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THE FORMATION OF COMMUNICATIVE COMPETENCE IN THE PROCESS OF TEACHING FOREIGN LANGUAGES IN PRIMARY SCHOOL

At the current stage of the development of society, the formation of a full-fledged personality in the younger generation is one of the most important tasks of a teacher. In today's society, people need to be able to adapt to different learning and living environments, apply communicative skills, overcome difficulties and actively engage in interpersonal communication. This is also the time of a growing demand for knowledge and use of foreign languages in many spheres of life due to the joining of our state to the global community. Therefore, while teaching children, it is important to pay attention not only to the development of communicative skills in the state language, but also to the development of communicative competence in the use of foreign languages in primary school.

Such scientists as T. Havinska, T. Bychkivska, N. Shustval, G. Koltsova, Yu. Derkach, M. Chmil, O. Feschenko, K. Yutskovich dealt with the problem of researching the methods of forming communicative competence of schoolchildren during the process of teaching foreign languages.

The purpose of the article is to highlight the methods that will contribute to the formation of communicative competence in the process of teaching foreign languages in primary school.

Studying foreign languages at school aims to develop in students a flexible tool for mastering it, the ability to use a foreign language fluently in conversation. This goal envisages interconnected communicative and sociocultural development of students by means of a foreign language to prepare them for intercultural communication in various spheres of life. As stated in the document "State Standard of Basic and Complete General Secondary Education", the formation of pupils' skills and abilities of foreign language communication requires their achievement of such a level of communicative competence that would be sufficient for carrying out communication in certain communicative spheres [1].

The term "communicative competence" comes from the Latin words *"communico"* meaning "unity, transmission, connection" and *"competenis"* meaning "capable". Therefore, the notion "communicative competence" means a set of knowledge about the norms and rules of conducting natural communication – a dialogue, a dispute, negotiations, etc. [2: 209].

One of the methods that contributes to the formation of communicative competence is storytelling [3]. Storytelling is the process of presenting information through interesting and memorable stories. It is one of the ways to diversify classes, find an approach to any child and motivate students [4]. This method helps to use the laws of

practical psychology and achieve a lasting impact on students, while maintaining a respectful attitude towards them.

For forming communicative skills, four types of materials can be used:

1) digital storytelling (adaptation of video materials);
2) storytelling based on the story;
3) storytelling based on the script;
4) storytelling based on real situations.

Effective interactive learning technologies that contribute to the formation of students' communicative competence are working in pairs, working in threes, changing threes, "carousel", "aquarium", "big circle", "microphone", unfinished sentences, "brainstorming", analysis problems, "mosaic", circle of ideas, acting out the situation in roles (role play, imitation), discussion, talk show [5:50].

The use of various games in the lesson will also have a positive effect on the development of communicative skills. Let us give some examples.

1. The game "Say Your Name".

Students receive cards on which their names are written in English. The game takes place in the form of a dialogue between the teacher and the student.

T: What is your name?

P: My name is Oleh.

T: Spell your name, please.

P: O-l-e-h.

2. The game "Describe a Wondrous Creature".

Children pair up and take turns going to the board. Pictures of creatures are attached to children's backs. Children take turns to look at the pictures and describe in English the creatures they have.

3. The game "Game with a Ball".

This game can be adapted to the topic of the lesson. Let us take the topic "My Pets" as a sample. The teacher starts the game holding the ball in his hands, briefly talks about his pet: "I have a cat. He is gray in color and has green eyes". Then the student passes the ball to the next child, who is to tell about his animal.

The communicative approach to foreign language teaching prioritizes the practical use of language as a means of communication rather than focusing solely on the memorization of grammar rules or vocabulary lists. This method encourages pupils to actively engage in real-life conversations helping them develop the ability to express themselves fluently and confidently in the target language.

To achieve this, teachers must create a classroom environment that fosters meaningful interactions, incorporating techniques such as role-playing, discussions, debates, storytelling, and problem-solving activities. These interactive exercises enable schoolchildren to practice speaking in context, reinforcing their ability to convey thoughts, emotions, and opinions effectively.

Additionally, the communicative approach emphasizes authentic language exposure through dialogues, listening activities, and multimedia resources. Teachers should encourage collaborative learning, where children work in pairs or groups to simulate real-life communication scenarios. By integrating situational learning and

task-based activities, educators help learners build confidence in using the language naturally rather than relying solely on theoretical knowledge.

Ultimately, the goal of mastering the communicative competence in English lessons is to equip students with the skills necessary to use the foreign language as a practical tool in everyday interactions, professional settings, and cultural exchanges. Through consistent practice, learners gain the confidence to communicate effectively in diverse contexts, making language acquisition a dynamic and engaging process.

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