

**"ION CREANGA" STATE PEDAGOGICAL UNIVERSITY
DOCTORAL SCHOOL OF EDUCATION SCIENCES**

Manuscript

U.D.C.: 373.091:811.111(043.2)=111

TOPCU Iskender

**PEDAGOGICAL CONDITIONS FOR THE FORMATION
OF STUDENTS' COMMUNICATIVE COMPETENCE
THROUGH GAME SITUATIONS IN ENGLISH
CLASSES**

**Specialty: 532.02 – School didactics by stages and
educational disciplines (English language)**

**ABSTRACT
of the PhD thesis in Education Sciences**

Chisinau, 2022

The Thesis was supervised by the Doctoral School of Education Sciences
„Ion Creanga” State Pedagogical University, Chisinau

Membership of the Committee for Public Defense of the PhD thesis:

1. Constantin CIORBĂ, Habilitated Doctor in Pedagogy, University Professor, „Ion Creanga” State Pedagogical University - **Chairman of the Committee**
2. Ana BUDNIC, Ph.D. in Pedagogy, Associate Professor, „Ion Creanga” State Pedagogical University – **Doctoral Advisor**
3. Victoria A. BALAKIREVA, Ph.D. in Pedagogy, Associate Professor, „K.Uşinski” State South Pedagogical University of Odessa, Ukraine – **Official Consultant**
4. Eraneac SAGOIAN, Ph.D. in Pedagogy, Associate Professor, „Ion Creanga” State Pedagogical University - **Official Consultant.**
5. Elena CRESTIANICOV, Ph.D. in Pedagogy, Associate Professor, State University of Moldova – **Official Consultant.**

The defense will take place on 29 april 2022, at 14.00, in „Ion Creanga” State Pedagogical University of Chisinau, study building no 2, Senate Hall, at No. 1, I. Creanga Street, MD-2069.

The abstract of the paper and the PhD thesis are available on the web page of „Ion Creanga” State Pedagogical University (www.upsc.md) and on the web page of ANACEC (www.cnaa.md).

The abstract was sent on 27 march 2022.

Author:

Iskender TOPCU

Scientific advisor:

Ana BUDNIC,
Ph.D. in Pedagogy,
Associate Professor

Chairman of the Commission:

Constantin CIORBĂ,
Ph.D. in Pedagogical sciences,
University professor

© Topcu Iskender, 2022

CONCEPTUAL GUIDELINES OF THE RESEARCH

Relevance of the research topic. In modern conditions, there is a rather acute need for people in possession of speech communication culture and capable of communicating freely in a foreign language.

The internationalization of relations in the business world increases the requirements for the quality of teaching a foreign language in a general education school and determines the need to find ways to improve the level of a foreign language communicative culture in students.

Modern interest in the problems of teaching a foreign language is determined not only by the growth of international contacts, but also by qualitative changes in communication in a foreign language, which provides an opportunity for mutual understanding of representatives of different cultures. Such communication presupposes the presence of a certain level of students' communicative competence and specific knowledge.

Practical focus on solving specific social problems requires the introduction of a competence-based approach into the process of teaching a foreign language, which places emphasis not on the student's awareness but on the ability to solve problems that arise in practical life when performing social roles and interacting with people.

A modern student must learn the ability to navigate, understand, and evaluate as they master modern technologies, information culture, human relationships, use of ethical standards, and their own actions.

The activation of psychological and pedagogical components in teaching a foreign language, the use of interdisciplinary connections and media communication technologies provide an opportunity to create a real language environment for intercultural communication.

Significance of the research topic. The introduction of a competence-based approach to education means a change in all components of the pedagogical system, a change in teaching methods, the introduction of interactive methods and new technologies into the educational process. There is a need to determine the pedagogical conditions for achieving high quality education.

The formation of students' communicative competence by creating game situations will increase students' motivation to learn English, establish interdisciplinary connections, and achieve the creation of a language environment for student intercultural communication.

The description of the situation covered in the research and identification of research problems.

Various aspects of the formation of communicative competence were considered in the works of such scientists as N. Anikeeva [3], O. Bodalev [8], V. Semichenko [35] and others. The relationship "teacher-student", the nature of pedagogical interaction in this system, and the means of humanizing didactic communication were analysed (L. Kondrashova [21], Yu. Passov [27, 28], V. Skalkin [37], E. Shubin [43], etc.). The study of modern psychological and pedagogical research (E. Zeer [15], M. Mazo [22], G. Matushevskaya [24] and others) indicates the existence of attempts to consider various aspects of the formation of students' communicative skills. In recent years, a number of studies have been published on the subject of communication-oriented teaching a foreign language on the basis of information and communication technologies (G. Aksenova [2], D. Bogdanova [6], E. Vishtynetsky [9], T. Gorbunkova [10], E. Dmitrieva [13], N. Ivanova [17], E. Polat [30], A. Fedoseev [38], etc.). However, there are an insufficient number of special studies on the issue of introducing the methodology of game situations in the process of teaching a foreign language in modern didactics.

Numerous publications on the indicated problem (E. Maslyk [23], D. Certrude Nye [45], D. Norman [46], etc.) do not give a complete picture, since the analysis showed the absence of conceptual foundations for the use of game situations in English classes.

The insufficient development of the theory and practice of the formation and development of the communicative competence of students can be partly explained by the underestimation of the *importance of learning a foreign language in a secondary school*. In this regard, there are of interest studies devoted to the search for ways and means of teaching communication in a foreign language (N. Baryshnikov [5], L. Devina [11], V. Kolomiets [20], etc.) and the problem of game learning (L. Kondrashova [21], E. Passov [28], L. Savchenko [33], E. Khrutsky [40], etc.).

In the modern practice of teaching a foreign language, various pedagogical technologies are used in higher education (E. Azimov [1], V. Bogolyubov [7], E. Dmitrieva [13], E. Polat [31], etc.). However, in the formation of schoolchildren's communicative competence (grammatical, socio-linguistic, discursive, strategic components), the technology of using game situations is based mainly on imitation of life situations, as well as the use of traditional methods of mechanical memorization.

The quality of preparing students for foreign language communication is affected by the difficult socio-economic conditions that exist in society as well as by the changes in the modern educational process. As a result, a number of **contradictions** have developed:

- *between rather high requirements for the level of students' communicative competence in English language and insufficient conditions for their development in a general education school;*

- *between the predominant use of traditional forms and methods of teaching English aimed at forming the communicative activity of students in English classes and the need to introduce new technologies into the pedagogical practice of the general school using the media space in teaching English, which will contribute to the assimilation of foreign language communicative skills and to intercultural communication;*

- *between problems associated with the need to introduce modern technologies in education, finding ways to reduce the educational burden on students and the need to deepen and expand their knowledge in connection with the improvement of modern technologies and their assimilation.*

In connection with the foregoing and the identified contradictions, there is the need to substantiate the research **problem**: *what are the effective pedagogical conditions for the formation of students' communicative competence in English classes by creating game situations?*

The purpose of the research is to substantiate theoretically pedagogical conditions for the formation of students' communicative competence in game situations during English lessons and to verify their effectiveness in practice.

To achieve this goal, the following **research objectives** have been established:

1. to determine the concept and terminology of the research problem and the main approaches to its solution;
2. to reveal the essence, structure and features of English-speaking communicative competence and to describe the levels of their formation in students in the process of learning English;
3. to determine and substantiate the pedagogical conditions and experimental methodology for the formation of students' communicative competence in game situations during English lessons;
4. to test the developed pedagogical conditions in the process of the formation of communicative competence during English lessons.

The research hypothesis. The study was based on the **premise** that forming the communicative competence of the English language in students will be effective under the following pedagogical conditions:

- positive motivation for learning a foreign language in the organization of the educational process with the introduction of media space;
- possession of the methodology for conducting and organizing game situations, including interdisciplinary connections in teaching English;
- the possibility of creating a real language environment for intercultural communication using the project activity technology.

Research methods.

The following **methods of pedagogical research** were used in the course of research:

- **theoretical:** the method of theoretical analysis and synthesis of literary sources on pedagogy, psychology, philosophy, theory and methodology of teaching English to substantiate the essence, content and structure of students' communicative competence, as well as to identify pedagogical conditions and models of its formation by means of game situations;

- **empirical:** pedagogical observation of the work of students in the classroom, the influence of game situations on the formation of students' communicative competence; individual conversations; diagnostic methods for evaluating the results of students' communicative activity (used to diagnose the levels of formation of communicative competence); ascertaining and forming stages of the experiment to determine the initial and final state of the phenomenon under study in the educational process;

- **statistical methods** for processing the obtained experimental data to determine the significance and reliability of the results.

Scientific novelty and originality of the research consists in the fact that *for the first time* modelling of the formation of students' communicative competence in game situations in English classes on the basis of the introduction and observance of the pedagogical conditions for the formation of the phenomenon under study has been proposed and substantiated. The component structure of students' communicative competence (value-motivational, cognitive-content, reflective-emotional, control-diagnostic components) and the criteria of their manifestation (motivational, communicative, emotional-volitional, constructive, diagnostic) have been determined. The characteristics of the levels of formation of students' communicative competence have been provided. The typology of game

situations that increase the level of students' motivation and create intercultural communication language environment has been applied.

The scientific problem resolved in the study consists in the fact that pedagogical conditions for the process of forming communicative competence have been developed and tested; a methodology for organizing game situations in teaching English has been proposed; language environment for intercultural communication using the technology of project activities has been created.

The theoretical value of the research consists in

- *clarifying* and specifying the concept of "students' communicative competence" (integrative personal education, formed on the basis of theoretical knowledge, practical skills, value orientations, integrative indicators of speech culture and communication style, leading to the implementation of high-quality communicative activity, the implementation of its leading functions acquired in the course of natural socialization, training and education);

- determining and theoretically substantiating the structure of *students' communicative competence*: value-motivational, cognitive-content, reflective-emotional, control-diagnostic components; their criteria and indicators: motivational (motivation for learning English, attitude towards learning English); communicative (lexicological knowledge; communication skills, non-verbal communication skills); emotional-volitional (communicative tolerance, empathy, emotional intelligence); diagnostic (level of knowledge of communicative knowledge, level of English proficiency);

- *further* developing and defining the concepts of "competence-based approach", "communicative competence", "game task", "game situation", "simulation of game situations."

The practical value of the research consists in testing the typology of game situations of a communicative and personal orientation under specific conditions. Determining the methodological requirements for the forms and methods of forming students' communicative competence in English classes has contributed to the optimization of game learning and to the development of students' communicative competence. Various game situations have been created; the methodology for conducting English lessons based on the principles of communicative orientation and role interaction in the "teacher-student" system has been tested, and the methodology for conducting role-playing and business games based on the

free choice of tasks has been used successfully. Methodological recommendations have been developed to help teachers of secondary schools encourage active communication of students during simulation-game training.

The research materials can serve as a basis for developing the content of professionally oriented courses for teachers of philological specialties and be used in the process of teaching a foreign language.

Verification and implementation of the scientific results. Various aspects of the study were discussed and received a positive assessment at international conferences (The 6th International scientific and practical conference “Perspectives of world science and education” (Osaka, Japan. 2020), The 7th International scientific and practical conference “Scientific achievements of modern society” (Liverpool, United Kingdom. 2020) and national scientific and practical conferences (“Theory and practice of the teaching process management” (Odesa, 2017), Proceedings of the I International scientific and practical conference “Worldview horizons of the mission of the teacher of the New Ukrainian school” (Odesa, 2019).

THE THESIS CONTENTS

The **Introduction** discusses the relevance of the study, goals and objectives, defines the object and subject of the study, specifies the hypothesis and outlines the research methodology. The scientific novelty and theoretical and practical significance of the study are substantiated. Aspects of approbation, the structure and scope of the study are specified.

Chapter 1, "**Theoretical foundations for the formation of students' communicative competence by creating game situations in English classes**", introduces the main theoretical aspects and analyzes the competence-based approach in education. The importance of a foreign language in the modern world and the need to study it are discussed; scientific approaches to understanding the essence of the concepts of "competence", "competence-based approach", "communicative approach", "communication", "interaction", "communicative competence" are analyzed. The concept of "communicative competence" is defined.

The main components of students' communicative competence are found to be linguistic (phonetic, spelling, lexical, grammatical) and speech (speaking, listening, reading, writing) competence. The role of game

situations during foreign language lessons and extracurricular activities in the formation of students' communicative competence is revealed.

The theoretical basis of the modern methodology for enriching the vocabulary of schoolchildren is the psychological and pedagogical concept of developmental education, presented in the works of P. Galperin, I. Yakimanskaya and others. The enrichment of the vocabulary of students in the psychological and pedagogical literature was considered in many ways: in linguistic aspects (L. Bulakhovsky, V. Gorpinich, N. Plush, N. Khomsky [39]). Competence-based approach in the education system is the subject of scientific studies by I. Babin [4], O. Zabolotskaya [14], I. Zimnyaya [16], N. Kichuk [19], A. Ovcharuk [25], N. Pobirchenko [29], V. Pometun [32], K. Savchenko [33], O. Sitnikova [36] and others.

The quality preparation of students to learn a foreign language assumes their development of important qualities and abilities, in particular the ability to solve non-standard problems independently and the formation of a desire to improve foreign speech. Within the framework of the competence-based approach, it is necessary to create and pre-set situations of inclusion, to look for new experience, to realize its value [49]. The purpose of the competence-based approach is to ensure the quality of education [31, p. 238]. The introduction of a competence-based approach to education means a change in the entire pedagogical system of general education and professional school, a transition to a new type of education and upbringing. Competence is considered as an actual quality of a person [47].

The importance of the communicative approach in language teaching is emphasized. At present, the communicative approach is the main method in teaching foreign languages as opposed to the grammar-translation method of studying living languages, where text analysis prevails over the analysis of "language in action". The communicative approach is aimed at teaching communicative competence, i.e. the ability to use language for constructive communication. Communicative competence is an integrated bi-cultural phenomenon, the components of which are linguistic (phonetic, spelling, lexical, grammatical) and speech (speaking, listening, reading, writing) competences. As a result of the present theoretical study, new definitions of the basic concepts were formulated.

Communicative competence is viewed as a system of internal resources necessary to build an effective communicative action in a certain range of situations of interpersonal interaction. Communicative competence is an integrated bi-cultural phenomenon, the components of which are

various abilities that contribute to the effective learning of foreign languages. *Linguistic and speech competence* is considered as the most important when studying a foreign language in a secondary school. In the context of the development of modern (electronic) schooling, social constructivism is of great interest. Constructivism considers the student's position as active, self-governing, built mainly on his own constructive activity, and only situationally controlled from outside by the teacher.

The use of games in foreign language lessons increases the student's readiness for communication; he gets an opportunity to learn in an easy way the correct structure of sentences, proper dialogue with the interlocutor, and, consequently, literate speech. In addition, the use of games in the learning process develops teamwork skills and the culture of communication necessary for successful interactions.

The use of games and game situations makes it possible not only to instill in students an interest in the language, but also to implement more purposefully an individual approach to learning, and creates a positive attitude towards studying, stimulates students' independent speech and thinking activity.

Chapter 2 "**Pedagogical conditions and a model for the formation of students' communicative competence through game situations in English classes**", scientifically substantiates pedagogical conditions of forming students' communicative competence: positive motivation in learning a foreign language when organizing the educational process with the introduction of media space; possession of the methodology for conducting and organizing game situations, including interdisciplinary connections in teaching English; the possibility of creating a real language environment for intercultural communication based on the technology of project activities.

A model for the formation of students' communicative competence through game situations in English classes is presented. The component structure of students' communicative competence (value-motivational, cognitive-meaningful, reflective-emotional, control-diagnostic components) and the criteria for their manifestation (motivational, communicative, emotional-volitional, constructive, diagnostic) are determined; the levels (high, medium, low) of the formation of students' communicative competences are characterized.

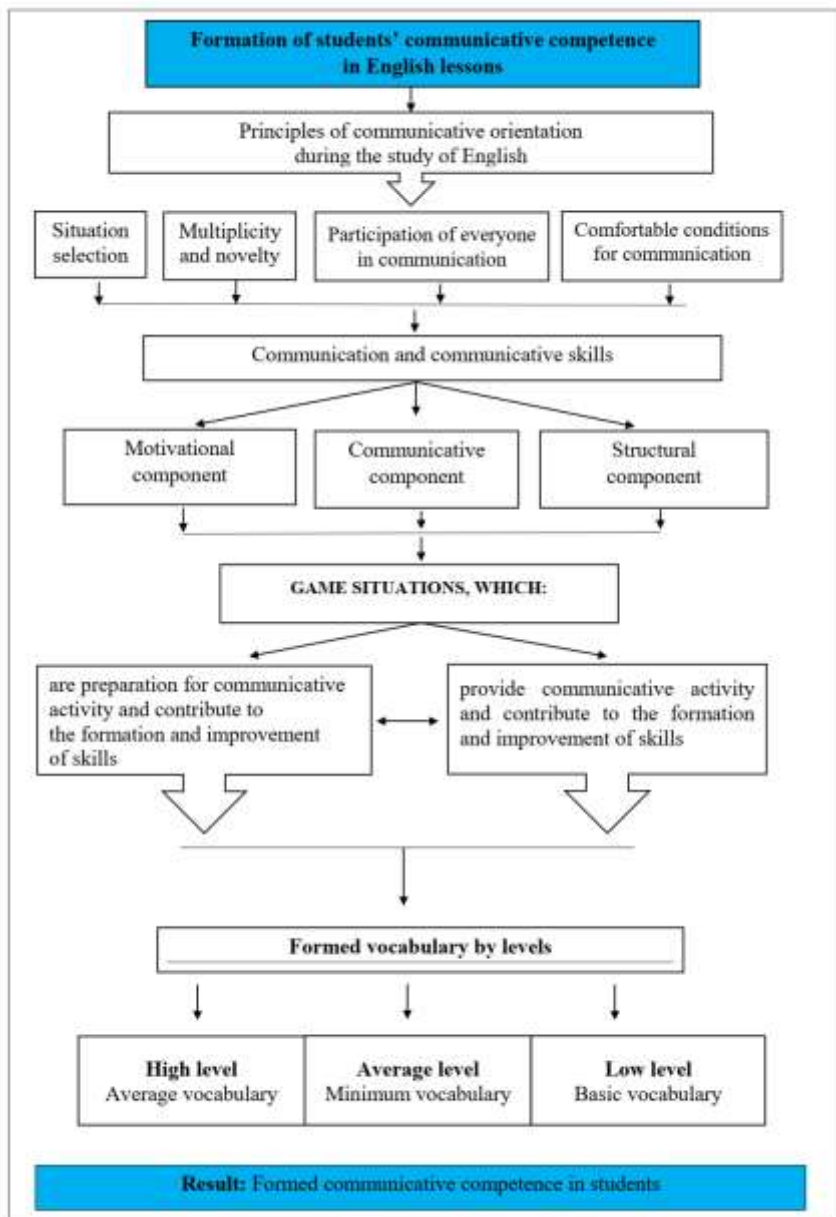


Fig. 1. Model of using game situations as a means of forming students' communicative competence

The process of forming students' communicative competence through game situations occurs under the influence of the following pedagogical conditions that stimulate its development in the educational process:

- *the presence of interdisciplinary connections in the organization of game situations in English classes;*

- *positive motivation in learning a foreign language in the organization of the educational process with the introduction of media environment;*

- *the possibility of creating a real language environment for intercultural communication on the basis of the technology of project activities.*

The principle of *communicative orientation* should be considered the leading principle in teaching a foreign language.

The developed model of the formation of students' communicative competence in foreign language classes with the help of game situations involves the use of the special features of the discipline "English" in the context of the use of information and communication technologies. It was found that their implementation makes it possible to create and realize the potential of a natural foreign language environment, to organize live communication in a foreign language (including communication with native speakers), to attract students to work with foreign texts (in particular, on the bases of such educational and information systems as Electronic Bookshelf, Electronic Books, etc.). Media communication technologies permit implementation of a fundamentally new approach to the use of gaming methods in training and educating students, which is based on broad communication, which erases the boundaries between individual societies.

The development of such a technology makes it possible to conclude that in order to increase the availability of English learning on the basis of the use of information and communication technologies, it is necessary to take into account the specific requirements for the methodology of conducting classes using game methods. These are interactivity, the predominance of the text form of the presentation of telecommunication messages, the development of didactic materials for all stages of education.

When modelling the process of forming students' linguo-cultural competence, a *culturological approach* was chosen, which assumes learning in a suitable cultural environment.

The presented model of the formation of students' communicative competence with the help of game situations in English classes should be

considered in the unity of all its components. The implementation of the model in practice leads to the sufficiently deep and stable changes in the language training of the student and his overall development, thus management, correction and evaluation should be carried out systematically throughout the entire learning process.

The implementation of the model of communicative competence involves the presentation by students of an individualized speech product, which can be executed in various forms. The criterion of the successful implementation of the model is the psychological and pedagogical readiness of students for positive communication. The criteria for the manifestation of each of the components of the model implementation are defined: motivational, communicative, emotional-volitional, diagnostic.

Three levels of the formation of students' communicative competence are distinguished.

Chapter 3, "**Experimental study of students' communicative competence through game situations in English classes**" presents experimental data.

The experimental work was carried out on the basis of the secondary schools of the city of Odessa No. 1, 16, 38, Private institution "Odessa private secondary school of I-III levels – Lyceum "Chernomorsky" in 2017 - 2019 and involved 38 secondary school teachers and 345 students of the 10th grade: 172 in the experimental group and 173 in the control group. The experimental study consisted of three stages: **ascertaining, formative, and control**, the last one being used to compare the results of the two previous stages.

The program of the ascertaining experiment was aimed at the following tasks:

- determination of the levels of formation of the structural components of communicative competence among the participants of the experiment;
- study of the initial level of formation of communicative competence among the participants of the experiment;
- identification of factors and causes affecting the level of development of communicative competence in schoolchildren.

At the stage of the ascertaining experiment, the level of internal motivation of students' educational activities when learning English (T. Dubovitskaya's method) and the attitude of high school students towards learning English, which is an indicator of the motivational criterion for the formation of students' communicative competence, were studied.

To assess lexicological knowledge (lexical, grammatical, phonetic, and spelling), an indicator of the communicative criterion for the formation of communicative competence in tenth graders, the appropriate tests were developed. When evaluating the communicative skills of high school students, communicative orientation tasks and role-playing games were used.

To diagnose the non-verbal communication skills, the test "What do facial expressions and gestures tell you?" was used to study the level of formation of communicative tolerance in high school students (V. Boyko's method).

An equally important indicator of the emotional-volitional criterion of communicative competence is the ability to empathize in communicative situations. This quality was diagnosed using A. Mehrabien and N. Epstein's questionnaire. The level of manifestation of students' emotional intelligence was also studied.

To determine the level of formation of students' communicative knowledge in English, a diagnostic card was developed using the following parameters: 1) consistency, integrity, structure; 2) complexity of knowledge; 3) practical orientation and effectiveness of knowledge; 4) personal nature and meaningfulness of knowledge; 5) mobility and independence in the acquisition of knowledge.

Figure 2 shows the results of the study of communicative competence at the stage of the ascertaining experiment.

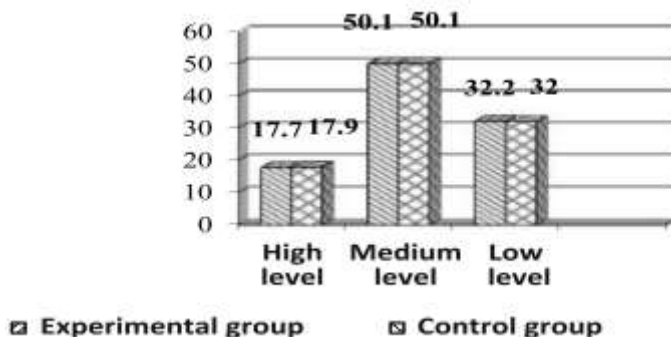


Fig. 2. The results of the levels of formation of the communicative competence of the English language in high school students at the ascertaining stage of the experiment.

At the stage of the formative experiment, the method of forming students' communicative competence with the help of game situations was implemented.

It consisted of three stages: *initial, informational, methodical*. An experimental methodology based on the introduction of certain pedagogical conditions into the educational process by using game situations during English lessons has been developed.

During the *first, initial stage*, the first pedagogical condition was realized: positive motivation in learning a foreign language when organizing the educational process with the introduction of media environment. The purpose of this stage was to enrich the speech of students with foreign vocabulary; to teach them to design variable speech situations in a foreign language and to build appropriate monologues, dialogues, polylogues.

During the *second, informational stage*, the second pedagogical condition was realized: possession of the methodology for conducting and organizing game situations using interdisciplinary connections in teaching English.

At the *third, methodological stage*, the third pedagogical condition was introduced: the possibility of creating a real language environment for intercultural communication based on the technology of project activities.

This stage was aimed at developing students' communicative skills, the ability to build thematic dialogues and polylogues, to conduct discussions on the topics proposed by the program. The acquired communication skills in the use of English speech were consolidated; students' active speaking in English was stimulated.

Various types of communication exercises, role-playing, simulations, business games, presentations, brain-rings, tasks for compiling written documents, letters, essays, etc. were widely used.

A *research program* that offers *game exercises* in connection with the topics of the lessons according to the curriculum has been compiled and tested.

In the practical work of the formative experiment, various game techniques were used, for example: *clusters, conceptual wheel, insert, cinquain, "thick" and "thin" questions, five-minute essays, collages, etc.* Such practical materials as *menus, announcements, advertisements, questionnaires, labels, posters, tickets* were used as well. The lessons contained elements of gaming technologies: *case method, travel lessons, TV*

shows, training, playing with a doll. Learning dialogic speech was stimulated by visualization, written or spoken texts, watched movies, slides or verbally given situations. With the help of visualization tools, such as colour, animation, and controlled elements, schoolchildren's cognitive communicative activity and their ability to form communicative skills were activated.

In general, game forms of learning at the formative stage of the experiment were used not only at the initial, but also at the advanced stages of learning: at the initial stage of learning vocabulary, they were presented in the form of game exercises that facilitated the memorization of new words; at the final stage they appear as role-playing games and game situations, leading to the use of vocabulary in speech, activation of the cognitive processes of students, increasing motivation to learn a foreign language.

Comparison of the experimental data showed that the results increased both in the experimental and control groups, but in the experimental group they were significantly higher.

Students' attitude towards English classes changed as follows:

- the high level was found in 28.2% of students from the Experimental group (EG) (from 10.6%) and 17.6% of students from the Control group (CG) (from 11.1%);

- the medium level was found in 60.4% (from 53.3%) and 58.3% (from 52.6%) of EG and CG students, respectively;

- the low level was retained by 11.4% of EG students (from 36.1%) and 24.1% of CG students (from 36.3%).

The results of the evaluation of lexicological knowledge of English at the ascertaining and control stages of the experiment are presented in Table 1.

Table 1.
Comparative results of the levels of students' lexicological knowledge of the English language at the ascertaining and control stages of the experiment.

Group	Stage	Level		
		High	Medium	Low
EG	Ascertaining	19,8%	49,9%	30,3%
	Control	31,3%	58,3%	10,4%
CG	Ascertaining	19,3%	49,8%	30,9%
	Control	25,6%	55,5%	18,9%

The results of the levels of formation of English language communicative skills among students in the experimental group were also higher compared to the control group:

- the high level was achieved by 32.5% of students from the EG (from 21.1%) and 24.3% of students from the CG (from 22.6%);
- the medium level was reached by 52.2% (from 43.2%) of EG students and 49.2% (from 43.5%) of CG students;
- the low level was retained by 15.3% (from 35.7%) of EG students and 26.5% (from 33.9%) of CG students.

The same can be said regarding the data obtained on the indicator of the formation of students' non-verbal communication skills.

At the **control stage** of experimental work on the development of communicative competence, the results of the ascertaining and formative stages were compared using the same methods that were used in the ascertaining experiment.

Table 2 presents comparative results of experimental work on the formation of levels of communicative tolerance in English classes.

Table 2.
Comparative results of the levels of students' communicative tolerance in English of at the ascertaining and control stages of the experiment

Group	Stage	Level		
		High	Medium	Low
EG	Ascertaining	17,5%	42,4%	39,8%
	Control	33,7%	51,7%	14,6%
CG	Ascertaining	17,8%	42,7%	39,5%
	Control	19,9%	57,8%	22,3%

The study of the ability to show empathy revealed that

- the high level of empathy was shown by 35.6% of EG students (from 20.4%) and 23.7% of CG students (from 20.1%);
- the medium level was found in 51.5% of EG students (from 50.2%) and 51.8% of CG students (from 50.6%);
- the low level was observed in 12.9% of EG students (from 29.4%) and 24.5% of CG students (from 29.3%).

Comparative results of the levels of manifestation of emotional intelligence in English classes at the ascertaining and control stages of the

experiment are shown in Table 3.

Table 3.
Comparative results of the levels of manifestation of students' emotional intelligence in English classes at the ascertaining and control stages of the experiment

Group	Stage	Level		
		High	Medium	Low
EG	Ascertaining	19,9%	48,9%	31,2%
	Control	34,6%	51,0%	14,4%
CG	Ascertaining	20,3%	48,1%	31,6%
	Control	23,5%	50,6%	25,9%

Determining the level of formation of communicative knowledge and skills in students of English showed that knowledge grew in both groups:

- the high level was achieved by 25.1% of EG students (was 17.6%) and 19.7% of CG students (from 17.8%);
- the medium level was reached by 58.4% of EG students (from 48.1%) and 52.9% of CG students (from 48.1%);
- the low level was retained by 16.5% of EG students (from 34.3%) and 27.4% of CG students (from 34.1%).

The level of English language proficiency in high school students after the experimental work also increased:

- the high level was achieved by 23.6% of EG students (from 15.7%) and 16.5% of CG students (from 15.8%);
- the medium level was reached by 61.3% of EG students (from 56.4%) and 56.8% of CG students (from 56.6%);
- the low level was retained by 15.1% of EG students (from 27.9%) and 26.7% of CG students (from 26.7%).

Comparative data on the levels of formation of communicative competence in game situations in English classes at the ascertaining and control stages of the experiment are presented in Table 4.

Table 4.

Comparative results of the levels of formation of students' communicative competence in game situations in English classes at the ascertaining and control stages of the experiment

Group	Stage	Level		
		High	Medium	Low
Experimental	Ascertaining	17,0%	50,4%	32,6%
	Control	29,3%	56,4%	14,3%
Control	Ascertaining	17,2%	50,5%	32,3%
	Control	20,2%	55,3%	27,5%

Figure 3 shows the levels of formation of students' communicative competence in game situations in the English classes of the experimental group at the ascertaining and control stages.

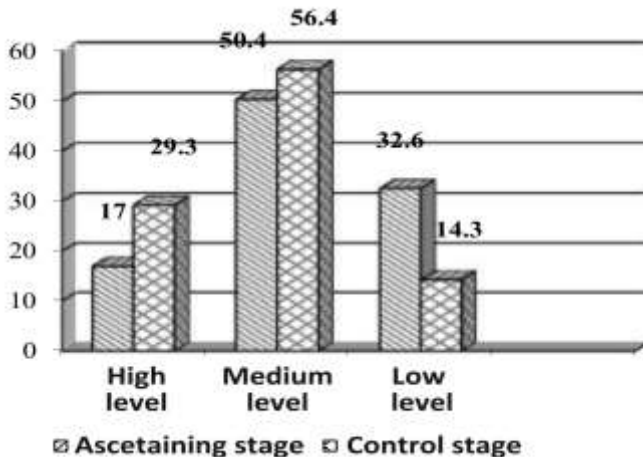


Fig. 3. The dynamics of the formation of students' communicative competence in the English classes (the experimental group) at the ascertaining and control stages of the experiment.

In the experimental group, after the formative experiment, the results of the formation of communicative competence improved: at the high level, they increased by 12.3%, at the medium level by 6%, and at the low level they decreased by 18.3%. In the control group, there were also changes for the better.

Figure 4 shows the levels of formation of students' communicative competence in game situations in the English classes of the control group at the ascertaining and control stages.

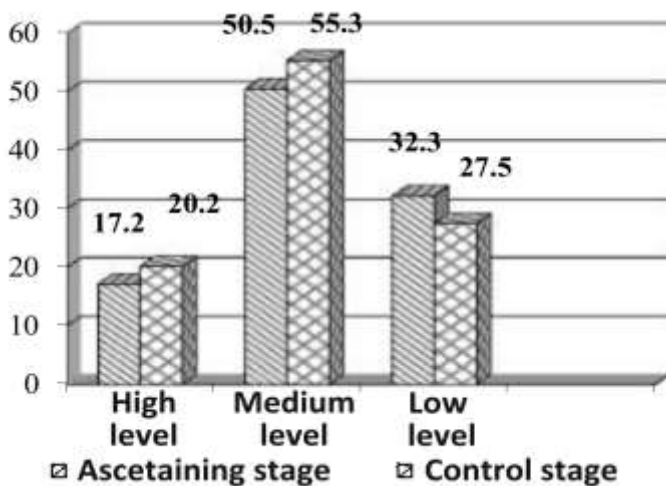


Fig. 4. The dynamics of the formation of students' communicative competence in the English classes (the control group) at the ascertaining and control stages of the experiment.

Thus, the conclusion can be made of the expediency of introducing the developed experimental methodology for conducting English classes using game situations into the educational process.

The experimental data allow us to talk about positive dynamics in teaching English at many different levels: motivational, grammatical and lexical knowledge, coherent speech, development of students' sociocultural ideas, formation of their speech and communicative culture.

GENERAL CONCLUSIONS AND RECOMMENDATIONS

Language learning, built on the principle of the game, is considered an effective type of students' cognitive activity, the purpose of which is to simulate and model speech activity. This leads, as suggested by the experimental study, to a more effective formation of students' communicative and speech skills than what is achieved in mass school practice. Game learning, the forms and means of which have been experimentally tested, ensures the activation of the process of learning to communicate in English and the development of personal qualities necessary for successful speech activity.

Effective introduction of game situations into school practice is possible with:

- use of student-centered learning;
- use of active teaching aids, cognitive, didactic, role-playing, business games;
- creation of a friendly atmosphere in the educational process.

The results obtained during the experiment confirmed that game situations contribute to:

- creating schoolchildren's psychological readiness for verbal communication;
- ensuring their natural and conscious need for multiple repetition of language material;
- training students in choosing the right speech option, which is a preparation for spontaneous situational speech.

Game situations provide for the creation of a set of pedagogical conditions. In the course of the study, the effectiveness of the developed experimental model of the formation of students' communicative competence by creating game situations in English classes was demonstrated. The proposed model should be implemented in two blocks (procedural and resultative), taking into account the specifics of the starting, informational and methodological stages of the formation of the phenomenon under study. For each stage, a system of speech exercises, speech situations of various thematic circumstances, scenarios of business games, etc., has been developed.

An experimental program for the formation of communicative competence, consisting of lessons that include role-playing and didactic games, game situations, lessons-dialogues, lessons-conversations, etc., has been developed and introduced into school practice. This program is designed with the knowledge and individual characteristics of students in mind. The effectiveness of the

program has been confirmed by the results obtained: students' speech has improved and become more emotionally colored. Students began to take an active part in discussions, conversations, and better express thoughts in their logical sequence.

Experimental training contributed to students developing such qualities as politeness, goodwill, and sociability. High school students have learned to get involved in the conversation more quickly and to resolve conflict situations more successfully. With each game, experience in the use of language tools grew, communication methods were improved, the vocabulary of the language was updated, freedom and culture of speech were consolidated.

The result of the study is the creation of an original approach to the formation of students' communicative competence by creating game situations in English classes, taking into account typology and modeling tools for game situations. The results obtained can be used to improve teaching English at school as well as for professional pedagogical training, as was demonstrated by the application of this work in pedagogical institutions of higher education.

BIBLIOGRAPHY

1. АЗИМОВ, Э.Г. *Информационно-коммуникационные технологии в преподавании русского языка как иностранного: методическое пособие для преподавателей русского языка как иностранного*. Москва: Русский язык, 2012. 352 с.
2. АКСЕНОВА, Г.Н. *Некоторые приемы интенсификации обучения языку специальности*. Интенсивное обучение иностранному языку / Под ред. Китайгородской Г.А. Москва: Изд-во МГУ, 1987. С. 128–133.
3. АНИКЕЕВА, Н.П. *Воспитание игрой: учебное пособие*. Москва: Просвещение, 2008. 237 с.
4. БАБИН, І.І. Стратегія й сучасні тенденції розвитку вищої освіти в контексті європейського простору вищої освіти. В: *Педагогіка і психологія*. 2009, № 2, с.
5. БАРЫШНИКОВ, Н.В. Обучение ИЯ и культурам: методология, цель, метод. В: *Иностранные языки в школе*. 2014, № 9, с. 2–9. ISSN 0130-6073.
6. БОГДАНОВА, Д.А. Информационные технологии и образование в Евросоюзе: формирование новых профессионалов. В: *Системы и средства информации*. 2016, № 26, Т. 2, с. 171–180. ISSN 2311-0325.
7. БОГОЛЮБОВ, В.И. *Лекции по основам конструирования современных педагогических технологий*. Пятигорск: Пятиг. гос. лингв. ун-т., 2001. 188 с
8. БОДАЛЕВ, А.А. *Личность и общение*. Москва: Педагогика, 1983. 272 с. ISBN 5 87977 027.
9. ВИШТЫНЕЦКИЙ, Е.И., КРИВОШЕЕВ, А.О. Вопросы информационных технологий в сфере образования и обучения. В: *Информационные технологии*. 1998, № 2, с. 32–37.
10. ГОРБУНЬКОВА, Т.Ф., Бухаркина, М.Ю., Полат, Е.С. *Компьютерные телекоммуникации в системе школьного образования* [online]. Citat 28.09.2019 Disponibil: <http://scholar.urfu.ac.ru:8002/courses/Manual/inndex.html>
11. ДЕВИНА, Л.И. Многоступенчатая система развития у студентов логического, аналитического и критического мышления при работе с профессиональными иноязычными текстами. В: *Вестник Московского государственного лингвистического университета*. 2014, № 12 (698), с. 70–88.
12. ДИМОВА, Л.С. *Коммуникативные языковые компетенции в свете общеевропейских рекомендаций Совета Европы по вопросам образования*. Записки з романо-германської філології. 2012, Вип. 28, С. 27–34.

13. ДМИТРИЕВА, Е.В. Развитие творческой активности как фактор формирования иноязычной компетентности студентов неязыковых вузов. В: *Аксиология университетского образования: материалы Междунар. науч. конф., посвящ. 55-лет. Оренбург. гос. ун-та.* Оренбург: ИГЖ ГОУ ОГУ, 2011. Ч. 2, с. 42–46.
14. ЗАБЛОЦЬКА, О.С. Компетентнісний підхід як освітня інновація: порівняльний аналіз. В: *Вісник Житомирського державного університету. Педагогічні науки.* 2008, № 40, с. 63–68.
15. ЗЕЕР, Э.Ф. Обновление базового профессионального образования на основе компетентностного подхода. В: *Профессиональное образование.* 2007, № 4, с. 9–10.
16. ЗИМНЯЯ, И.А. Ключевые компетенции – новая парадигма результата образования. В: *Эксперимент и инновации в школе.* 2009, № 2, с. 7–14.
17. ИВАНОВА, Н.А. Обучение иностранному языку на базе современных инфокоммуникационных технологий. В: *Новые инфокоммуникационные технологии в социально-гуманитарных науках и образовании.* Москва, 2003. С. 308–314.
18. ИНХАНЯН, Н.Б. Лингвистические основы формирования в языковом педагогическом вузе лингвосоциокультурной компетенции. В: *Иноземні мови.* 1995, № 3-4, с. 69–74.
19. КИЧУК, Н.В. Ключові компетентності особистості фахівця як педагогічна проблема. В: *Науковий вісник Південноукраїнського державного педагогічного університету імені К. Д. Ушинського* : зб. наук. пр. Одеса, 2004, № 8–9, с. 53–58.
20. КОЛОМИЕЦ, В.А. Критерии оценивания ресурсов всемирной сети. В: *Иностранные язык в школе.* 2005, № 3, с. 3–8. ISSN 0130-6073
21. КОНДРАШОВА, Л.В., Виеская М.Г., Савченко Л.А. *Имитационно-игровое обучение в высшей школе: учебное пособие.* Кривой Рог: КГПУ, 2001. 194 с.
22. МАЗО, М.В. *Педагогическая технология формирования коммуникативной компетенции у студентов: На материале изучения иностранных языков:* дисс. канд. пед. наук: 13.00.01. Саратов, 2000. 197 с.
23. МАСЛЫК Е.А., БАБИНСКА П.К., БУДЬК А.Ф., ПЕТРОВ С.И. *Настольная книга преподавателя иностранных языков: справочное пособие.* Минск: Вышэйшая школа, 2005. 279 с.
24. МАТУШЕВСКАЯ, Г.В. *Современные тенденции развития педагогической компетенции студентов будущих учителей в вузах Франции* : дисс. канд. пед. наук : 13.00.01. Казань, 2000. 174 с.
25. ОВЧАРУК, О. Компетентності як ключ до оновлення змісту освіти. В: *Стратегія реформування освіти в Україні: Рекомендації з освітньої політики.* Київ: К.І.С., 2003. С. 37–38.

26. ПАНФИЛОВА, А.П. *Игровое моделирование в деятельности педагога : пособие для студентов педагогических вузов*. Москва: Академия, 2008. 223 с.
27. ПАССОВ, Е.И. *Коммуникативный метод обучения иностранному языку*. Москва: Просвещение, 1991. 159 с. ISBN 5-09-000707-1.
28. ПАССОВ, Е.И. *Урок иностранного языка в средней школе*. Москва: Просвещение, 1988. 223 с. ISBN 5-09-001602-X.
29. ПОБІРЧЕНКО, Н.С. Компетентнісний підхід у вищій школі: теоретичний аспект. В: *Освіта та педагогічна наука*. 2012, № 3, с. 24–31
30. ПОЛАТ, Е.С., БУХАРКИНА, М.Ю., МОИСЕЕВА, М.В. *Новые педагогические и информационные технологии в системе образования: учеб. пособие для студентов пед. вузов и системы повыш. квалиф. пед. Кадров*. Москва: Издательский центр "Академия", 2003. 272 с.
31. ПОЛАТ, Е.С., БУХАРКИНА, М.Ю., МОИСЕЕВА, М.В. *Новые педагогические и информационные технологии в системе образования: учеб. пособие для студентов пед. вузов и системы повыш. квалиф. пед. Кадров*. Москва: Издательский центр "Академия", 2003. 272 с.
32. ПОМЕТУН, О. Компетентнісний підхід - найважливіший орієнтир розвитку сучасної освіти. В: *Рідна школа*. 2005, №1, с. 65–69.
- РОДИГІНА, І.В. Філософські основи компетентнісного підходу в освіті. В: *Педагогіка і психологія*. 2015, № 1, с. 14–20
33. САВЧЕНКО, К.Ю. Методика формування професійної компетентності майбутніх учителів філологічних спеціальностей засобами моделювання педагогічних ситуацій. В: *Вестник Николаевского государственного университета имени В. А. Сухомлинского: сборник научных трудов*. Николаев: МНУ имени В.А. Сухомлинского. 2013, Вып. 1.41 (93), Т. 2, с. 125–128.
34. СЕЛЕВКО, Г. Компетентности и их классификация. В: *Народное образование*. 2004, № 4, с. 138.
35. СЕМИЧЕНКО, В.А. *Психологія педагогічної діяльності*: навч. посіб. Київ: Вища шк., 2004. 335 с.
36. СИТНИКОВ, О.П. Компетентнісний підхід у системі неперервної професійної освіти. В: *Вісник післядипломної освіти. Серія: Педагогічні науки*. Вип. 2. 2016. С. 112–122.
37. СКАЛКІН, В.Л. *Английский язык для общения: учебник*. Москва: История, 2009. 288 с.
38. ФЕДОСЕЕВ, А.А., ТИМОФЕЕВ, А.В. Мобильные технологии в образовании. В: *Телемати-ка'2005*: материалы XII Всероссийской

- научно-методической конференции. Санкт-Петербург, 2005.
Disponibil: <http://tm.ifmo.ru>
39. ХОМСКИЙ, Н. *Язык и мышление*. Москва: Прогресс, 1972. 164 с.
 40. ХРУЦКИЙ, Е.А. *Организация проведения деловых игр*. Москва: Высшая школа, 1991. 190 с.
 41. ЧЕРНИЛЕВСКИЙ, Д.В. *Дидактические технологии в высшей школе: учеб. пособие для вузов*. Москва: ЮНИТИ-ДАНА, 2002. 437 с.
 42. ШАДРИКОВ, В.Д. Новая модель специалиста: инновационная подготовка и компетентностный подход. В: *Высшее образование сегодня*. 2004, № 26-31
 43. ШУБИН, Э.П. *Языковая коммуникация и обучение иностранным языкам*. Москва: Просвещение, 1972. 351 с.
 44. ЭЛЬКОНИН, Б.Д. *Понятие компетентности с позиции развивающего обучения. Современные подходы к компетентностно-ориентированному образованию*. Красноярск, 2002. С. 22–29.
 45. DORRY CERTRUDE, N. *Games for second language learning*. Ney York: McCrow– Hill Book Co., 2006. ISBN-13: 978-0070176539.
 46. NORMAN, D. et al. *Communicative Ideas: An Approach with Classroom Activities*. London, Language Teaching Publications, 1986. 125 p. ISBN0906717388.

LIST OF THE AUTHOR'S PUBLICATIONS

Articles in scientific journals:

1. **ТОPCU I.** Pedagogical conditions of forming communicative competences in students by means of game situations. In: *Revista de științe socioumane*. Moldova, 2019, Nr. 2 (42), pp. 128-132. ISSN 1857-0119. Disponibil: https://ibn.idsi.md/sites/default/files/imag_file/128-132_12.pdf.
2. **ТОПЧУ И.** Методика внедрения игровых ситуаций на занятиях английского языка. In: *Univers Pedagogic*. Moldova, 2021, Nr. 2 (70), pp. 33-39. Disponibil: <https://doi.org/10.52387/1811-5470.2021.2.06>. ORCID iD: 0000-0002-9182-0869. ISSN 1811-5470.
3. **ТОПЧУ И.** Коммуникативно-ориентированное обучение английскому языку в условиях аутентичного процесса социализации учеников. In: *Revista de științe socioumane*. Moldova, 2021, Nr.1 (47). Disponibil: https://ibn.idsi.md/sites/default/files/imag_file/72-83_0.pdf. ORCID: 0000-0002-9182-0869. ISSN 1857-0119. SSN: 2587-330X.

4. **ТОПЧУ И.** Модель формирования коммуникативной компетенции учеников средствами игровых ситуаций на занятиях по английскому языку. In: *Revista de științe socioumane*. Moldova, 2021, Nr. 3 (49). ISSN 1857-0119.
5. **ТОРСУ I.** Formarea competenței de comunicare a elevilor prin intermediul jocurilor la disciplina limba engleză. In: *ProDidactica*, Moldova, 2022, nr 1 (131), ISSN 1810-6455.

Articles Published at National and International Conferences And Other Scientific Events:

6. **ТОПЧУ И.** Моделирование игровых ситуаций на занятиях английского языка. In: *Теорія та практика управління педагогічним процесом. Матеріали міжнародної науково-методичної конференції*. Ukraine, Odessa, 2017. Pp. 55-58. УДК: 371.11 ББК: 72+74.58. Disponibil: dpspace.uzhnu.edu.ua/jspui/bitstream/lib/16022/1/2017_Orosova_Petrikova_Starosta_s.7-11_%D0%9Edesa.pdf
7. **ТОПЧУ И.** Формирование коммуникативных компетенций учеников средствами игровых ситуаций. In: *Educational space of Ukraine*. Ukraine, 2018. Pp. 238-244. ISSN 2521-6252 (Online), ISSN 2409-9244 (Print). Disponibil: <https://doi.org/10.15330/esu.14.238-244>.
8. **ТОРСУ I.** Game situation as a means of forming communicative competences in students. In: *Гірська школа українських карпат*. Ukraine, 2018, No 19, pp. 166 - 169. Disponibil: <https://journals.pnu.edu.ua/index.php/msuc/article/view/1201/1379>. ORCID ID 0000-0001-9732-149X. ISSN 1994-4845
9. **ТОПЧУ И.** Изучение сформированности коммуникативной Компетенции учеников средством игровых ситуаций на занятиях. *Матеріали I Міжнародної науково-практичної конференції «Світоглядні горизонти місії вчителя Нової української школи»*: збірник наукових праць // О. А. Галіцан, І. А. Княжева // Одеса : ФОП Бондаренко М.О., 2019. 88 с. ISBN 978-966- 644-510-3.
10. **ТОПЧУ И.** Игровые ситуации как средство формирования коммуникативных компетенций учеников. In: *Perspectives of world science and education. Abstracts of VI International Scientific and Practical Conference*. Japan, Osaka, 2020. Pp. 427-432. ISBN

978-4-9783419-8-3. Disponibil: https://sci-conf.com.ua/wp-content/uploads/2020/02/PERSPECTIVES-OF-WORLD-SCIENCE-AND-EDUCATION_26-28.02.2020.pdf

11. **ТОПЧУ И.** Использование игровых ситуаций на занятиях английского языка. In: *Scientific achievements of modern society. Abstracts of VII International Scientific and Practical Conference.* England, Liverpool, 2020. Pp. 528-533. ISBN 978-92-9472-193-8. Disponibil: <https://sci-conf.com.ua/wp-content/uploads/2020/03/SCIENTIFIC-ACHIEVEMENTS-OF-MODERN-SOCIETY-4-6.03.2020.pdf>
12. **ТОРСУ I.** Implementation of pedagogical situations during foreign language classes in institutions of higher education. In: *Virtus. Scientific Journal.* Canada, Montreal, 2020, No. 41, February. Pp. 129-132. ISSN 2410-4388 (Print), ISSN 2415-3133 (Online). Disponibil: <http://conference-ukraine.com.ua/en/virtus/archive/>.
13. **ТОПЧУ И.** Система игровых упражнений для формирования коммуникативной компетентности учащихся на занятиях английского языка. In: *Science, Innovations and Education: Problems and Prospects Proceedings of VI International Scientific and Practical Conference Tokyo, Japan 13-15 January 2022.* Pp. 372-376. УДК 378.1 + 37.01. ISBN 978-4-9783419-3-8. Disponibil: <https://sci-conf.com.ua/wp-content/uploads/2022/01/SCIENCE-INNOVATIONS-AND-EDUCATION-PROBLEMS-AND-PROSPECTS-13-15.01.22.pdf>
14. **ТОПЧУ I.** Методика формування комунікативних компетенцій учнів на заняттях з англійської мови. In : *Педагогічні науки: теорія, історія, інноваційні технології. Науковий журнал Виходить десять разів на рік Заснований у листопаді 2009 року.* Ukraine, № 6 (110), 2021, pp. 227-238. УДК 37(062.552), ORCID ID 0000-0002-7309-5894 DOI 10.24139/2312-5993/2021.06/227-238.

АННОТАЦИЯ ТОПЧУ Искендер

Педагогические условия формирования коммуникативной компетенции учащихся путем создания игровых ситуаций на занятиях английского языка. Диссертация на соискание учёной степени доктора педагогических наук, Кишинев, 2022

Структура и объём диссертации: введение, три главы, основные выводы и рекомендации, библиография из 220 источников, 162 страницы основного текста, 10 рисунков, 23 таблицы и 12 приложений.

Публикации на тему диссертации: Результаты исследования опубликованы в 14 научных работах.

Ключевые слова: коммуникативная компетенция учащихся, компетентностный подход, коммуникативная компетенция, игровая задача, игровая ситуация, моделирование игровых ситуаций.

Область исследования: теория и методика преподавания (английский язык).

Цель исследования является теоретически обосновать педагогические условия формирования коммуникативной компетенции учащихся путем создания игровых ситуаций на занятиях английского языка и практически апробировать их эффективность.

Задачи диссертационного исследования: определить понятийно-терминологический аппарат проблемы исследования и основные подходы к ее решению. Раскрыть сущность, структуру и особенности англоязычной коммуникативной компетенции, описать уровни их сформированности у учащихся в процессе изучения английского языка. Определить и обосновать педагогические условия и экспериментальную методику формирования коммуникативной компетенции учащихся путем создания игровых ситуаций на занятиях английского языка. Апробировать разработанные педагогические условия в процессе формирования коммуникативной компетенции на занятиях английского языка.

Научная новизна и актуальность исследования заключается: в обосновании моделирования формирования коммуникативной компетенции учащихся путем создания игровых ситуаций на занятиях по английскому языку; в уточнении понятия «коммуникативная компетенция учащихся»; в определении и теоретическом обосновании *коммуникативной компетенции учащихся*: ценностно-мотивационный, когнитивно-содержательный, рефлексивно-эмоциональный, контрольно-диагностический компоненты; их критерии и показатели.

Полученный научный результат способствовал решению важной проблемы в данной области и состоит в выявлении необходимости определения и проверки экспериментально-опытным путем теоретико-прикладных основ и методологии педагогических условий формирования коммуникативной компетенции учащихся путем создания игровых ситуаций на занятиях английского языка.

Теоретическая значимость результатов исследования подтверждается: дальнейшим развитием и определением понятий «компетентностный подход», «коммуникативная компетенция», «игровая задача», «игровая ситуация», «моделирование игровых ситуаций». Уточнено и конкретизировано понятие «коммуникативная компетенция учащихся». Определена и теоретически обоснована структура коммуникативной компетенции учащегося: ценностно-мотивационный, когнитивно-содержательный, рефлексивно-эмоциональный, контрольно-диагностический; их критерии и показатели: мотивационный (мотивация изучения английского языка, отношение к изучению английского языка); коммуникативный (лексикологические знания; коммуникативные умения, умения невербальной коммуникации); эмоционально-волевой (коммуникативная толерантность, эмпатия, эмоциональный интеллект); диагностический (уровень коммуникативных знаний, уровень владения английским языком).

Практическая значимость результатов исследования заключается в разработке методических рекомендаций в помощь учителям общеобразовательных школ по формированию активной коммуникативной позиции учащихся в ходе имитационно-игрового обучения; разработке технологии моделирования коммуникативных ситуаций, определение методических требований к игровым формам и методам обучения для развития коммуникативной компетенции учащихся.

Внедрение научных результатов исследования было достигнуто посредством организации экспериментальных исследований, проведенных на базе общеобразовательных школ города Одессы № 1, 16, 38, в частном учреждении «Одесская частная общеобразовательная школа I-III ступеней – лицей «Черноморский», на уроках английского языка, путем внедрения теоретических и прикладных основ, разработанных и структурированных в модели формирования коммуникативной компетенции учащихся способом игровых ситуаций на занятиях по английскому языку, также представленные в работе результаты исследования нашли отражение в выступлениях на национальных и международных конференциях, в публикациях научных материалов и проведении занятий со старшеклассниками на английском языке.

Pedagogical conditions for the formation of students' communicative competence through game situations in English classes. Doctoral thesis in education sciences, Chisinau, 2022

Thesis structure: introduction, three chapters, main conclusions and recommendations. 162 pages, 10 figures, 23 tables, 215 references, 12 appendices.

Publications based on the thesis: 14 scientific papers.

Key words: communicative competence of students, competence-based approach, communicative competence, game task, game situation, simulation of game situations.

Field of study: theory and teaching methods (English).

Aim of the study: theoretical substantiation of pedagogical conditions for the formation of students' communicative competence through game situations in English classes and practical verification of their effectiveness.

Objectives of the dissertation research: to determine the concept and terminology of the research problem and the main approaches to its solution; to reveal the essence, structure and features of English-speaking communicative competence and to describe the levels of their formation in students in the process of learning English; to determine and substantiate the pedagogical conditions and experimental methodology for the formation of students' communicative competence through game situations in English lessons; to test the developed pedagogical conditions in the process of the formation of communicative competence during English lessons.

Scientific novelty and relevance of the research: The research substantiates modelling of the formation of students' communicative competence through game situations in English lessons, clarifies the concept of "students' communicative competence", provides the definition and theoretical substantiation of the structure of English language with respect to students' communicative competence (value-motivational, cognitive-meaningful, reflective-emotional, control and diagnostic components), their criteria and indicators.

Relevance of the scientific results: The research identifies the need to determine and conduct experimental testing of the theoretical and applied principles and methodology of the pedagogical conditions for the formation of students' communicative competence by creating game situations during English lessons.

Theoretical significance of the research results: Significance is confirmed by further developing and defining the concepts of "competence-based approach", "communicative competence", "game task", "game situation", "simulation of game situations". The concept of "students' communicative competence" has been clarified and specified. The research results helped to determine and theoretically substantiate the structure of the students' communicative competence (value-motivational, cognitive-meaningful, reflexive-emotional, control-diagnostic), their criteria and indicators: motivational (motivation for learning English, attitude towards learning English); communicative (lexicological knowledge; communicative skills, non-verbal communication skills); emotional-willed (communicative tolerance, empathy, emotional intelligence); diagnostic (level of communicative knowledge, level of English proficiency).

Practical significance of the research results: Practical significance consists of the development of methodological recommendations to help teachers of secondary schools form their students' active communicative position in the course of imitation-play training, development of technology to model communicative situations, determination of methodological requirements for game forms and teaching methods for the development of students' communicative competence.

Implementation of the scientific results: Experimental research was organized and carried out during English lessons in the city of Odessa secondary schools No. 1, 16, 38 and in a private institution "Odessa private secondary school of I-III levels – Lyceum "Chernomorsky" by introducing theoretical and applied principles developed and structured in the model of the formation of students' communicative competencies in game situations during English lessons. The research results contained in the thesis were also presented at national and international conferences, published in scientific papers, and used when conducting English lessons with high school students.

ADNOTARE
Iskender TOPCU

Condiții pedagogice de formare a competenței comunicative la elevi prin activități ludice în predarea limbii engleze. Teză de doctor în științe ale educației, Chișinău, 2022

Volumul și structura tezei: introducere, trei capitole, concluzii generale și recomandări, bibliografie din 215 surse, 162 de pagini text de bază, 10 figuri, 23 tabele, 12 anexe.

Publicații la tema tezei. Rezultatele au fost publicate în 14 lucrări științifice.

Cuvinte-cheie: competența de comunicare, competența de comunicare a elevilor, demersul bazat pe competențe, activități ludice, sarcina de joc, situație de joc, simularea situației de joc.

Domeniul de studiu: teoria și metodologia instruirii (limba engleză).

Scopul cercetării constă în stabilirea reperelor teoretice ale condițiilor pedagogice în vederea formării competenței comunicative a elevilor prin activități ludice în cadrul lecțiilor de limba engleză și verificarea practică a eficienței acestora.

Obiectivele cercetării: Determinarea reperelor teoretice privind formarea competenței comunicative a elevilor; interpretarea oportunităților metodologice ale formării competenței comunicative în limba engleză și descrierea nivelurilor de formare a acestora în procesul de învățare a limbii engleze; determinarea și evidențierea condițiilor pedagogice și a metodologiei experimentale pentru formarea competenței comunicative prin activități ludice în cadrul orelor de limba engleză; studiul experimental și estimarea eficienței metodologiei de formare a competenței comunicative la orele de limba engleză.

Noutatea și originalitatea științifică rezidă în identificarea perspectivelor teoretice actuale ale valorificării pragmatice a activităților ludice în procesul de învățare a limbii engleze; precizarea și dezvăluirea semnificației conceptului de „competență de comunicare a elevilor”; definirea și fundamentarea teoretică a structurii competenței comunicative a elevilor (valoare motivațională, semnificație cognitivă, reflex emoțional și control); discriminarea nivelurilor de dezvoltare a competenței comunicative a elevilor, formularea criteriilor de evaluare și a indicatorilor competenței comunicative a elevilor.

Rezultatele științifice obținute în cercetare constă în determinarea fundamentelor teoretice și metodologice privind formarea competenței comunicative în limba engleză a elevilor, prin elucidarea oportunităților metodologice de utilizare a activităților ludice la orele de limba engleză.

Semnificația teoretică a cercetării este susținută de definirea și dezvoltarea conceptelor-cheie „demersul bazat pe competențe”, „competența de comunicare”, „sarcina de joc”, „situație de joc”, „simularea situațiilor de joc”. Conceptul „competența de comunicare a elevilor” a fost clarificat și specificat. Rezultatele cercetării au favorizat determinarea și fundamentarea teoretică a structurii competenței comunicative a elevilor (valoare motivațională, semnificație cognitivă, reflex emoțional și control), criteriilor și indicatorilor specifici competenței de comunicare: motivațional (motivația pentru învățarea limbii engleze, atitudinea față de studierea limbii engleze); comunicativ (cunoștințe lingvistice, competențe de comunicare, competențe de comunicare nonverbală); emoțională (toleranță, empatie, inteligență emoțională); diagnosticare (nivel de comunicare, nivel de cunoaștere experimentată a limbii engleze).

Valoarea aplicativă a lucrării constă în elaborarea și dezvoltarea recomandărilor metodologice adresate profesorilor din învățământul preuniversitar în vederea formării competenței comunicative active în cadrul activităților ludice; dezvoltarea modelului tehnologic al situațiilor comunicative; identificarea cerințelor metodologice pentru formele de activități ludice de predare destinate formării și dezvoltării competenței comunicative a elevilor.

Implementarea rezultatelor științifice s-a realizat prin intermediul cercetărilor experimentale din cadrul școlilor 1, 16, 38 și LT "Chernomorsky" din orașul Odesa, la cursurile de limba engleză, prin implementarea fundamentelor teoretico-aplicative elaborate și structurate în Modelul de formare a competenței comunicative a elevilor prin activități ludice la orele de limba engleză, inclusiv prin participarea la conferințe naționale și internaționale, publicarea materialelor științifice și realizarea activităților practice cu elevii care învață limba engleză.

ISKENDER TOPCU

**PEDAGOGICAL CONDITIONS FOR THE FORMATION OF
STUDENTS' COMMUNICATIVE COMPETENCE THROUGH
GAME SITUATIONS IN ENGLISH CLASSES**

**Specialty: 532.02 – School didactics by stages and educational
disciplines (English language)**

**ABSTRACT
of the PhD thesis in education sciences**

Approved for printing: 28.02.2022

Offset paper

Printing sheets: 2

Paper size: 60x84, 1/16

Circulation: 30

Order № 55

Publishing and Printing Center SPU "Ion Creanga" 1 Ion Creanga
Street, Chisinau, MD-2069