THE ROLE OF INFORMATION TECHNOLOGIES IN DEVELOPING COMMUNICATIVE COMPETENCE

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Annotation: This article is devoted to use of IT and through it to develop communicative skills in combination of different content forms. It seems appropriate that the language teachers should integrate it into their lesson and assessment planning in the same way they have been doing with video, film and computer assisted learning strategies.

Keywords: communicative, IT, component, multimedia, implementation, using, process, approach, appropriate, to enhance.

Current trends in higher education, the transition to a new paradigm - a competency-based approach to training qualified specialists suggest requirements for teaching foreign languages in the higher education system. In the context of the new requirements for teaching foreign languages, the formation of a foreign language communicative competence is fundamental. One of the components of a foreign language communicative competence, having a complex multicomponent structure, is lexical competence. As the IT technology becomes more readily available to all of us, it seems appropriate that the language teachers should integrate it into their lesson and assessment planning in the same way they have been doing with video, film and computer assisted learning strategies.

IT is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia devices are electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; by including audio, for example, it has a broader scope. Technology is no longer foreign to the earth's citizens. Technology has played its role in multiple fields of work, particularly in education. During the last two decades, the implementation of Information and Communication Technology (ICT) in language education has become a real topic of interest. The use of technology has become significant in the teaching and learning process in and out of class. Technology opens a window of improvement in language learning. Not only that, media technology allows teachers to enhance classroom activities and language learning process. This shows that there is a brand-new era, which assigns challenging responsibilities for modern teachers. The traditional teaching method has been changed drastically with extraordinary access to technology. The implementation of technology has provided options for a more interesting and productive teaching and learning sessions predominantly in language learning. If a language learner were asked what they think the goal of a language course is, they would probably answer that it is to teach the grammar and vocabulary of that language. However, if they were asked what their goal is as language learners, they would most probably answer that it is to be able to communicate in that language. I am not saying that in actuality the goal of a language course is to teach solely grammar and vocabulary -well, at least it should not be just that anymore. Fortunately, the focus of second language teaching has moved from purely teaching grammar and vocabulary, to providing the skills for effective communication. In linguistics specific terminology, a language course should not only have "linguistic competence" as its goal, but "communicative competence" in general.

The appropriateness depends on the setting of the communication, the topic, and the relationships among the people communicating. Moreover, being appropriate depends on knowing what the taboos of the other culture are, what politeness indices are used in each case, what the politically correct term would be for something, how a specific attitude. For instance, when the PE teacher asks him why he is not wearing the appropriate clothes for the class, he feels lost and cannot explain that bleach got on his gym clothes so his parents will have to buy the right words, expressions, and attitude towards a specific topic, setting, and relationship. Many English learners can do well in class but do not necessarily have sociolinguistic competence. Luckily, we can promote him a new set in many ways.

The questions for reflection made me call back the process of teaching at the university and analyze to what extent our students are competent in sociolinguistic field. Just now, no matter whether a given class is considered more communicatively oriented or less, sociolinguistic instruction is mostly neglected in classroom practice. Although the students have different learning outcomes in speaking and listening skills, they do not differ in sociolinguistic performance. The group of students, for whom I teach, are future textile specialists. For them it is one of the most vitally important essence of language features to acquire. What this competence means and how it should be developed. For me it is important to explore it by becoming language learners in which my students see how this competence can be developed during the lessons, as they will have to make contracts in the field of business. I would argue that within textile, there is an almost infinite variation of situations, which require an appropriate form of language behavior. In many of the set situations such as letter writing, there are often clear rules to follow depending on the type of letter (for example a letter requesting the payment of an overdue account will be different to that welcoming a new client). Using spoken materials as a lesson mostly focus on improving speaking skill of the students. Besides, it is possible to use media material such as videos from You Tube. For example, a short video about fibers. What sort of tasks are required- discrete points, integrative, simulated 'authentic', objectively assessable? In the survey, test-takers will have to use the appropriate phrases about the "What is fiber?". As, for authentic fashion, fiber not only motivate them but also, give them information about phrases and constructions that are used in real life situations.

Due to this, an increased emphasis on communicative development is crucial for the English language learner in the process of language learning.