

Modern language teaching technologies for the development of school students' communicative competence

Tecnologías modernas de enseñanza de idiomas para el desarrollo de la competencia comunicativa de los estudiantes escolares

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ABSTRACT:

The article analyzes the problem of the development of school students' communicative competence in the process of learning the language. The authors define the concepts "person-centered technology", "interactive technology", "technology of critical thinking development". Language teaching technology as a system linguo-didactic conceptual educational management envisages motivation, goal determination, designing of prospective teaching and learning activities, active subject-to-subject interaction between a teacher and a learner aimed at achieving a predetermined result, guarantee of a final result, subject factor and reflection. The authors conducted a pedagogical experiment, which verified the efficiency of the technologies designed (person-centered, interactive, technology of critical thinking development) and the linguo-didactic toolset developed (active forms, methods, techniques) for mother tongue teaching. In the process of experimental verification of the efficiency of the technologies designed, significant positive changes in the levels of formedness of school students' communicative competence took place.

Keywords: communicative competence, school students, language teaching technology, person-centered technology, interactive technology, technology of critical thinking development.

RESUMEN:

El artículo analiza el problema del desarrollo de la competencia comunicativa de los estudiantes escolares en el proceso de aprendizaje del idioma. Los autores definen los conceptos "tecnología centrada en la persona", "tecnología interactiva", "tecnología de desarrollo del pensamiento crítico". La tecnología de la enseñanza de idiomas como un sistema de gestión educativa conceptual linguo-didáctica contempla la motivación, la determinación de objetivos, el diseño de posibles actividades de enseñanza y aprendizaje, la interacción activa sujeto a sujeto entre un maestro y un alumno con el objetivo de lograr un resultado predeterminado, garantía de un resultado final resultado, factor sujeto y reflexión. Los autores realizaron un experimento pedagógico, que verificó la eficiencia de las tecnologías diseñadas (centradas en la persona, interactivas, tecnología de desarrollo del pensamiento crítico) y el conjunto de herramientas lingüístico-didácticas (formas activas, métodos, técnicas) para la enseñanza de la lengua materna. En el proceso de verificación experimental de la eficiencia de las tecnologías diseñadas, se produjeron cambios positivos significativos en los niveles de previsión de la competencia comunicativa de los estudiantes escolares.

Palabras clave: competencia comunicativa, estudiantes escolares, tecnología de enseñanza de idiomas, tecnología centrada en la persona, tecnología interactiva, tec

1. Introduction

Present-day society of a wide information space demands from educational system upgrading and rapid development of high technologies of teaching a language, within which real becoming and development of a language personality is expected.

Policy documents of international and European standard declare chief goals and tasks relative to the improvement of the process of language teaching. One of the most significant priorities of modern educational system is the development of a person's communicative competence. The dominant tendencies of language education include humanization and humanitarization, personal orientation and competency-based focus on teaching, reconsideration of a teacher's role, subject-to-subject relations of the participants of teaching and learning activities, learning activity dialogization, implementation of up-dated productive learning technologies. The aforementioned tendencies reflect contemporary worldview priorities and society orders, initiate the development of the latest education paradigm and renovation of language teaching methods.

Modern education in Ukraine is based on all-European education standards, with reference to which within the recommendations of the European Parliament and the European Union, such key competences were determined as: native language interaction, foreign language interaction, mathematical competence, ICC-competence, learning teaching, social and civil, entrepreneurial, cultural competencies.

The system of general linguistic education sets priorities of competency-based, person-centered and communicative-operational education, aimed at the development of a language personality; guarantees training results for further social, business, professional self-expression and self-improvement. Considering this, nowadays the focus is shifted from the acquisition and reproduction of linguistic theory knowledge to formation of linguistic, speech and communication knowledge, abilities, skills and experience, necessary for successful interaction in different spheres of communication, and the development of cognitive and creative thinking. Language teaching (both native and foreign) is entirely aimed at forming of a person's communicative competence, its capacity for effective communication through verbal and nonverbal means, creative development and implementation in a communicative interaction.

The relevance of the research is driven by dictates of the time, educational objectives, public order and social implication of a vital problem of formation of a person's communicative competence and the need for the development of strategies and tactics of language teaching, search for effective ways of improvement of teaching and learning activities, activation of school students' and students' cognitive performance, increasing of the level of their independence, motivation and reflection of learning and cognitive activity.

The conceptual idea of the research consists in the formation of a school student's communicative competence as a system educational process, which involves clear goal setting, perfect designing, implementation of high performance technologies of teaching a native language, use of the complex of classic and innovation methods, introduction of optimal and productive teaching forms, methods and techniques. The feature of the concept proposed is the introduction of modern technologies of teaching the Ukrainian language (person-centered, interactive, technology of critical thinking development).

2. Methodology

The research is grounded on competency-based, person-centered, cognitive, activity approaches to teaching the language. These approaches were used for the development of the methodology of the formation of a school student's communicative competence while teaching the Ukrainian language. A competency-based approach infers gradual refocusing of a leading educational paradigm with predominant knowledge transmission and skills development to providing a background for acquiring a complex of competencies which suggest potential, school leaver's survivability and sustainable living in today's evolving informational and communication landscape (H. Selevko, 2004). A competency-based approach implied commitment of teaching and learning process to achieving the results planned (formation of communicative competence) and applying of knowledge, abilities and skills in speech practice. Cognitive methods of teaching provide for mastering the concepts – profound meanings of a detailed text arrangement, which is the impersonation of author's motives and intents. They aim to form the abilities of literal perception of text information and create one's own oral and written statements in pursuant to a communicative goal and intention, to develop cognitive activity, increase interest in learning principal subjects, educate national consciousness, respect for language traditions of Ukrainian people and desire to inherit aesthetic and ethic communication norms (Pentyliuk, 2013). A cognitive approach facilitated the formation of school students' cognitive and creative knowledge, abilities and skills, focused academic work on conscious creating of utterances and meaningful perception of other's texts in course of active oral activity. A person-centered approach involved the commitment of teaching and educational process to taking into account school students' personality traits, ensurance of equality in communication and teacher-student partnership, subject-to-subject interaction of the participants of teaching and learning process. An activity approach determined the priority of each learning session – the development of a student-speaker rather than a student-

philologist in course of speaking activity while using a communicative situation close to reality. This approach allowed the authors to design effective forms, methods and techniques of teaching. The above approaches functioned in a holistic manner, complementing and deepening one another. Due to the interrelation of these approaches there appeared a methodically important platform of designing a process of forming school students' communicative competence.

One of the emerging technologies, which creates efficiency of the formation of one's communicative competence is a technology of person-centered teaching as a dominant and formal trait of modern education. This technology was applied considering both each student's personality and a class population. The learning process does not immediately develop a person by itself, but only if it contains tasks stimulating students' activity and appropriate content, so that it facilitates the formation of certain types of activities at a certain age (Shalashova, 2018). Teaching in class was focused on a school student's personality and viewed from the perspective of his / her individuality, personal motives, aims, interests, values, prospects, etc. Such teaching involved perception of a student as a full-fledged active subject of learning activity, provided his / her personal growth not only as a student-philologist (theoretical knowledge bearer), but as a student-speaker (creative active language personality with high level of communicative competence). Being humane and anthropocentric, person-centered teaching implied and provided optimal conditions for harmonious development, self-actualization and personal growth of each student as individual, formation of his / her positive self-identity, development of communicative competence considering personal characteristics and experience.

Next, we will submit for consideration the implementation of a person-centered technology of language teaching through the spectacle of a student's personality in a cyclic algorithm. Motivation: development of steady learning motivation, emphasis on the necessity for cognitive activity, inducement of students for targeted conscious learning activity. Goal determination: Joint setting (by a teacher, and a student) of a personally significant didactic goal which involves learning activity performance; specification of objectives in the form of predefined final results; determination of individual goals. Active implementation: management and self-management of a teacher-student class activity; performance of a joint teacher-student learning activity; execution of a planned class assignment through the implementation of split-level, individualized and specific active forms, methods, teaching techniques, conscious perception of course content; formation of personal knowledge, abilities and skills, experience, development of communicative competence. Reflection: reflection arrangement; control and estimation of the acquired learning material; student's awareness of goal and objectives achievement; home assignment flexibility, feeling of success; correction of learning activity (if necessary).

A person-centered technology of language teaching involved student's active learning, aimed at accomplishing specific objectives (cognitive, research, experimental, transformational, project) of communication and activity character, diverse complexity and problematics. The concept of a person-centered technology involves basic framework of personal learning management: use of diverse methods and forms of learning activity which reveal student's personal experience; create a climate of interest in class activity; induce a student to produce utterances, use various modes of task performing. Besides, the abovementioned concept envisages the right to make mistakes, receive incorrect answers; to use the didactic material in class which allows a student to choose the most significant for him / her type and form of course content; evaluate and assess student's learning activity; create the communicative situations that make it possible to confer each student the possibility of taking the initiative, self-dependence, selecting modes of work; creating the situations for natural self-expression (Yakymanska, 2011).

In view of this, it is defined that a person-centered technology of teaching the native language will be more effective while following and applying in practice its chief features:

- promotion of the development and self-development of a school student's language personality as an entity of cognitive and subject learning activity, creation of positive self-identity;
- taking into account psychological and age peculiarities, student's personal experience;
- development of a student's learning motivation;
- clear goal setting both by a teacher and a student;
- arrangement of student's reflection and, in case of necessity, correction of his / her learning actions;
- application of diverse active forms of management of learning and cognitive activity which is communicative-oriented;
- use of traditional and innovative forms, methods, techniques and teaching medium;
- implementation of person-centered situations.

A set of these features provided school student's active participation in in-classroom learning.

The research includes the types of person-centered situations, selected according to a learning goal and a relevant mode of goal setting:

- situation of interest – preconditioned the appearance of learning motivation, the necessity for learning actions, enabled gaining experience of active cognitive activity, comprehension of the value of the acquisition of personal knowledge, abilities and skills;
- situation of choice – conferred the possibility of choosing a learning activity, variants, modes, types, forms of its embodying;
- problem-search situation – implied gaining experience of learning activity (problem, research, search, creative); development of reasoning metacomponents, confidence in personal ability to resolve learning and communicative problems;
- role situation – included fulfillment of a certain communicative role, modeling of one's own behaviour; was applied in practice in the context of a subject-to-subject interaction (teacher-student-students) within the game; dialogization of learning; provided gaining of learning experience in communication activity; confidence in the ability to understand other people in different communicative situations;
- situation of success – envisaged student's admitting the achieved result as a successful one; provided gaining of personal practical experience; confidence in the ability to become aware of active communication-speech practical actions in learning at first, and then in life.

In the process of implementation of a person-centered technology the students were given freedom in choosing exercises, tasks, modes of their accomplishment, report forms based on past experience. A system of individual and differential exercises and tasks was developed, an additional reference list was provided (typed or electronic one, for example, while giving a lesson in a "reading room" environment, when there is a free on-line access to dictionaries, reference books, etc.). Teaching differentiation promoted successful development of each student: the students were not divided into strong and weak, were not focused on undertaking simplified or complex exercises; the tasks and exercises differed in degree of self-sufficiency of techniques of cognitive activity.

Within a context of person-centered teaching a teacher performs one of the leading roles, but the functions of a teacher are changed: information-control function gives way to coordinating, facilitating role of not only a mentor, but an assistant in teaching. A teacher at language lesson is an assistant, facilitator, associate, friend, who motivates, helps, encourages, demonstrates belief in student's abilities, supports openness to his / her thoughts, interests, feelings; guides active learning process in order to develop each student's communicative competence. A teacher is just a manager of a socially educational environment, regulator and controller of students' cooperation with each other (L. Vygotskiy, 1982). A person-centered technology of language teaching shaped the change of a pattern of a teacher-student interaction and made provision of a subject-to-subject or a polysubjective (a group of students or the whole team of the class) interaction of a teacher and a school student, their partnership. A modern teacher is a lesson creator, director, actor, leading person, who guides students' active cognitive activity, helps to get engaged in a high quality search and cognitive activity, keeps students in positive emotional tension. At the lesson the attention was focused on the development of the individual language personality of each student as a practical speaker rather than a speaker-theorician, subject-to-subject interaction (a teaching process was performed not for students, but jointly with them), anthropocentricity (academic work was concentrated on a personality of each student).

A communicative-operational framework of language education moved to a new level of language learning training and implies full immersion in learning communication with a view to form a student's communicative competence. This is possible if students are involved into school educational training practice, based on dialogic discursive interaction, which is aimed at achieving a predetermined result. A technology of interactive teaching is precisely the one, oriented toward creating a welcoming environment, in which during active learning each student will develop his / her communicative and intellectual capability, personal qualities. In the process of interactive teaching a discourse (communicative event, occurring between a speaker and a listener / an observer) is carried out in practice in time and spacial context during communication (verbal and non-verbal oral or writing activity) (T. Van Dijk, 1989). This allows to assert the in-class presence of learning and cognitive discourse, by which we mean a communicative representation of a contact teacher-student interaction with the aim of passing scientific information and developing all components of communicative competence (speech, linguistic, communicative proper, sociocultural, operational). In our opinion, the most important thing about the interactive technology of language teaching is the dialogical / polylogical subject-to-subject interaction of all participants of teaching and learning process, interpersonal learning and cognitive discourse, aimed at forming a school student's communicative competence.

According to our reckoning, the midpoint of the interactive class technology is the interpersonal learning and cognitive interaction, which key feature is a student's ability to "dive", "immerse" in learning communicative situation, "adopt the role of other person", to imagine how it is perceived by the interlocutor / partner group and accordingly interpret the actions of others and strategically design and implement their own actions. Accordingly, a student interprets the actions of others, arranges and implements his / her own ones. During the embodiment of the interactive technology, students' self-

identity was being formed: I-actual (self-identification), I-social (look at oneself from society's viewpoint), I-potential (person's qualities and values due to substantial changes), I-ideal (tendencies of personal development and self-improvement). In course of interpersonal learning and cognitive discourse, the development of a student-speaker was observed. For the purpose of the achievement of the predetermined positive results, learning and developing objectives acted as supporting tasks, well-defined at the beginning of the lesson and inward motivated. Dialogical interaction served as a method of achieving the objectives defined. Collaboratively, instead of reproduction of ready information (divorced from reality) school students fundamentally expressed their thoughts, "lived" new communicative parts, gained knowledge and experience, produced abilities and skills.

In terms of interactive technology the teaching process implied modeling of communicative and problem situations, using of didactic games (role playing, business simulation game), joint solution of the cognitive and research problem. Interactive cooperation excluded both teacher dominance and one thought over the other one. When engaged in cooperation, all the participants of the teaching and learning activities (interpersonal learning and cognitive discourse) reached a decision, learnt to be more democratic, language-active.

The research presents the technological model of the modern interactive technology of language teaching, which reflects lesson content in compliance with its stages. Motivation: development of internal learning motivation; focusing on the problem; interest awakening; understanding of the importance and necessity for cognitive work; stimulation of conscious learning. Goal setting: provision of the awareness of the course content, definition of goals as predetermined results; determination of collective, group and personal objectives. Implementation: arrangement of interactive subject-to-subject cooperation; furnishing of information necessary for tasks; implementation of interactive methods and techniques; introduction of interactive learning – collective, group, individual actions; digesting of the goal-determined information through the implementation of active forms of dialogic interaction; apperception of the material being learnt; formation of knowledge, abilities, skills, experience, development of personal communicative competence. Reflection: arrangement of the reflection of a teacher, a group of students, a student; summarizing; feeling of success. Goal setting, which was an important stage of the interactive technology of language teaching, provided students' insight into the content of their following activity and understanding of the final result planned.

To define the objectives of the interactive teaching of the Ukrainian language, Bloom's taxonomy of objectives was taken as a basis (B. Bloom, 1984). Cognitive objectives envisaged memorizing and reproduction of the course content at reproductive, reconstructive and creative levels. In the system of cognitive objectives knowledge is the first, initial, but the simplest level. The pyramidal objectives hierarchy consisted of five interrelated components, either of which was focused on the formation of concrete thinking skills (from simple to complicated ones) – knowledge, understanding, usage, synthesis, evaluation.

Modern didactic system, which provides formation of student's communicative competence, his / her personal qualities and inborn aptitudes, is the educational technology of the development of critical thinking. Critical thinking is the cognitive activity, opposite to template, dogmatic, conventional, settled mode of thinking. The concept of the notion of critical thinking is reflective thinking, namely that type of thinking which checks, analyses itself, where knowledge is a starting point for using cognitive techniques and strategies, which leads to probable evaluation and logical conclusion, which a person is guided by while making a determination (Paul R., 2001). Pursuant thereto, our contention is that to think critically means to think comparatively, appraisingly, independently and creatively. The personality who thinks critically tends to make decisions independently, to give convincing arguments, substantiate that the decision taken is correct, logical, rational. The gist of the critical thinking technology is in the use of such cognitive skills and strategies which raise a possibility of achieving the desired result. It is distinguished by sensibleness and single-mindedness (D. Halpern, 2000).

The teaching was based on the information (text) and the development of abilities to reflect upon it, to propose hypotheses and check their veracity, to consider alternative ideas and ways of their justifying. Critical thinking as a complex psychological process began with the inspection of the information, continued with its examining, analysis, synthesis, and ended with correct solution – scientific-based (in theoretical terms), regulatory-implemented (in speech terms), appropriate (in communicative terms). The singularity of the technology consisted in perception, comprehension, interpretation of teaching linguistic resources – texts-concepts – carriers of ethno- and sociocultural information. Concepts join cognitive and cogitative processes with personal student's experience. The components of the system of concepts are the frames, considered in scientific space as the system of the choice of linguistic means – grammar rules, lexical units, language categories (Fillmore C., Baker C., 2010); a body of standardized actual and potential knowledge about the phenomena that have a multi-component structure, a full picture of a multilevel concept (Popova Z., Sternin I., 2001); a cognitive model that represents knowledge and assessment relevant to definite, frequent situations (F. Ungerer, 1996). This made it possible to interpret a frame as an integral multi-faceted knowledge unit that is cognitive-organized around a particular concept, phenomenon and contains information about its essence and

peculiarities. Frames were a specific structural pattern that reflected certain typical situations (greeting, forgiveness, request, etc.). In course of mastering trivial frames the abilities of creating new communicative situations were developed; the students were successfully performing communication activity in new conditions. In the process of implementation of the critical thinking technology a text was an object of perception and language, speech, communicative, sociocultural comprehension, held a position "between interlocutors" as a mediator between the participants of a learning and cognitive discourse – a student and a teacher. The text conferred the possibility of designing and applying various exercises and tasks, oriented toward learning, revision and consolidation of linguistic units at all levels (phoneme, morpheme, lexeme, sentence) and linguistic concepts (style, type, genre of speech, modes of link in the text, actual division of the whole, etc.). It is in the context of the information content, concentrated in the text, that the interpretation of a linguistic unit, definition of its semantics, verbal associations, stylistic differentiation, etc. were executed.

The research defines the model of the process of teaching a language in terms of the technology of critical thinking development according to key stages of a lesson and phases of critical thinking.

Challenge. Motivation: formation of cognition interest; internal motivation of independent critical and cognitive action; inducement to analytical conscious learning; creation of positive atmosphere.

Activation: mainstreaming of personal communicative competence, awakening of cognitive interest, recalling the things known. Goal determination: Fixation of holistic goal; specification of objectives as predetermined expected final results; clarification of individual goals; creation of problem situations; problem statement.

Content comprehension. Implementation: arrangement of subject-to-subject dialogical activity; insight into new information, critical perception of data; making assumptions, suppositions, arguing, reception of interlocutors' thoughts and proofs; information assigning; decision making; giving an opinion; performance of analytical cognitive and research activity through the implementation of active forms, methods, techniques; formation of personal communicative competence; development of critical thinking, creativity, emotional-volitional sphere.

Reflection: arrangement of reflection; comparison of concrete results with expected ones, their analysis; control and assessment of learning activity; correction of learning activity (if necessary); feeling of success.

Development of critical thinking is a multi-faceted and multistaged process which requires implementation of dialogical subject-to-subject interaction of all participants of learning process in various positions (teacher-student, teacher-students, student-student, student-students, students-students). This implied using of discussion form of learning whereby critical mental processes are being activated. It is important for school students to be active participants of discussion: to speak their minds freely, take remarks well, listen to the opinions of partners in conversation and adopt a correct joint decision. The teaching and learning process was a specific exchange of knowledge and a collective selection of a true discovery or decision. During the learning and cognitive discussion the teacher motivated, directed, corrected, controlled the students. The task of a teacher is to persuade students of validity of the course content, which is scientific-based.

The pedagogical experiment was focused on the development of the communicative competence of middle school students and was conducted in 2014–2018. The objective of the pedagogical experiment is to develop and approve the technologies of teaching the Ukrainian language (person-centered, interactive technologies, technology of critical thinking development) with the aim of forming the communicative competence of a student. In course of the research the educators had a high level of professional competence, used the developed technologies of language teaching and linguo-didactic toolset, skillfully taught a lesson under the conditions of interpersonal learning and cognitive discourse with the view of developing students' communicative competence. In order to evaluate the efficiency of the technologies of teaching the Ukrainian language there were selected motivational, goal-determining, cognitive, operational criteria. The research defined such major lines as speech, language, communicative, operational, according to which the authors evaluated the level of formedness of communicative competence as a complex concept which includes speech, linguistic, communicative proper, sociocultural, operational competencies.

The control stage of the pedagogical experiment was conducted in conditions of continuous monitoring of the quality of students' speaking. For diagnostic purposes there was chosen such range of methodologies of oral and written control as tests, questionnaires, oral and written assignments, essays, etc. The tests consisted of the tasks aimed at checking:

- speech competence: speech knowledge and abilities (speech-reproductive (to perceive and reproduce foreign speech); speech-productive (to create one's own text));
- language competence: linguistic knowledge and abilities (to operate all the linguistic means);
- communicative competence proper: communicative knowledge and abilities (communicative-analytical (to define the conditions of a communicative situation, analyze interlocutors'

- communication behavior); communicative-creative (to continue the text, build up the text using the beginning, to detail the text, create the text));
- operational competence (to be conscious of the need for learning and cognitive activity; to define, model and form person-significant goals; to plan the activity for achieving the goals determined; to reflect; to make necessary corrections).

3. Results

For the purpose of checking the level of formedness of components of communicative competence (speech, linguistic, communicative proper, operational) there were made observations and analysis of the learning process, testing and oral questioning.

According to the analysis of control end-of-year assessment, based on the calculations of average rates, there were determined the levels of academic achievements of the core components of communicative competence of the students of EC and CC at the end of the pedagogical experiment. Notably, that the students of EC as compared to the students of CC achieved far higher results: the quality of speech competence in EC is 11,2 %, linguistic competence – 13,8 %, communicative competence – 12,3 %, operational competence – 14 % higher than in CC.

The comparative analysis of the levels of formedness of speech, linguistic, communicative proper, operational competencies of students made it possible to appraise a total level of development of communicative competence of middle school students after experimental teaching. (Table 1).

Table 1
Total level of development of students' communicative competence

Competence	Levels (%)							
	Advanced		Upper-intermediate		Intermediate		Elementary	
	EC	CC	EC	CC	EC	CC	EC	CC
Speech	17,5	8,2	49,3	36,3	27,8	43	5,4	12,5
Linguistic	18,6	8,9	49,4	32,8	26,9	48,6	5,1	9,7
Communicative proper	19,6	8,6	48,6	37,6	27,1	42,6	4,7	11,2
Operational	14,6	5,3	47,6	28,6	33,6	47,5	4,2	18,6
Average index	17,6	7,8	48,7	33,8	28,9	45,2	4,9	13,2

In order to determine the dynamics of levels of students' academic achievements there was conducted a statistical processing of the results of ascertaining and control assessment by means of comparative analysis. The comparison of the final control results of experimental teaching with the data of ascertaining assessment proved the efficiency of the developed technologies of language teaching (person-centered, interactive, technology of critical thinking development). Compared to the results of ascertaining assessment, the level of formedness of students' communicative competence has essentially increased in the process of conducting a pedagogical experiment. The data are presented in Table 2.

Table 2
Levels of formedness of communicative competence of the students of EC and CC before and after experiment

Level	Advanced	Upper-intermediate	Intermediate	Elementary
Before the experiment (%)				
	8,7	35,5	43,2	12,6
After the experiment (%)				
EC	17,6	48,7	28,9	4,8
CC	9,4	37,3	43,1	10,2

Compared to the results of the ascertaining stage of pedagogical experiment the level of formedness of students' communicative competence in course of experimental teaching has increased: the relative number of students with advanced level has increased at the end of the experiment by 8,9 %, with upper-intermediate level – by 13,2 %, with intermediate level – has decreased by 16,2 %, with elementary level – by 5,9 %. The above results bespeak explicit positive changes in the levels of formedness of communicative competence of the students of experimental classes.

4. Conclusions

In the research the authors described the content, essence and special aspects of the implementation of modern technologies of language teaching, which compile linguistic methodology of formation of communicative competence of middle school students. The authors marked and designed such technologies of teaching the Ukrainian language as: person-centered, interactive, technology of critical thinking development, shaped the models of their usage, created a complex of traditional and innovative active forms, methods, techniques and educational tools. The results of the experimental teaching bear evidence of the following: the use of the designed language teaching technologies objectively facilitated the increase of the level of development of students' communicative competence.

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