7

To verify the formation level of *speech productive competence*, it was proposed to write a composition taking into consideration a determined communication situation, a theme, a goal, a motive, a place, conditions of the intercourse. Quantitative research results are presented in Table 4. Thus,

we can state that the quality of the productive competence formation of the pupils of EC classes is 21.5% higher than that of the pupils of CC classes.

Table 4. Formation results of speech productive competence

Skills and habits	Level (%)							
	High		Sufficient		Average		Low	
	EC	CC	EC	CC	EC	CC	EC	CC
To follow a communication situation, to strategically organize communicative actions	27.6	16.9	37.9	35.1	19.7	25.9	14.8	22.1
To reveal a theme and a main idea	30.1	18.3	40.3	34.6	18.9	27.1	10.7	20.0
To formulate contents considering a communication goal	29.7	17.7	39.1	34.8	20.1	26.3	11.1	21.2
To build content and compositional parts logically and consequently	30.7	16.8	38.7	34.1	17.9	26.8	12.7	22.3
To use language means according to speech style and type	28.9	16.8	38.5	32.9	19.4	27.4	13.2	22.9
Average value	29.4	17.3	38.9	34.3	19.2	26.7	12.5	21.7

A comparative analysis of the formation levels of pupils' speech, language, discourse, socio-cultural, active competences made it possible to identify a generalized development level of pupils' communicative competence after the research was done. To determine the dynamics of pupils' achievement level, the mathematical processing of the results of stating and control testing was done by the method of a comparative analysis. The comparison of the final control results of the research with the data of stating testing confirms the efficiency of the developed technologies and linguistic-didactic tools. In the process of the experiment the formation level of pupils' communicative competence increased significantly as compared with the results of stating testing (Figure 1).

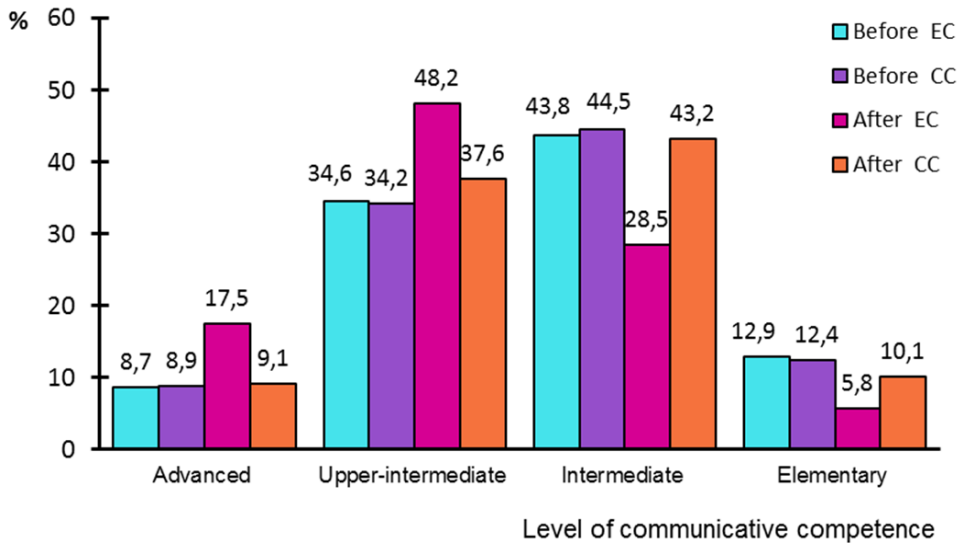


Fig. 1. Formation levels of a communicative competence of EC and CC pupils before and after the experiment

In the process of experimental teaching the formation level of pupils' communicative competence as to the results of a stating stage of testing increased: a relative number of pupils with a high level at the end of the experiment increased by 8.9%, with a sufficient level – by 13.2%, the number of pupils with an average level decreased by 16.2%, with a low level – by 5.9%. The above-mentioned results prove the occurrence of well-expressed positive changes in the formation level of a communicative competence of the pupils who have studied in the experimental classes.

4. Conclusions

Our researches have confirmed the efficiency of the simulated language teaching technologies in the aspect of a person-oriented technique, a developing problem technology, a technology of critical thinking development, an interactive technology, created linguistic-didactic tools, which is a complex of traditional and innovative active forms, teaching techniques, practices and means. The results of the research done prove that a developed system of communication-oriented exercises (language, conditionally-speech and communicative) with a support on ethno-cultural texts of various styles, types and genres of speech, introduced comprehensively, gradually and regularly at the majority of aspect lessons and lessons of the communicative skill development, is quite efficient. The

research results state: the use of theoretical-methodological support, constructed technologies and linguistic-didactic tools of a modern Ukrainian language lesson facilitate the increase of pupils' level of educational achievements in the Ukrainian language, in particular the development level of their communicative competence. The results of the pedagogical experiment proved convincingly that a communicative competence was properly formed by the main school pupils in the process of language learning. The methodological recommendations concerning the application of the constructed technologies and developed linguistic-didactic tools for the Ukrainian language teaching at the main school, their practical implementation comply with true tendencies in the development of language education in Ukraine and they are challenging.

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