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## **DEVELOPING COMMUNICATIVE COMPETENCE IN TEACHING A FOREIGN LANGUAGE OF LAW ENFORCEMENT STUDENTS**

The field of second and foreign language teaching and learning has been an issue of debate for a long time. Various theories and methods of language learning have been introduced. Grammar translation method occupied the field of foreign and second language teaching for many decades and is still of use today. The field has also been dominated by the behaviorist theory and the idea that language is nothing but a social behavior that can be learned as any other behavior through the process of habit formation.

To define the notion «communicative competence» we can delve into the two words that constitute it, of which the word «competence» is the headword. Competence can be described as the knowledge, ability or capability while the word «communicative» has the meaning of exchange or interaction. So we can say that communicative competence is nothing but a «competence to communicate» that is, having the ability that allows the person to communicate in order to fulfill communicative needs.

The term «communicative competence» was first used by Dell Hymes in 1966 in his lecture delivered in a conference on «Developing the Language of the Disadvantaged Children», then it was published as a paper entitled «On Communicative Competence» in 1972 and republished in 2001. Hymes points out that communicative competence doesn't only represent the grammatical competence but also the sociolinguistic competence [1, p. 54].

There are many learning strategies or activities that are usually selected for enhancing language learning. These activities that enhance language learning are usually communication-based activities and task-based activities. These activities usually play a big role in developing communicative competence and enabling communication skills in comparison to those strategies of imitations, memorization and repetition drills that mainly concern about language and its structures rather than the use of that language [2, p. 307].

We made an attempt to sum up some activities of studying English as a foreign language which may help in developing law enforcement students' communicative competence:

1. Oral conversation and dialogue in pairs or groups. Teachers should encourage law enforcement students to converse in pairs and groups. These activities proved to be of high value in the cultivation students' communicative competence as they provide students with more opportunities for exposure and help them in building their confidence in their language and releasing language anxiety.

2. Teacher–student interaction. English as a Foreign Language teacher should play the role of a facilitator in his classroom in order to help language learning to take place. He should create a democratic and enthusiastic atmosphere and interact with his students.

3. Using literature. Literature, whatever the genre drama, short stories, novels etc. is considered to be useful in developing English as a foreign language students' communicative competence as it provides students with authentic language inputs as well as equip them with English culture.

4. Simulation and role-play activities. Simulation and role-play activities are also effective for promoting law enforcement students' communicative competence. The most important condition here is that students should consider themselves as much real as possible. Such activities proved to be effective in promoting communicative competence and making the classroom more interesting and interactive.

5. Computer-assisted classroom activities. Teachers should benefit from computer and modern technology in English language teaching. Today, there are so many English programs, recordings, videos that help law enforcement students to learn English and develop their communicative competence. If the teacher employs such technology in his teaching, it will be very effective in enhancing English as a foreign language learners' competence and achieving language acquisition.

6. Reading English news and watching English TVs. Another way to involve law enforcement students in real life language situation that provide them native language experience inside and outside classroom in foreign language context is motivating them to watch English news, films, online lessons at TVs and to read English newspaper and website news. This will help a lot in developing learners' communicative competence as it will expose them to various types of texts and vocabulary [3, p. 175].

To sum up, activities mentioned above increase the linguistic competence of law enforcement students as well as the other competencies. These tools help law enforcement students to befriend English people and to get opportunities for natural exposure to native English speakers.

### **References**

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## **ОКРЕМІ АСПЕКТИ МОВНОЇ ПІДГОТОВКИ МАЙБУТНІХ ПРАВООХОРОНЦІВ У СУЧАСНИХ УМОВАХ ПРОФЕСІЙНОЇ ДІЯЛЬНОСТІ**

На сьогодні розвиток нашої держави та розвиток її правоохоронних органів ставлять перед новою поліцією низку нових завдань та пріоритетів. Позитивний досвід закордонних країн та їх правоохоронних органів, наприклад, таких як Бельгія, Франція, доводять те, що як урахування світових тенденцій з дотримання прав людини, так і урахування внутрішніх умов розвитку країни може призвести до значних успіхів у розкритті окремих видів злочинів та попередженні злочинності.

Сучасного поліцейського повинні характеризувати такі риси: 1) соціально-психологічна готовність до взаємодії та взаєморозуміння; 2) певний рівень мовної підготовки; 3) конструктивна поведінка у конфліктних та непередбачуваних ситуаціях. Діяльність поліцейського тісно пов'язана з комунікацією. Наявність у поліцейських добре розвинених комунікативних якостей та навичок є запорукою ефективної професійної діяльності, а питання мовної підготовки мають особливу важливість та постійну актуальність.

Такий науковець, як К. Карті зазначає, що як «представник владних структур країни, поліцейський, маючи певний рівень знань мови