

Title: “Development of communicative competence in English in non-formal education”.

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Topical Importance: This diploma paper is devoted to the lack of efficiency of formal education for the development of communicative competence in English, as well as to the excessive guardianship of pupils, especially since the possession of communicative competence is highly demanded in the modern world. In this regard, in modern society, the question arises as to whether it is possible to provide a qualitative improvement in language teaching in such a way that teaching and learning is more interesting and attractive, therefore, more effective.

Goal: The major goal of this study is a comparative study and determination of the nature of methods, techniques and exercises aimed at the development of communicative competence in English in non-formal education.

Tasks: There is a number of tasks one should accomplish to achieve the above set goal:

- consider the basic concepts and views of scientists in the field of communicative, intercultural approaches to learning, as well as modern, non-formal education in order to determine the most effective, modern methods in teaching English;
- conduct a comparative analysis of formal and non-formal formations;
- identify weaknesses and shortcomings that impede the effective study and teaching of the English language;
- to extract and find ways to improve teaching of the English language and the presentation of material in the correct, what is more, interesting format.

Theoretical value lies in the fact that the results make a certain contribution to the study of the problems of teaching a foreign language at the present stage of training, which are updated in a new, yet insufficiently studied field of non-formal education. The study allows to develop effective analytical tools for the more in-depth analysis of linguistic and pedagogical tools used in the formation of students' communicative competence.

Practical applicability: lies in the fact that the methods and exercises used in the scripts can be applied both in comprehensive schools, and in linguistic ones.

Results:

1. Nowadays, society demands from a modern school the formation of an individual personality, which is capable solving independently the tasks that arise in front of him/her.
2. The ultimate goal of a personality-oriented approach is the formation of students' ability to conscious learning and independent solution of their problems. Using a personality-oriented approach allows teachers to find an approach to each participant.
3. The basis of non-formal education is the humanistic attitude of people towards each other and their equal rights. The pupil is considered to be the subject of education and they are perceived on a par with the teacher.
4. Teaching English in a non-formal situation does not imply unstructure, the process of non-formal learning is divided and designed in such a way that it creates a space in which the student is the architect of the learning process.
5. The use of the communicative method in non-formal education at the lessons increases the level of intercultural competence of participants and increases the professional level of the teacher due to the constant creative approach.

Implementation advice: the practical results of the study are presented in the form of the educational product “Scenarios of fragments of learning English in the framework of non-formal education” can be used as it is or changed in accordance with the needs and skills of students, the educational goal and the wishes of the teacher.