

**Міністерство освіти та науки України
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**Формування англомовної комунікативної компетентності випускника
середньої школи на Закарпатті**

Берегасі Фабіян Богларки Золтанівни

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Науковий керівник: **Лізак Катерина Михайлівна**
доцент

Завідувач кафедри: **Берегасі Аніко Ференцівна**
д-р габілітований, доцент, професор кафедри філології

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Виконавець: студентка IV-го курсу

Берегсасі Фабіян Богларка Золтанівна

освітня програма Середня освіта (англійська мова і література)

спеціальність 014 Середня освіта (англійська мова і література)

Науковий керівник: **Лізак Катерина Михайлівна**

доцент

(науковий ступінь, вчене звання, посада)

Рецензент: **Фодор Катерина Йосипівна**

д-р філософії, доцент

(науковий ступінь, вчене звання, посада)

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Ferenc Rákóczi II Transcarpathian Hungarian College of Higher Education

Department of Philology

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EFL School-Leaver in Transcarpathia**

Level of higher education: Bachelor's/Master's degree

Presented by:

Boglárka Beregszászi Fábián
a fourth year student

education programme: Secondary education (English language and literature)

specialty: 014 Secondary education (English language and literature)

Thesis supervisor: Katalin Lizák
associate professor
(*науковий ступінь, вчене звання, посада*)

Second reader: Katalin Fodor
PhD, associate professor
(*науковий ступінь, вчене звання, посада*)

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INTRODUCTION

In our modern world, in the period of globalization, mastery of foreign languages is of great advantage to every person. It helps to strengthen mutual understanding between people of different nationalities, to understand the cultures and traditions of other nations, to use the vast potential of Internet resources in their activities, to travel freely around the world.

The current state of Ukraine's international relations, its entry into the European and global space, and new political, socio-economic, and cultural realities require raising the status of foreign languages in our country. A foreign language is an important means of intercultural communication, it facilitates verbal understanding between citizens of different countries, provides a level of their cultural development that allows them to freely navigate and feel comfortable in the country whose language is studied. In this regard, the position that the ability to understand a representative of another culture depends not only on the correct use of linguistic units, but also on special skills to understand the norms of their culture, including their speech behavior in various communication situations, becomes relevant.

Learning to speak a foreign language requires more than knowing its grammar and semantic rules. Speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the target language fluently and appropriately. in social interactions. However, due to minimal exposure to the target language and contact with native speakers, EFL learners in general are relatively poor at spoken English.

As stated in the Draft Concept of Education Development of Ukraine for the period 2015-2025 (2014), the State standard of complete general secondary education (2020) and the Foreign language curricula for secondary schools and specialized schools with in-depth study of foreign languages grades 10 – 11 (2017), one of the requirements for the results of mastering the basic educational program of secondary general education is the development of key competencies, one of which is communicative, which in turn is

the basis of learning a foreign language. In this regard, the issue of formation of communicative competence in a foreign language is becoming more and more relevant.

This competence means mastering all types of speech activity, culture of oral and written speech, skills and abilities to use language in different spheres and situations of communication. The main task of communicative competence is to teach how to communicate.

In connection with the above, **the relevance of the topic** lies in the need to clarify the functions of a foreign language, identify new strategic directions for the process of mastering it, and reconsider ways and means of teaching.

The aim of the study is to identify the main features of the English-language communicative competence formation of school leavers based on the analysis of theoretical material; analyze the possibilities of communicative competence development in foreign language teaching; determine the placement of Transcarpathia region of Ukraine with regard to the English language exam results at the External Independent Testing (EIT) in 2021; reveal the difficulties students encounter in doing English at the EIT by conducting a survey among school leavers. It also raises the issue of the importance of the ability to use students knowledge of English in real life situations.

Achievement of the above objectives requires **addressing the following tasks:** to study the relevant literature on the issue; to define the concepts of foreign language communicative competence; to establish the means of influencing the process of forming communicative skills; to assess students English language competence by testing their reading, lexicogrammatical and speaking skills; to outline the implementation of the communicative approach, communicative and cognitive tasks and interactive teaching methods in the development of students' speaking skills, especially the formation of the ability to express their thoughts.

The object of the study is the formation and development of communicative competence of school leavers in English in secondary school.

The subject of the study is the peculiarities of forming students' communicative competence in teaching a foreign language through creative thinking as well as ways to enhance the development of English communicative competence of school leavers using interactive teaching methods.

In order to achieve the set aims, **such methods as** the method of content analysis, method of generalization (which included positive best practices) and theoretical analysis of pedagogical, methodological and psychological literature on the research problem.

The research hypothesis is based on the assumption that the level of communicative competence of the examined school leavers does not meet the requirements of the modern Ukrainian school and interactive methods of teaching English as a foreign language may help to improve the level of school leavers communicative skills in English language classes.

The concept of teaching foreign languages define its main goal which is the development of students' communicative competence and ability to use a foreign language as a tool in the dialogue of cultures of the modern world. This goal implies that students achieve a level of communicative competence that would be sufficient to communicate in oral (speaking, listening) and written (reading, writing) forms within certain communicative spheres, topics of situational speech and on the basis of the studied language and speech material.

Therefore, in order to provide effective guidance in developing competent speakers of English, it is necessary to examine the factors affecting learners' oral communication, components underling speaking proficiency, and specific skills or strategies used in communication. The present paper explores these aspects so that the teachers can more effectively help learners develop their communicative skills. In addition, it examines the content of the phenomenon of "English-language communicative competence" and the peculiarities of its formation and development in a specialized school; clarifies the methodological requirements for the content of English language learning and the peculiarities of organizing the educational process using group forms of work.

The communicative approach to teaching foreign languages was determined as a result of methodological conceptualization of scientific achievements in the field of linguistics - the theory of communicative linguistics and psychology, which is reflected in the works in psychology and methods of teaching foreign languages by such Ukrainian scholars as O. Bekh,, O.Byrkun, N. Skliarenko, I. Zymova, I. Andriyevich, S.Nyikolayeva; English and American scholars, including Canale and Swain, D.Hymes, R. Ellis, I. Nation, N. Schmitt, W. Widdowson, and others; as well as a Hungarian linguist,

namely Zoltán Dörnyei. The study is mostly based on their works in which the problem of forming foreign language communicative competence is highlighted.

The practical value of the course work lies in the fact that the theoretical provisions and research results can be used in teaching students to speak in foreign language classes at school. They make it possible to enrich the teaching toolbox with new technologies and ideas for teaching a foreign language.

The thesis consists of an introduction, three parts, introduction, general conclusions, a list of references (25 titles, including in foreign languages) and 4 appendices. The work contains tables and diagrams. The total volume of the text is 48 pages, the main content is presented on 39 pages.

PART I
THEORETICAL ESSENCE OF COMMUNICATIVE COMPETENCE
FORMATION IN ENGLISH LANGUAGE LEARNING

The level of economic and technological development of the modern world requires a competitive, competent school-leaver who can realize himself in society. Communication is a necessary condition of people's existence, without which it is impossible to fully form not only individual mental functions, processes and properties of a person, but also the personality as a whole. The reality and necessity of communication is determined by joint activity: people have to interact in order to live.

The ability to interact successfully in a foreign has become increasingly important in a global world. The focus on interaction has challenged established notions of „communicative competence” and „communicative language ability”, suggesting that conceptualizations have to expand beyond a view of language competence as residing within an individual to a more social view where communicative language ability and the resulting performance reside within a social and jointly constructed context.

The concept of teaching foreign languages, the foreign language programs for secondary general education and specialized schools with advanced foreign language study define the main goal of teaching a foreign language as forming and developing students' communicative competence. They are aimed at mastering a language as a means of intercultural communication, developing the ability to use a foreign language as a tool in the dialogue of cultures and civilizations of the modern world, based on a communicative-oriented approach to learning. This goal implies that students achieve a level of communicative competence that would be sufficient to communicate in oral (speaking, listening) and written (reading, writing) forms within certain communicative spheres, topics of situational speech and on the basis of the studied language and speech material. Language acts as a means of perceiving the world picture, being involved in the values created by other nations. At the same time, language is the key to discovering uniqueness and peculiarity, one's own identity.

Thus, the main goal of foreign language teaching is the formation, improvement and development of a personality capable of achieving the necessary level of

communicative competence. It should be noted that expressing one's own thoughts, especially in a foreign language, is a rather complicated process, both from the linguistic and psychological points of view. It has been proved that one of the main reasons why students are afraid of speaking in a foreign language in front of strangers is their lack of communicative skills and experience of public speaking in their native language.

In this regard, the competence approach is becoming more and more relevant. "The education system can only be considered effective when it results in a competent personality who possesses not only knowledge and moral qualities, but also knows how to act adequately in appropriate situations, applying the knowledge gained and taking responsibility for certain activities" (Татаренко, 1996, p. 13).

The present chapter provides a theoretical background for conducting a research on the level of English language communicative competence of school leavers in certain schools of Transcarpathia region.

I.1. The notion of competence

Competence in general, is an integral quality of a person, which, based on knowledge, skills, experience and personal qualities, reflects the desire, willingness and ability to solve problems and tasks in real life. The individual takes responsibility for the effectiveness of his or her work and presents it through the prism of their own personal value system.

Competence (lat. *competentia*, from *competo* - mutually strive; correspond, suitable) is a high level of awareness of something, knowledge, experience; knowledge and experience in a particular field; awareness, knowledge, authority (Пустовіт, 2000, p. 87).

„Competence” is one of the most controversial terms in the field of general and applied linguistics. Its introduction to linguistic discourse has been generally associated with Chomsky who in his very influential book „Aspects of the Theory of Syntax” drew what has been today viewed as a classic distinction between competence (the monolingual speaker-listener’s knowledge of language) and performance (the actual use of language in real situations) (Salama Embark Saleh, 2013).

The notion of “competence”, adopted by the academic community due to the works of American linguist N. Chomsky, is used in language teaching methodology in determining general and specific goals and content of teaching. One of the meanings of the polysemous word competence, recorded in dictionaries, is a field of matters in which someone is well-informed, has experience and profound knowledge.

The term "competence" first appeared in an article authored by R.W. White in 1959 as a concept for performance motivation. Later, in 1970, Craig C. Lundberg defined the concept in "Planning the Executive Development Program". Its use varies widely, which leads to considerable misunderstanding (Vesna Bagarić, 2007).

The term of competence continues to remain one of the most general terms in academic literature. It can be explained as the totality of expected knowledge, skills, attitude and behavior, by which a person will be able to effectively fulfill a specific task. Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations. It means also the ability to do something well or efficiently (G.Rickheit, H. Strohner, 2008).

Some scholars see "competence" as a combination of practical and theoretical knowledge, cognitive skills, behavior and values used to improve performance; or as the state or quality of being adequately or well qualified, having the ability to perform a specific role (G.Rickheit, H. Strohner, 2008).

Competence is an integral quality of a person, which, based on knowledge, skills, experience and personal qualities, reflects the desire, willingness and ability to solve problems and solve tasks in real life. The individual takes responsibility for the effectiveness of his or her work and presents it through the prism of their own personal value system. According to O.Marushchak (2016) individual attitude substantiates competence, which affects the subject and result of activity. Thus, competence is manifested in successfully realized ability in a certain activity that is significant for the individual.

In the psychological and pedagogical literature, competence is considered as an evaluative category that characterizes a person as a subject of a certain type of activity and ensures the achievement of success. At the same time, such components as the structure of knowledge and skills, ethical orientations, attitude to the activity, its effectiveness and ability to improve it are assessed (Татаренко, 1996, p.57).

The concept of pedagogical competence is a combination of skills and abilities that help a person as well as be able to solve problems in a certain area (Zoltán Dörnyei, Sarah Thurnell, 1995). It means the person has the willingness to settle its ability to design and apply the solving of the problem. It also covers the relevant skills and experience as well as personal potential.

I.2. The emergence of competence approach

The emergence of the competence approach is associated with the research of the famous American linguist E. Sepir, who formulated the concept of competence in relation to the theory of language, and R. White, who fills the category of competence with personal components, including motivation (Крюкова Е., Павлович А., 2019)

Competence in the modern methodology is understood not only as “awareness, a body of knowledge” (in the case of language knowledge), but also “ability” (when it comes to skills and practical knowledge of the language). Thus, in linguodidactics, language competence is interpreted as organized knowledge, a set of specific skills that are formed in the practice of communication and learning.

The teacher formulates the concepts needed to solve the task. With this approach, learning activities, acquiring a research and practical-transformative character, become the subject of learning (Колкер Я., 2016)

It is possible to identify several key areas of cognition and activity that students should engage in that students should be involved in at the basic level of education (Руденко Ю., 2018)

1. General cultural level. The values and beliefs that characterize an individual as a member of a multicultural community.

Understanding of social and political processes (including international and intercultural), the ability to make independent decisions and take responsibility for them responsibility, ability to work in a group. Personal qualities that contribute to successful functioning of an individual in a multicultural society.

2. Knowledge, skills, abilities and methods of activity related to information and communication environment: mastery of methods and knowledge of the laws of interaction within interpersonal communication, communication in small and large groups, mass communication; knowledge of some of the small and large groups, mass communication; mastery of some of these types of communication (in accordance with the types of their activities) in several languages; ability to work with information flows (comprehend, process, transmit to others, discussing, drawing conclusions, planning and analyzing responses, including specific response, including specific actions, etc.) in different languages; ability to work with printed sources, technical means, digital resources and the Internet, which allow you to get the necessary information, learn more about more about the problematic issue under study, etc.

3. Learning and cognitive competencies and the ability to continuous education.

This area involves the formation and development of general learning skills, skills and methods of independent learning activities, development of the ability to independently acquire subject knowledge, motivation to continue education the next stage.

Mastering vocabulary is the primary task of learning a foreign language. It is very correct to say that language structures are the skeleton, and vocabulary is the vital organ and “body” of the language. Lexical competence implies knowledge of the language's vocabulary, which consists of of lexical and grammatical elements, as well as the ability to use it. Lexical competence consists of lexical and grammatical elements: phraseology, maxims (aphorisms, proverbs, etc.), idioms, fixed structures that require the inclusion of additional elements of word combinations.

As part of the subject “Foreign language” in a general secondary education institution it is possible to develop key competencies by targeting students to perform to perform appropriate types of communication activities. Key competencies are formed in the process of developing communicative competence and in the context of interaction of all four components of foreign language teaching content: material, ideal, procedural and value-based.

1.3. Concept of communicative competence and its components

Communicative competence is a term coined by Dell Hymes in 1966 in reaction to Noam Chomsky’s notion of “linguistic competence”. Soon after Chomsky proposed and defined the concepts of competence and performance, advocates for a communicative view in applied linguistics expressed their strong disapproval at the idea of using the concept of idealized, purely linguistic competence as a theoretical ground of the methodology for learning, teaching and testing languages. They found the alternative to Chomsky’s concept of competence in Hymes’s communicative competence which they believed to be a broader and more realistic notion of competence. Namely, Hymes defined communicative competence not only as an inherent grammatical competence but also as the ability to use grammatical competence in a variety of communicative situations, thus bringing the sociolinguistic perspective into Chomsky’s linguistic view of competence (Vesna Bagarić,2007, p.95)

Canale and Swain (1980) and Canale (1983) understood communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. In their concept of communicative competence, knowledge refers to the (conscious or unconscious) knowledge of an individual about language and about other

aspects of language use. According to them, there are three types of knowledge: knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfil communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles. In addition, their concept of skill refers to how an individual can use the knowledge in actual communication. According to Canale (1983), skill requires a further distinction between underlying capacity and its manifestation in real communication, that is to say, in performance (Vesna Bagarić, 2007).

Communicative competence includes the ability to consciously select linguistic means for communication in accordance with the speech situation; to adequately understand oral and written speech and reproduce its content to the necessary extent, to create their own coherent statements of different genre-stylistic and typological affiliation.

It is reasonable to focus on the structure of students' communicative competence, which consists of the following elements:

- a) linguistic competence, which is based on four types of competences: listening, speaking, reading and writing. We note that speaking competence includes competence in dialogic and monologic speech; lexical competence includes lexical knowledge and oral lexical skills; grammatical competence includes grammatical knowledge and oral grammatical skills; phonological competence includes phonetic knowledge and oral listening and pronunciation skills; linguistic competence ensures students' mastery of language material in order to use it in oral and written speech;
- b) language competence, which is integrative and includes language knowledge (lexical, grammatical, phonetic and spelling) and relevant skills. Knowledge of language material alone does not ensure the development of language skills; students need to acquire relevant language knowledge and develop specific language skills to create and recognize information;
- c) discourse competence, which includes communicative skills related to the conditions of realization of certain speech functions with the use of adequate language models;
- d) sociocultural and sociolinguistic competence, which includes knowledge and skills to use foreign language sociocultural and sociolinguistic realia in communication and cognition. In other words, it is the formation of a holistic system of ideas about the national and cultural characteristics of a country, which allows students to associate the same information with a language unit as a native speaker and thus achieve meaningful communication;

e) strategic competence, which implies the ability to choose effective strategies for solving communication problems; development of students' ability to learn independently and improve themselves, the desire to communicate, listen and understand others, plan the learning process, and the ability to adequately assess and self-evaluate.

Based on the analysis of curricula, textbooks, methodological guides for teaching languages, and teachers' best practices, it is determined that the main approach to language teaching is the communicative approach. Students acquire communicative competence when learning a language using the communicative method, which is based on a shift from form to function, from linguistic competence to communicative competence, from linguistic correctness to spontaneity and authenticity, i.e. naturalness of communication.

Each stage of education (elementary school, middle school, high school) is characterized not only by different topics and the amount of educational material for teaching communication, but also by various methods, forms and types of learning activities in accordance with the level of development of students, their interests, and experience. In this regard, each stage should have its own goals and objectives.

The main goal of teaching a foreign language is to develop students' communicative competence, which means mastering a language as a means of intercultural communication, developing the ability to use a foreign language as a tool in the dialogue of cultures and civilizations of the modern world. This goal implies that students achieve a level of communicative competence that would be sufficient to communicate in oral (speaking, listening) and written (reading, writing) forms within certain communicative spheres, topics of situational speech and on the basis of the studied language and speech material.

Foreign language communicative competence is an integrative personality formation that has a complex structure and acts as an interaction and interpenetration of linguistic, socio-cultural and communicative competences, the level of formation of which allows the future specialist to effectively carry out foreign language, and therefore interlingual, intercultural and interpersonal communication (Катрич Н. Д., 2015).

Thus, foreign language communicative competence is a set of knowledge, skills and abilities that allow successful use of a foreign language for communication in professional activities and for self-education and personal development (Катрич Н. Д., 2015).

The purpose of foreign language teaching is an important methodological category because the definition of the goal determines the whole choice. Currently, the goal of

foreign language teaching should be understood as the formation of a learner's personality capable and willing to participate to participate in communication (indirect and direct) at the intercultural level.

The implementation of the communicative approach in the foreign language teaching process means that the formation of students' communicative competence takes place through and by means of the student's foreign language speech activity. In other words, mastering the means of communication (phonetic, lexical, grammatical) is aimed at their practical application in the process of communication.

Mastering the skills of speaking, listening, reading and writing is carried out through the implementation of these types of speech activities in the learning process in conditions that simulate real-life communication situations. In this regard, students' learning activities are organized in such a way that they perform motivated actions with the language material to solve communicative tasks aimed at achieving the goals and intentions of communication.

The development of communicative competence depends on many of the above factors, the teacher's knowledge and skills, creativity and skill, strategies used, individual characteristics, speech line, and systematic search for new approaches.

Communication is a very complex process. Successful foreign language communication depends on a number of factors. Today, Ukraine faces a choice: to modernize our education, to make it as effective as possible, and then our country will become competitive in the world. For the learning process to be truly effective, it is necessary to master communicative competence, i.e. the ability to use language to solve problems of interaction and mutual understanding with its native speakers.

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PART II RESEARCH METHODOLOGY

Until year 2022 in order to be admitted to higher education in a number of specialties the school leavers had to sit the so-called External Independent Testing (the EIT) in English which meant a written exam involving the assessment of the 4 skills. The External Independent Testing is a learning outcomes assessment system, and component of the admission procedure to higher education program. The Ukrainian Center for Educational Quality Assessment (UCEQA) is a state institution that delivers external independent evaluation of students' learning outcomes in the country.

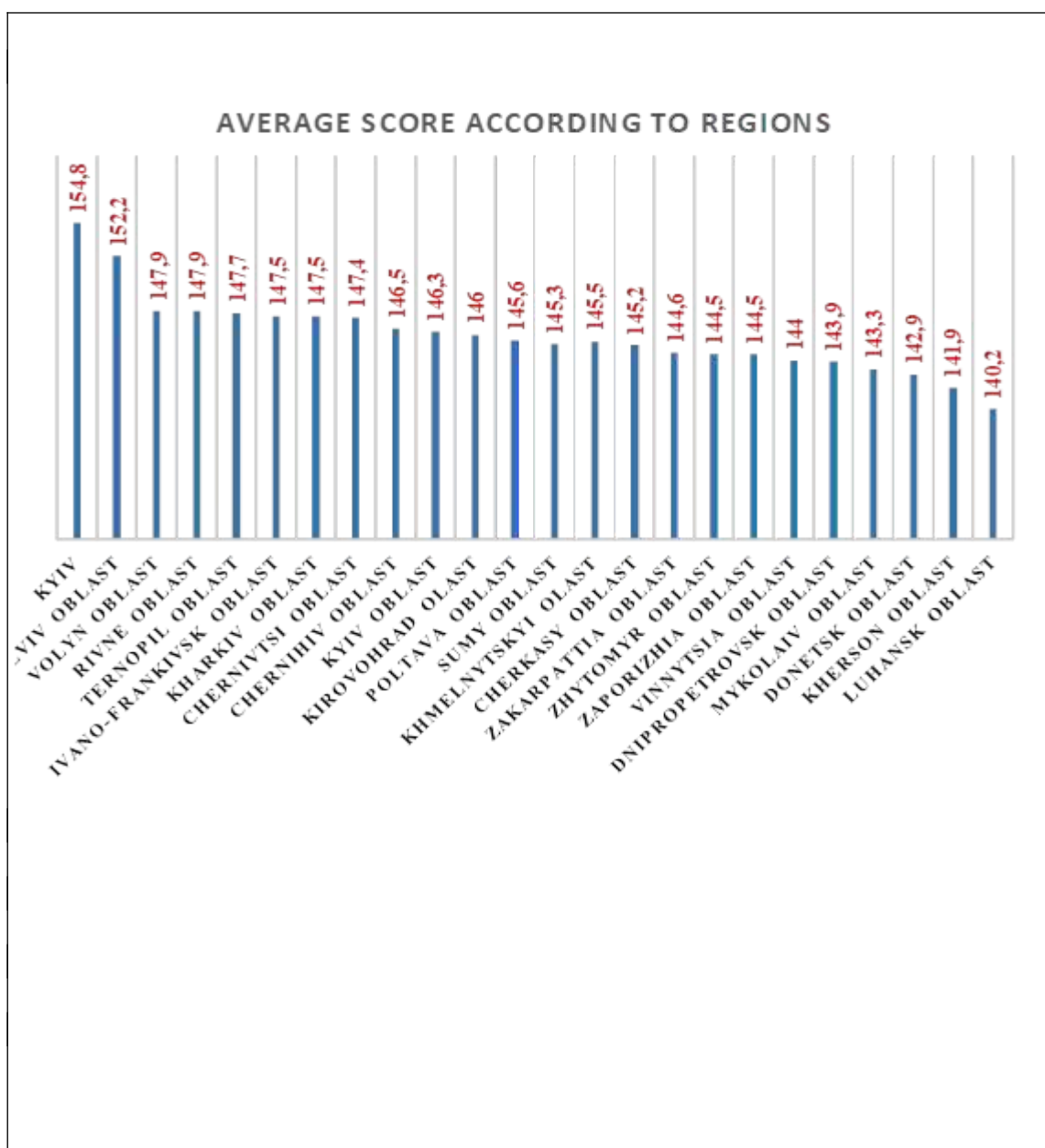
2.1 Research design

To achieve the set aims of the present paper, two stages of the research were outlined. First, a questionnaire aiming at revealing difficulties of school leavers in English assessing their four skills was distributed among 36 students of three general secondary schools during the autumn term, at the end of November, 2023. The questionnaire was filled in by the students after they had completed the mandatory end-of-term school tests in English aiming at assessing their reading, writing, listening and speaking skills.

At the second stage of the research, conducted in April 2024, the same students were asked to fill in a test assessing their competence in reading, use of English and speaking sections. However, whereas the questionnaire assessed four skills, the tests were aimed at assessing Reading, Use of English and Speaking. Listening and writing sections of the testing were not included into it, since the EIT was transformed into National Multidisciplinary Test (NMT) by the Ukrainian Center for Educational Quality Assessment to undergo Admission Procedure for Higher Education in 2024 which assess reading as well as linguistic and grammatical competence of the students. As a result as the present paper deals with the problem of communicative competence development, it was decided to address Reading competence and speaking performance.

In addition, prior to conducting a survey on how students cope with tasks of the EIT an analysis of the results of the 2021 External Independent Testing provided by the Ukrainian Center for Educational Quality Assessment (UCEQA) was carried out to reveal how all the participants of the testing from Transcarpathia region succeeded in it. Data quantitative analysis shows that Transcarpathia ranks 16th among the 24 regions according to the results. It means that there is still much to do in the region to essentially improve the students performance with regard to English

Diagram 2.1.1

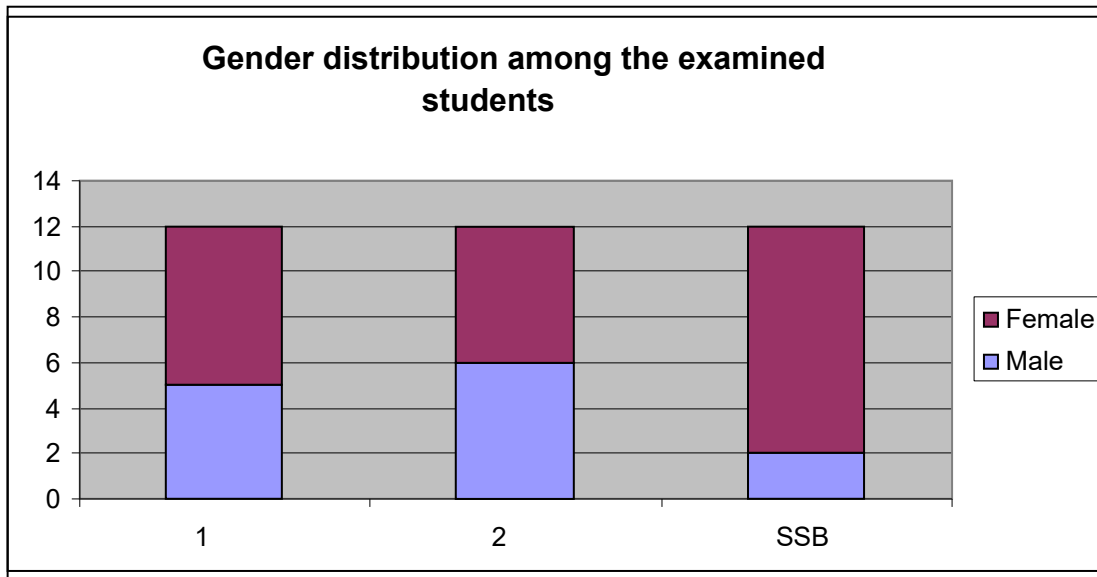


2.2 Participants

Next, 32 school leavers of secondary schools in Transcarpathia were tested to assess their English language competence. In particular, 32 respondents did the test from three different schools of the region, namely students of Ukrainian General secondary school No1 of 1-3 levels and of General secondary school No2 of 1-3 levels with Hungarian language of instruction from the town of Chop and students of the 11th form from the General secondary school in the village of Bányu. Thus, in total there were 36 participants

of which 12 students whose mother tongue is Hungarian, 16 students claimed Ukrainian as their native language and 8 students who come from mixed families speak both Hungarian and Ukrainian languages. Altogether there were 23 females and 13 males, aged on average, 17.

Diagram 2.2.1



Procedures

2.3 Tools of the study

Although the results of the External Independent Testing (EIT) are not a perfect marker of education quality, they remain the most objective one today. Like many other test exams, the EIT often does not take into account the creative abilities of future students. It also does not allow us to assess their ability to express thoughts, build cause-and-effect relationships, etc. However, the obvious advantages of these tests are their general coverage, homogeneity of tasks, and transparency of assessment as well as their validity. As a result, EIT sample tests were used to conduct a research to assess the competence level of school-leavers in three schools of Trannscarpathia region. Additionally, to test the

participants' speaking ability, a gapped dialogue of level B1+ was also included into the test, which is aimed at revealing their cultural and linguistic competence in English.

2.4 Research results and discussion

The hypothesis was, that Transcarpathian school-leavers' English vocabulary and grammar is at a better level than English communication skills competence and they do better in comprehension than production.

The task consisted of Reading comprehension, Use of English and Speaking tests. The average percentage of completing the tasks of the "Reading" section is 88. The examinees have formed the key skill of extracting the main information from the read texts, including texts of higher complexity.

Reading comprehension included Task 1 (True or False) and Task 2 (Matching texts to sentences) for assessing student's reading comprehension skill. These tasks test the understanding of structural and semantic connections in the text. The pupils were asked to read the text and fill in the blanks with the parts of sentences marked with numbers. Task 2 reading task was completed by pupils on average by 82%. This is a task of higher difficulty level, when answers are paraphrased or cannot be understood without a understanding of the content of the whole text.

Task 3 (Multiple Choice) and Task 4 (Word Forms) for designed for assessing vocabulary knowledge and grammatical skills (*linguistic competence*). The results for the section "Grammar and vocabulary" are good but worse than Reading comprehension results. The average percentage of completion of this section is 69. The reasons for errors in the tasks are failure to understand the structure of the sentence and inability to understand which part of speech is needed in a particular case; inability to correctly identify and choose the temporal verb form.

Task 5 tested the socio-linguistic competence of the students. Respondents were asked to to fill in the gaps in the dialogues. It required making a request for information based on a verbal situation. Unfortunately, students were unable to complete this task and failed to demonstrate developed skills of formulating question sentences taking into account the communicative task with correct linguistic design.

In total, the maximum score students could achieve in case they succeeded in completing all the tasks was 40 points. Of the tasks, for the Tasks 1-4 pupils could gain 1 point for each correct answer, in the Task 5, 2 points for each correct answer (in total 8 points for dialogue „A" and 8 points for dialogue „B"). We can see from the tables

(Appendices 2-4.), that students succeeded best at reading comprehension part of the test. In Task 3 and Task 4 students showed similar results. However, Task 5 was the most difficult for the students, they either gave a wrong answer or didn't answer at all.

In general, school leavers of the three schools performed similarly in Reading comprehension and Use of English though schools No 1 and No 2 showed better results in almost all the tasks as compared to the rural school.

The results and analysis of the work showed that most students successfully mastered the skills and abilities required by the curriculum.

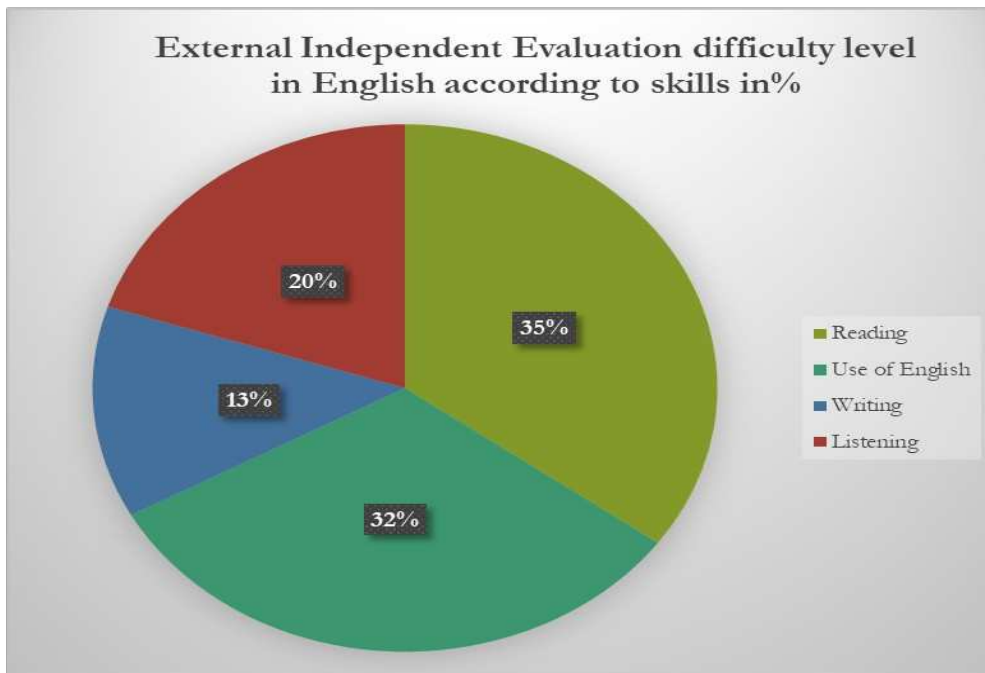
Analyzing the works, we can say that, in general, grade 11 students have sufficient grammatical skills at the sufficient and intermediate levels. They read, know how to use vocabulary and grammatical material

Reading is an important type of receptive (perceptual) language activity, and mastering it as a full-fledged means of communication in a foreign language is one of the main practical communication goals. Reading proficiency implies a complete, deep understanding of a foreign language text of all literary styles and genres - fiction, journalism and science.

During the survey the students were asked to fill in a table ranking the difficulty level of the four skills in general and then the test types in particular for each skill. According to it, 35% of the respondents consider Reading Comprehension tasks the most difficult of the 4 skills. It is closely followed by the Use of English – 32%. Listening and writing came 3rd and 4th in this list, with 20 and 13% respectively.

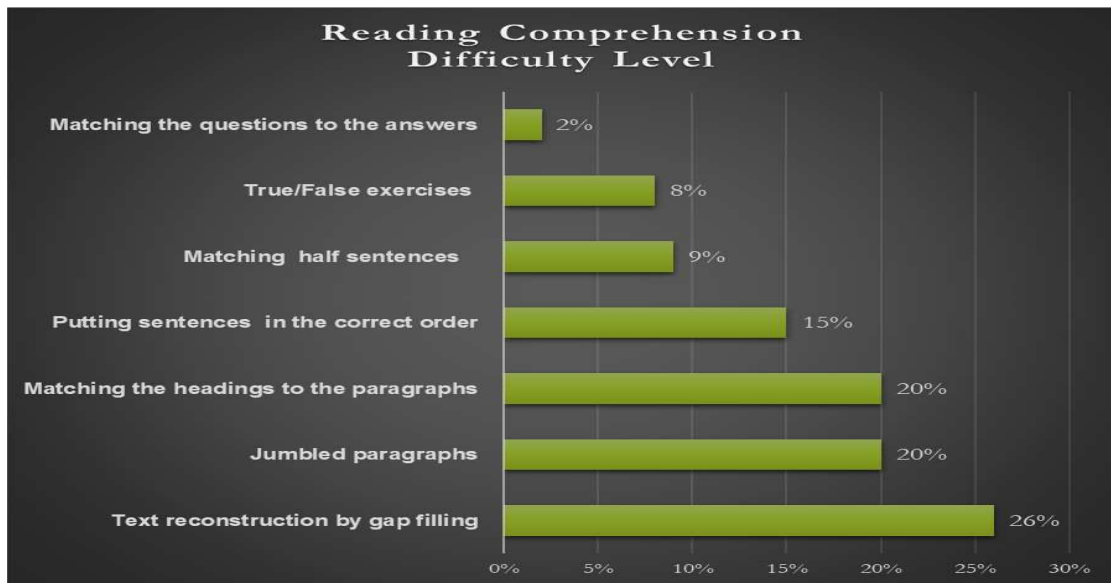
Compared to the students' questionnaire answers it may be seen that they coped most successfully with reading and extended reading tasks. Students showed good results in grammar and vocabulary tasks however, they failed the speaking task. The receptive type of tasks "Reading" was performed slightly better than the receptive type of task "Vocabulary-grammar".

Diagram 2.3.1



The analysis of the tasks assessing the 4 skills showed the following results:
 Reading comprehension tasks' difficulty level from the less difficult to the most difficult:
 Matching the questions to the answers
 True/False task
 Matching half sentences
 Putting sentences in the correct order
 Matching headings to paragraphs
 Jumbled paragraphs
 Text reconstruction by gap filling

Diagram 2.3.2



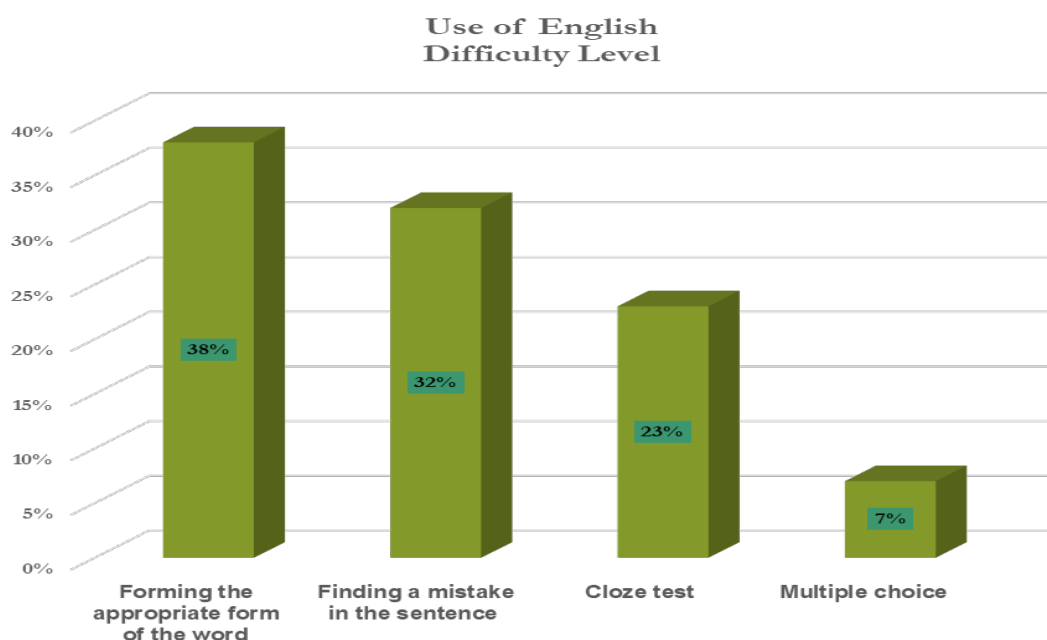
At the same time, when performing reading tasks, participants made mistakes due to the insufficient stock of lexical units, which hindered the process of extracting information from a foreign-language text. Their errors in correlating texts with sentences indicate a low level of foreign language communicative competence, inability to understand the meaning of the whole text. Task difficulty level shows considerable increase when general comprehension at text level is needed. Thus, a leap of difficulty level is observed between Matching the questions and True/False task, as well as between Matching half sentences and Putting sentences in the correct order. This may suggest lack of vocabulary knowledge.

Similarly to the “Listening” section, in the “Reading” section the tasks of high level of complexity for complete and accurate understanding of information in a rather complex authentic text, when answers are paraphrased or require understanding of subtext, turned out to be difficult. Thus, errors in the sections “Reading” and “Listening” have the same character: inability to select key sentences, words and rely on them. To solve the problems of reading comprehension it is necessary to work out the skills related both to understanding the general content and to processing and comprehending the details of the text.

An essential prerequisite for mastering the different types of reading is the examination participants' mastery of grammatical structures and a rich vocabulary.

Next in the list of survey is the Use of English. Surprisingly, Cloze test comes only 3rd in the level of difficult. Seemingly, it contradicts the Reading Comprehension results. However, the study of the test revealed that mostly knowledge of grammar was involved.

Diagram 2.3.3

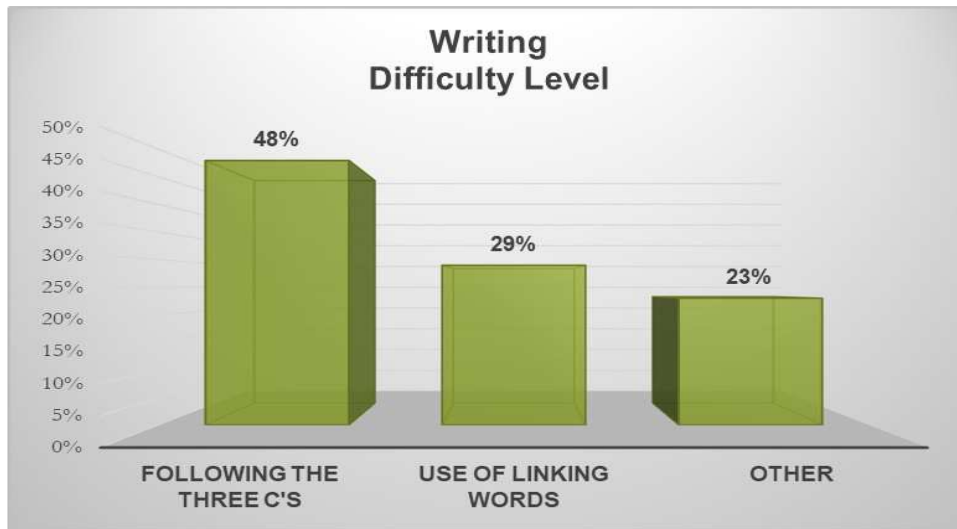


In terms of the development of lexical skills it is necessary to expand active and passive vocabularies of pupils, to develop their linguistic guesswork: the ability to deduce the meaning of a word from the context, from the morphological structure of the word, by analogy with the native language. It is useful to analyze the meaning of various word-forming elements, to group lexical units on the basis of the meaning of word-forming elements, to train periphrasis, to choose the meaning of the proposed polysemous words suitable for the given context, to interpret the meaning of lexical units from the point of view of the task at hand, to group lexical units according to various features. When working on reading, speaking and writing, students should pay attention to the correct use of vocabulary in terms of combinability and grammatical environment, to the differences in the meaning and use of synonyms.

Regarding writing, it turned out to be a difficult task and in this case we may speak about inefficient vocabulary knowledge, poor/inadequate word selection, inability to

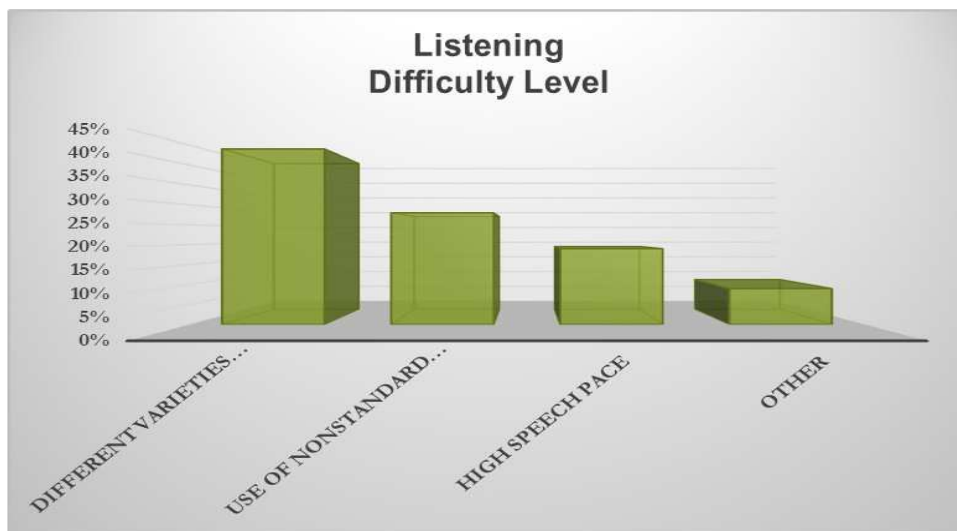
organise thoughts clearly and badly-handled transitions. Consequently, it may be said that it is in compliance with the results of the Reading Comprehension task.

Diagram 2.3.4



Difficulties in Listening task are obvious and may be explained by lack of listening to authentic real-life situations.

Diagram 2.3.5



Summarizing the results of the study, we note that high school-leavers' linguistic, discursive and socio-linguistic competences are at a different level, reading comprehension got the best and speaking test the worst results. Writing in a foreign language is typically a difficult task in each schools.

Rural school students in all oblasts and in all subjects perform worse at exams than urban students. Small schools carry several risks:

Lack of communication. In small classes, children are limited in their communication with peers, which is an important aspect of development and socialization. They do not have the opportunity to learn teamwork, joint project development, and constructive interaction.

In the learning process, more attention should be paid to spontaneous speech skills, to creating situations for unprepared oral communication within the studied topic, for example, start each lesson with natural questions to different students about the weather, how they got to school, what movie they have recently seen. In the final stage of teaching, the task of creating written texts for oral reproduction should be abandoned altogether and the answer plan and/or a list of useful words and expressions should be used as verbal supports.

PART III

DEVELOPMENT OF COMMUNICATIVE COMPETENCE

Communicative education is extremely important and necessary, as modern times demonstrate a powerful increase and change in the ways of knowledge transfer. The development and socialization of the student's personality, the formation of a common culture, the ability to self-development and self-learning in the context of global changes and challenges is simply impossible. Therefore, the development of students' communicative competence is an urgent task of the educational process. The communicative method of teaching foreign languages is based on the fact that the learning process is a model of communication. Mastering students' foreign language communication skills involves the formation of a sufficient level of communicative competence, the content of which includes linguistic competence; speech competence; sociocultural and sociolinguistic competence; discourse competence; and strategic competence.

The methodology of foreign language learning is developing under the impetus of communicative learning. The main idea of this approach is that students, in order to become effective language users, should not only acquire knowledge but also develop skills and abilities to use language forms in real life situations. By creating as many communication situations as possible in the classroom and encouraging children to participate in them, the task is to achieve the main goal of the educational process - to instill in children the feeling that learning a foreign language is a pleasant process, as a result of which they gain knowledge necessary for their future, to motivate the need and importance of foreign language proficiency as a unique means of intercultural communication.

It is very difficult to form communicative competence in a foreign language when you do not live in the country of the target language. The main task for the teacher is to create a language environment, situations for communication at lessons using various pedagogical technologies, such as the technology of project activities, cooperative learning, technology of using game methods in teaching, personality-oriented technology, information and communication, health-saving technologies, cooperative learning, and others.

The present chapter considers the peculiarities of forming communicative competence in foreign language lessons aiming at teaching students to use

grammatical/lexical structures of English correctly in communicative situations, activating oral communication skills for authentic communication with native speakers, and educating a competent personality, a citizen of a democratic society.

3.1 Main modern education technologies

In the following we consider the peculiarities of application of the main modern educational technologies for the formation of communicative competence.

The development of English lexical competence of students should take into account age-related psychological peculiarities. The analysis of psychological and pedagogical literature on this issue allows us to identify a number of patterns in structuring, storing and applying knowledge, especially in relation to the vocabulary of the foreign language under study. The formation of lexical competence occurs, first of all, through the development and consolidation of lexical units, which means both a single word and a stable idiomatic combination.

This consolidation is possible through an effective set of exercises designed to improve the level of vocabulary proficiency. In order to develop lexical competence, exercises are needed that should meet the goal of learning real school vocabulary: the ability to fluently use words and phrases to express their thoughts and understanding the interlocutor's statements and when reading within the program material.

Therefore, it is not enough to keep a list of words in memory, it is necessary that the words must be in a state of readiness for use, associated in some way. And in order to understand words in the language, it is necessary to retain in memory the sound and graphic images associated with their meaning must be stored in the memory (Дичківська І., 2022)

To master a school active vocabulary, first of all, oral exercises are needed to help learn the sound form of words, but also written exercises to help memorize their graphic image. Exercises are needed to distinguish semantics.

Lexical competence is defined as the presence of a certain stock of lexical units (LUs), taking into account the age of students, the ability to use them adequately: correctly pronounce and write, organize them grammatically, understand by ear and in the process of reading, operate them in acts of communication at the right pace and in various meanings, use figurative expressions, proverbs, sayings, phrases to achieve the appropriate communicative and functional result (Тригуб Т., 2011, p.4).

Thus, the developed lexical competence becomes the basis for the realization of students' speech, socio-cultural and sociolinguistic competences, since the correct use of vocabulary and a rich vocabulary are the key to fluent foreign language communication. The choice of a particular means of introducing new lexical items is determined by the nature of the lexical item, the content of the concept it conveys, the stage of learning, and the level of students' language skills.

Achieving proper results in learning English and forming a high level of communicative competence is impossible without the use of innovative technologies based on personality-based learning, namely:

Technology of project activity

One of the methods of activation of students in the process of learning foreign languages is considered to be the method of projects, when the student himself plans, forms, defends his project, i.e. is actively involved in the process of communicative work.

This is one of the most effective type of work. The project implies that the student independently studies a topic that he/she is interested in, learns to present and defend it to his/her classmates, i.e. actively participates in the process of communicative activity.

The use of cooperative learning technology and project method can help students to work in a team, where everyone with different degrees of preparation has the opportunity to express themselves, which increases students' self-esteem and their role in the team. This work provides communication skills, helps to unite children and at the same time allows to motivate “weak” students to explore a foreign language.

Game technologies

One of the most effective methods to get students interested in learning is a game. When children are immersed in a game situation, their attention to the learning process increases dramatically, the material being studied becomes more easily accessible to them, and their performance increases significantly. Play is an important activity that can help students to memorize necessary information easily and smoothly.

Games are considered a strong motivator for language acquisition. This technology fosters the culture of communication and develops the ability to work in a team and with a team, and its professional implementation in lessons causes children's desire and readiness to communicate and play. This method of lesson organization allows:

- 1) to train children in choosing the necessary speech cliché;
- 2) frequent repetition of language units develops memorization;
- 3) prepares pupils for real communication.

These activities develop communication, as they provide an atmosphere of foreign language communication, new emotional-communicative ties based on interaction with the help of a foreign language.

Information and communication technologies

Our life is no longer possible without digital technology. Modern children cannot imagine their life without electronic gadgets. Therefore, the teacher, using information and communication technologies in his lessons, can attract students to his subject. The use of interactive whiteboard, Internet, multimedia installation, helps the teacher to realize his creative ideas.

Due to the fact that traditional teaching simplifies the ability of students to comprehend a foreign language and hinders their understanding of the structure and function of language, making them passive recipients of knowledge, multimedia is increasingly being used to further optimize and improve the efficiency of the learning process. The qualitatively new possibilities of multimedia are obvious. Quantitative advantages are expressed in the fact that the multimedia environment is much higher in information density than traditional methods of information transmission. It is known that most people memorize 5% of what they hear and 20% of what they see, while the simultaneous use of audio and video information increases the memorability to 40-50%, which is why the use of multimedia teaching tools in the process of developing English lexical competence is effective

The introduction of computer technology helps:

- to attract passive listeners to active activity;
- make the lesson more visual and interesting;
- forms information culture in students;
- activates cognitive interest;
- develops socio-communicative skills in children.

The following information and communication technologies may be used in pedagogical activities:

- video movies;

- computer programs;
- electronic dictionary;
- on-line tests;
- projects and presentations;
- audio applications.

Modern smartphones and the youth's passion for making videos provide an opportunity to channelize their passion in the right direction. The younger generation likes to keep various blogs. This hobby can be used in lessons to develop communicative competence. All you need to do is to set a topic, guide the students and help them to develop a plan of expression. Students will be happy to speak English for their classmates and friends.

The use of the Internet in schools has expanded the opportunities for foreign language teachers to prepare exciting lessons, as there is now access to a large number of authentic multimedia resources. The Internet creates a socio-cultural language environment, helps to immerse in the real world, providing access to communication programs (chat rooms, mail, etc.), gives the opportunity to virtually visit a particular country. I use the following educational Internet resources in my lessons:

Recently, training is often conducted remotely, for this reason I actively use modern Internet platforms Skype, ZOOM, What'up, where communication can also be conducted in a foreign language.

The use of multimedia technologies in the educational process at foreign language lessons in the process of forming students' English lexical competence allows to to form the ability to obtain information (lexical items) from various sources, process and store it; to form the ability to transmit information presented in different forms (use of new vocabulary at the phrase and supra-phrase level); to organize an interactive dialogue between the student and the teaching tools (use of new lexical items in speech); to automate the processes of control and self-control of learning outcomes, correction based on the results of control, training of new lexical items; to create an environment for students' research work.

Problem-based learning methods.

Problem-based learning is a system of teaching methods in which students acquire knowledge not by memorizing and memorizing it in a ready-made form, but as a result of

thinking work on solving problems and problem tasks built on the content of the material studied.

Problem situation is a way of learning where students acquire knowledge not by memorizing ready-made forms, but by personal active thinking activity in which they have to acquire new knowledge through intellectual effort.

This form of work actively develops speech activity, increasing the variety of forms of expression, as well as contributes to the strength of the formed language skills and abilities. In my work I use the method of educational discussion, finding the truth at a round table. Senior students prefer classes in the form of a “business game”, because it allows you to simulate a situation as close to real life as possible. Each pupil can practically apply the acquired knowledge not only of English. There is an integration of subjects, which leads to the creation of a holistic perception of the surrounding world: it prepares students for professional, cultural and personal communication, develops imagination and thinking, supports high motivation to learn foreign languages, stimulates interest.

Problem-based learning helps students to acquire knowledge and necessary information independently. The main skill of modern society is to find and correctly use the necessary data. Problem-based learning technology teaches such necessary and useful skills.

Summarizing the above, it is necessary to note once again that communicative competence is one of the most important components in teaching English, and the use of modern technologies, various methods and techniques in teaching make this process more successful and exciting.

3.2 Communicative-oriented language teaching

Communicative-oriented language teaching involves the development of knowledge, language skills and abilities. At the same time, the modern world requires much more advanced competencies than communication at the elementary level. This goal involves the interconnected development of students' competencies through a foreign language to prepare them for intercultural communication in various spheres of life. The starting point in organizing such work is the understanding that the most reliable way to turn language learning into a developmental process is to put students in front of the need to solve communicative tasks, i.e. communication tasks, as they are an important condition and a necessary component of work, cognition and orientation in the world.

Communicative language pedagogy and research into communicative competence have shown that language learning exceeds the limits of memorising vocabulary items and grammar rules (Canale, 1983).

The unit of organization of the teaching material and the learning process is a situation considered in a broad socio-cultural context, i.e., using elements that allow creating conditions for students to get acquainted with the culture of the country of the target language and the psychology of its native speaker. Communication, as a rule, takes place in direct contact between participants who are familiar with the conditions in which communication takes place. People communicate in real life due to the need to realize a certain communicative intention, the achievement or failure of which determines the result of speech communication. It is important to take into account the situational nature of speech, namely: who speaks (writes), what, for what purpose, to whom, under what circumstances, what is the expected result of communication, etc.

In the course of communication, speakers act as carriers of certain social relations that arise in a particular field of activity and are realized in specific speech situations. The formation of communicative competence is possible if typical situations of real communication arising in different spheres of life and relating to different topics are modeled in the educational process. In this regard, students' learning activities are organized in such a way that they perform motivated actions with the language material to solve communicative tasks aimed at achieving the goals and intentions of communication.

Many modern scholars believe that a student is drawn to knowledge and feels the need to learn when he or she is inspired by motives and interest, supported by success. The teacher should create a source of inner strength for the child, generating energy to overcome difficulties, the desire to learn and succeed in life.

To improve communicative competence, students should be encouraged to constantly search for creative ideas, learn to analyze information, build a coherent logical statement, learn to communicate with each other, to express their point of view correctly, and to tolerate the other person's opinion using a situation of success. All of these skills are the foundation of their future profession and can be developed in foreign language classes and during extracurricular activities.

The process of developing communicative skills is influenced by: pedagogical communication, culturally oriented content of education based on the culture, customs and traditions of the people; the process of organizing education based on students' own

experience, the use of forms, techniques and innovative methods that contribute to the formation of communicative competence.

And all these activities in combination will form a student's foreign language communicative competence. It is considered the main component of the successful future of a modern person. It adds more ways and opportunities to achieve success by using international business communication, establishing and developing international cooperation and partnerships. Therefore, there is an interdependence between communication competence and success, which provides dominant advantages in today's competitive world where everyone strives for success.

In terms of classroom practice, educators should introduce such activities as problem solving, decision making and opinion exchange. These types of activities provide an ideal atmosphere for communicative language approach, which centers on learner/learner interactions.

However, the formation of an appropriate level of communicative competence will take place in the presence of favorable didactic conditions. Thus, it is necessary to define the following as favorable didactic conditions: taking into account the age peculiarities of students; successful socialization and favorable social conditions; teachers' development of optimal speech mechanisms; teacher's pedagogical skills; stimulating students to learn the language; introduction of methods of activating students' educational and cognitive activity; providing students with methodological materials containing the necessary information for the comprehensive formation of communicative competence; development of students' cognitive activity; favorable conditions and communicative behavior of interlocutors; modeling typical communication situations in the educational process.

Thus, a competency-based approach to language learning is essential in today's world to successfully achieve goals in real-life situations.

CONCLUSION

In this paper the actual problem of teaching a foreign language as a way of communication was considered.

The analysis of the school leavers results assessing their English language competence and the respondents answers to the questionnaire show that the examinees coped most successfully with reading tasks, students showed good results in grammar and vocabulary tasks. However, they almost failed the speaking tasks. The receptive type of “Reading” tasks were performed slightly better than the receptive type of “Vocabulary-grammar” task; the productive task with extended answers (oral speech) was performed worse than the other tasks.

The average percentage of completing the tasks of the “Reading” section is 88. The examinees have formed the key skill of extracting the main information from the read texts. At the same time, when performing reading tasks, the participants made mistakes due to the insufficient stock of lexical units, which hindered the process of extracting information from a foreign-language text. Respondents were asked to read the text and fill in the blanks with the parts of the sentences. Thus, the tasks of higher level of complexity for complete and accurate understanding of information in an authentic text, when answers require understanding of the subtext, turned out to be difficult. Their errors in correlating sentences with texts indicate a low level of foreign language communicative competence, inability to understand the meaning of the whole text. As a result, it may be stated that reading comprehension problems require practicing skills related to both understanding the overall content and processing and comprehending the details of the text.

An essential prerequisite for mastering different types of reading is the participants' mastery of grammatical structures and a rich vocabulary. The results for the section “Grammar and vocabulary” are good. The average percentage of completion of this section is 67. The reasons for errors in the tasks of the basic level are failure to understand the structure of the sentence and inability to understand which part of speech is needed in a particular case; inability to correctly identify and choose the tense of the verb. In lessons, in the process of forming and developing students' lexico-grammatical skills, it is useful to analyze coherent texts in terms of the use of grammatical forms, parts of speech, word formation, and word usage. It is important to practice strategies for using grammatical forms, parts of speech, word formation, and word usage with students on coherent texts of different types, rather than on individual sentences.

The final task tested the ability to build a detailed conversation in accordance with the communicative task. Analysis of the results showed that the pupils performed quite bad. The average completion rate for this assignment is significantly lower than the completion rate for the reading and lexico-grammatical assignments. To successfully complete this task, it is necessary to create communicative situations during lessons in which pupils will naturally exchange information - asking and answering questions, as well as to make greater use of pair work and small group work. The formation of spontaneous speech skills should be based on verbal supports - useful words and expressions and visual supports should be used more widely. Mini-dialogues or voice-over of a cartoon with similar authentic situations will not take much time, but will contribute to the formation of spontaneous speech skills to a much greater extent than memorizing ready-made dialogues.

However, traditional teaching methods do not give significant positive results. Thus, only when using a comprehensive approach, which includes the use of all the technologies we have identified, it is possible to effectively develop cognitive processes, intellectual and personal activity of students, which as a result will allow to form communicative and intercultural competence of the required level.

The communicative approach to teaching a foreign language requires the development and implementation of activities that are adapted to the educational process as much as possible, the aim of which is the real and meaningful mastering of the foreign language. Increasing the effectiveness of teaching foreign language is possible only by combining language and culture, as it contributes to the filling of the learning process with meaningfulness and authenticity, similar to the cultural knowledge, that we acquire when learning our native language through immersion in the native cultural environment.

Experience proves that the use of non-traditional approaches to conducting lessons in the educational process is interrelated, first of all, with the definition of the structure and content of learning and cognitive activity of students. It is necessary to plan the lesson in such a way that the pupil has the opportunity to independently search for the accumulation of new knowledge, in solving questions of a problematic nature. That is why the development of students' communicative competence in English lessons is a basic mechanism of foreign language communication, which in the future graduates will be able to develop and improve according to their personal needs.

РЕЗЮМЕ

Унаслідок глобальних змін у суспільстві, як в Україні, так і в усьому світі, змінюється роль іноземної мови в системі освіти, і з простого навчального предмета вона перетворюється на провідний елемент сучасної освітньої системи. Іноземна мова - дисципліна, що сприяє формуванню гуманістичного світогляду та навичок міжкультурної взаємодії. Учні, навчаючись іноземної мови в контексті культури, яку вона втілює, вчаться розуміти навколишній світ в усьому його різноманітті, відкривають його для себе, навчання при цьому має характер міжкультурного діалогу, учні виходять, таким чином, на новий міжкультурний рівень, виходячи з лінгвістичних рамок своєї мови. У сфері міжособистісних стосунків у діалозі культур англійська мова, зокрема, будучи сьогодні мовою міжнародного спілкування, відіграє важливу роль, що зумовлено потребами суспільного та трудового життя й інформатизацією суспільства загалом. Навчаючись іноземної мови, учні долають культурну, мовну дистанцію, виходять на новий рівень міжкультурного розвитку. Основною метою навчання іноземних мов у загальноосвітній школі є розвиток здібностей в учнів використовувати іноземну мову як інструмент у діалозі культур і цивілізацій сучасного світу для більш гнучкого входження в загальносвітовий культурний простір. Ця мета передбачає взаємопов'язаний комунікативний і соціокультурний розвиток учнів засобами іноземної мови для підготовки їх до міжкультурного спілкування в різних сферах життєдіяльності. У нормативних документах мета іншомовної освіти визначається сьогодні як формування та вдосконалення в учнів іншомовної комунікативної компетентності в сукупності всіх її складових, а також розвиток індивідуальності в діалозі культур. Компетентність учня - сукупність особистісних якостей учня (ціннісно-сміслових орієнтацій, знань, умінь, навичок, здібностей), зумовлених досвідом його діяльності в певній соціально й особистісно значущій сфері. Однією з основних цілей навчання іноземних мов є комунікативна компетенція. Одним із засобів формування комунікативної компетенції є навчання іноземної мови в системі загальної освіти.

Мета даного дослідження - на основі аналізу теоретичного матеріалу визначити основні особливості формування англійської комунікативної компетентності випускників шкіл; проаналізувати можливості розвитку комунікативної компетентності у навчанні іноземної мови; визначити місце Закарпатської області України за результатами складання іспиту з англійської мови

на зовнішньому незалежному оцінюванні (ЗНО) у 2021 році; виявити труднощі, з якими стикаються учні під час виконання завдань з англійської мови на ЗНО шляхом проведення опитування серед випускників шкіл. Також піднімається питання важливості вміння використовувати знання англійської мови в реальних життєвих ситуаціях.

Досягнення вищезазначеної мети вимагало вирішення наступних завдань: вивчити відповідну літературу з проблеми; визначити поняття іншомовної комунікативної компетенції; встановити засоби впливу на процес формування комунікативних навичок; оцінити рівень сформованості іншомовної комунікативної компетенції студентів шляхом тестування їхніх читацьких, лексико-граматичних та мовленнєвих навичок; окреслити шляхи реалізації комунікативного підходу, комунікативно-пізнавальних завдань та інтерактивних методів навчання у процесі розвитку мовленнєвих навичок студентів, особливо формування вміння висловлювати свої думки. Теоретичним підґрунтям дослідження стали праці як вітчизняних, так і зарубіжних дослідників, серед яких О. Бех, О. Биркун, Н. Складенко, І. Зимова, І. Андрієвич, С. Ніколаєва; англійських та американських науковців, зокрема К. Кенел і Свейна, Д. Хаймса, Р. Елліса, І. Нейшн, Н. Шмітта, У. Віддоусона та інших; а також угорського лінгвіста Золтана Дьорнея.

Аналіз результатів оцінювання компетентності випускників шкіл з англійської мови та відповідей респондентів на запитання анкети свідчить, що найуспішніше учасники тестування впоралися із завданнями на читання, непогані результати показали учні у виконанні завдань на граматику та лексику. Однак вони майже не впоралися із завданнями на говоріння. Завдання рецептивного типу «Читання» були виконані дещо краще, ніж завдання рецептивного типу «Лексико-граматичні»; продуктивне завдання з розгорнутою відповіддю (усне мовлення) було виконано гірше, ніж інші завдання.

У наші дні при вивченні іноземної мови недостатньо лише знати певну кількість слів і вивчити граматику іншої мови, а паралельно треба вивчати історію, культуру, літературні надбання цього народу. В ідеалі учні повинні не тільки навчитися розуміти прочитане і почути, писати різні тексти, а й говорити і розуміти іноземну мову. Однак традиційні методи навчання не дають значних позитивних результатів. Таким чином, тільки при використанні комплексного підходу, який включає в себе застосування всіх визначених нами технологій, можна ефективно розвивати пізнавальні процеси, інтелектуальну та особистісну активність студентів,

що в результаті дозволить сформувати комунікативну та міжкультурну компетентність необхідного рівня. Саме мовна діяльність учнів сприяє оволодінню мовним матеріалом. Що інтенсивніша мовна діяльність учнів, то міцніше і глибше це оволодіння, тому її потрібно всіляко розвивати і формувати. Комунікативний підхід до викладання іноземної мови вимагає розробки та впровадження максимально адаптованих до навчального процесу видів діяльності, метою яких є реальне та осмислене оволодіння іноземною мовою. Підвищення ефективності навчання іноземної мови можливе лише шляхом поєднання мови та культури, оскільки це сприяє наповненню процесу навчання змістовністю та автентичністю, подібно до тих культурних знань, які ми набуваємо при вивченні рідної мови через занурення в рідне культурне середовище.

Під час навчання іноземної мови поза мовним середовищем комунікативна спрямованість має створюватися штучно - це і є однією з проблем у школі. Викликати в учнів на уроці потребу до здійснення мовленнєвої діяльності - необхідна умова всього процесу навчання іноземної мови. Підбиваючи підсумок, потрібно сказати, що основною стратегією навчання іноземних мов проголошено особистісно-орієнтований підхід, який ставить у центр навчально-виховного процесу особистість школяра, врахування його здібностей, можливостей, нахилів і потреб. Це передбачається реалізовувати на основі диференціації та індивідуалізації навчання, використання нових навчальних технологій, а також використання можливостей національно-регіонального та шкільного компонентів базисного навчального плану, за рахунок яких можна збільшити навчальний час для вивчення іноземної мови. Реалізація особистісно-орієнтованого підходу до навчання і виховання школярів висуває підвищені вимоги до професійної підготовки вчителя, здатного працювати на різних ступенях навчання з урахуванням їхньої специфіки.

Підсумовуючи вищесказане, слід зазначити, що комунікативна компетенція - це одна з найважливіших складових під час навчання англійської мови, а застосування сучасних технологій, різноманітних методів і прийомів у навчанні роблять цей процес успішнішим і захопливішим.

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Appendix 1

Communicative competence test

English test for Form 11th

School:

Date:

Gender:

Age:

Task 1

Read the article about a new invention carefully and then decide which of sentences 1-8 are true (T), which are false (F), according to the text.

Pedal power TV to uproot couch potato

A television set that will only work if children pedal an exercise bicycle to provide the electricity has been invented by researchers examining weight problems at a New York hospital.

Experiments involving overweight children aged between eight and twelve showed that those who had to pedal when they wanted to watch their favourite programmes not only watched far less television, but also recorded impressive loss of fat.

The 'couch potato TV' was developed by researchers at St Luke's Roosevelt Hospital as a result of growing concern over weight problems among an increasing number of American children. David Alison, who headed the research, said: „I am not naive enough to think we're going to solve the world's weight problems with TVs hooked to bicycles. But there are other things we could do that are only limited by our imagination.”

Mr Allison once proposed that people should be charged to travel in lifts in an effort to encourage them to use the stairs. He said that 13% of American children were considered seriously overweight, and that the number was growing. During the tests children who had the 'couch potato TV sets' watched on average one hour of television a week, while children in a second 'control' group watched more than twenty hours.

1. The new invention is a television set combined with a bicycle. T/F
2. The aim of the experiment was to measure how much electricity we can generate through exercise. T/F
3. Mr Allison says watching television limits children's imagination. T/F
4. Mr Allison tried to discourage people from using lifts. T/F
5. The invention has reduced the number of overweight children in the USA by 13%. T/F

Task 2

Read the texts below. Match texts (1-3) to sentences (a-f). There are three sentences you do not need to use.

1. *Columbo* (1968-2003)

The uncombed American detective, played by Peter Falk, first appeared in a TV movie before the first series of *Columbo* began in 1971. His apparent absent-mindedness and shambolic style lulled his suspects into a false sense of security, but he was always quick to guess who the culprit was. With each episode unfolding from the criminal's point of view, we saw them trying to cover their tracks as the net closed in on them.

Columbo was a huge success and a host of famous names appeared in cameo roles, including Janet Leigh, Faye Dunaway, Dick Van Dyke and Johnny Cash, while Steven Spielberg directed an episode of the first series.



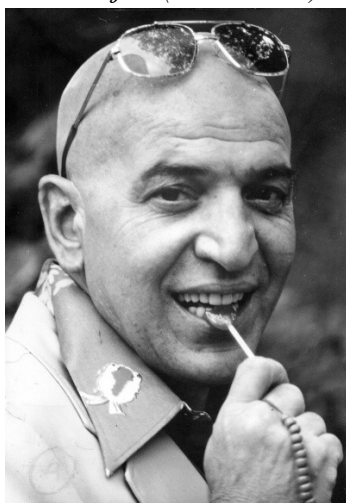
2. *Miss Marple* (1984-1992)

Jane Marple was an elderly spinster and amateur detective in the village of St. Mary Mead. An Agatha Christie creation, she appeared in 12 novels, starting with *Murder in The Vicarage*. Although Margaret Rutherford made her famous on the cinema screen during the 1950s and 1960s, it is Joan Hickson's portrayal of her in the classic 1980s BBC series that is closest to the books.

Though she often seemed to be nothing more than a gossipy old woman, Miss Marple was quicker to get information out of suspects than local copper inspector Slack, and her willingness to put herself in dangerous situations meant that she always caught the criminal.



3. *Kojak* (1973-1978)



This sleuth is famous for his love for sweeties and his catchphrase, „Who loves you baby?“ Kojak starred Telly Savalas as the bald-headed, lollipop-sucking New York City policeman Lieutenant Theo Kojak. The reason that Kojak loved lollipops was because Savalas was a heavy smoker, and in the face of growing anti-smoking feeling in the USA he decided to suck on a lollipop instead. This became his trademark and, along with charisma and humour, it lightened the gritty storylines.

The show was a huge worldwide hit and featured unknown actors who later found fame, including Sylvester Stallone and Richard Gere.

- a) tried to solve the problem of women's occupational discrimination
- b) developed a characteristic new habit while giving up an old one
- c) was famous for always putting work before personal life
- d) fights against criminals and against gender stereotypes
- e) appeared to be inexperienced and inattentive
- f) has an innocent appearance but always got to the bottom of things

Task 3

Read the text below which gives you advice about the prevention and treatment of flu. Fill in the gaps with the best word: a, b, c or d to form a coherent, logical and grammatical text.

Health smart

The cold and flu season is back again, so it's time to 1 _____ up on prevention and treatment. 2 _____ to popular belief, cooler weather doesn't cause colds. What is more likely is that we stay indoors more, giving viruses 3 _____ to spread from person to person. In addition, the cold months are associated 4 _____ low humidity, and the dry air makes the nasal cavity more susceptible to bugs. Consequently, cases of colds and flu surge between the beginning of autumn and spring (the 5 _____ adult gets two to four respiratory infections a year; children even more). Because the season is upon us, it is a good 6 _____ to revise a few cold and flu tactics.

To prevent an infection, the best defence is a good offence. The first step is to 7 _____ physical contact with the cold sufferer. When someone with a cold sneezes, coughs or snuffles, 8 _____ your distance. Hugging, kissing and shaking hands are sure ways to catch a cold.

- | | | | |
|----------------|---------------|----------------------|-------------------|
| 1. a) bring | b) brush | c) get | d) take |
| 2. a) Contrary | b) Opposite | c) Similar | d) Unlike |
| 3. a) chance | b) chances | c) the opportunities | d) an opportunity |
| 4. a) for | b) on | c) to | d) with |
| 5. a) average | b) different | c) ordinary | d) same |
| 6. a) idea | b) suggestion | c) sense | d) advice |
| 7. a) break | b) control | c) limit | d) lose |
| 8. a) cover | b) judge | c) keep | d) remember |

Task 4

Read the following text about the space travel. Fill in each gap 1-8 with a word formed from the prompts given in brackets.

Many people think that it is 1 _____ (PONT) to send people into space. It is dangerous and also very 2 _____ (EXPENSE), and some would say that it's not even 3 _____ (SCIENCE) useful. The costs of the 4 _____ (MAINTAIN) of the space shuttles which are used for manned 5 _____ (FLY), and of the International Space Station, are simply 6 _____ (ASTRONOMY). NASA – the National Aeronautics and Space Administration – consequently faces huge financial 7 _____ (DIFFICULT). Perhaps they should forget the manned programme and look for more 8 _____ (EFFECT) missions.

Task 5

Complete the Dialogues!

A) Tom: What time will you fly tomorrow?

Peter: At 7.30 in the morning, but I leave home at 5.00.

Tom: Why is that?

Peter: I'm afraid there will be heavy traffic. If I'm not at the airport on time, I'll miss my flight.

Tom: I see. How long will you plan to stay in Mexico City?

Peter: I will spent two weeks there and then I will probably visit Acapulco. Are you going away this year?

Tom: Oh no, I am staying at home.

B) Lisa: I'm bored!

Sam: Let's go out, then.

Lisa: No, I'm too tired.

Sam: In that case, why don't you just have a sleep?

Lisa: How about going to the cinema tonight?

Sam: But we went to the cinema last night.

Lisa: What would you like to do, then?

Sam: Why don't we watch TV?

Lisa: Not again! I'm fed up with watching TV every night.

Appendix 2. Summary table № 1 School students' answers

№ 1	1	2	3	4	5	6	7	8	9	10	11	12	
Task 1													
1	1	1	1	1	1	0	1	1	1	1	0	1	10
2	1	1	1	1	1	1	1	1	1	1	1	1	12
3	0	0	1	1	1	1	1	1	1	1	0	1	9
4	0	0	0	0	1	0	1	1	1	1	0	1	6
5	0	1	1	1	1	1	0	1	1	0	0	1	8
	2	3	4	4	5	3	4	5	5	4	1	5	
Task 2													
1	0	0	1	1	1	1	0	0	1	1	0	0	6
2	0	1	1	1	1	1	0	0	1	1	1	1	9
3	0	0	1	1	1	1	0	0	1	1	0	1	7
	0	1	3	3	3	3	0	0	3	3	1	2	
Task 3													
1	0	1	1	0	1	0	0	0	0	0	0	0	3
2	1	0	1	1	1	0	0	1	1	1	1	1	9
3	1	0	0	0	1	0	0	0	0	0	0	1	3
4	1	1	1	1	1	0	1	1	1	1	1	1	11
5	0	0	1	1	1	0	1	0	0	0	0	0	4
6	1	1	1	1	1	1	0	0	0	0	1	1	8
7	1	1	0	0	0	0	0	0	0	0	0	0	2
8	0	0	0	0	0	0	0	0	0	0	1	0	1
	5	4	5	4	6	1	2	2	2	2	4	4	
Task 4													
1	0	0	0	0	0	1	1	1	1	0	0	0	4
2	1	0	0	1	1	1	0	1	1	1	0	0	7
3	0	0	0	0	0	1	0	1	1	1	0	0	4
4	0	0	1	1	0	1	1	1	1	1	0	1	8
5	0	0	0	0	0	0	0	0	1	1	0	0	2
6	1	1	0	0	0	1	1	0	0	0	0	1	5
7	0	0	0	0	0	0	0	1	1	1	0	0	3
8	1	0	0	0	0	1	0	1	0	1	0	0	4
	3	1	1	2	1	6	3	6	6	6	0	2	
Task 5													
1	0	0	0	0	0	0	0	0	0	0	0	1	1
2	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	0	0	0	0	0	0	0	0	0	0	1	
Total:	10	9	13	13	15	13	9	13	16	15	6	14	

Appendix 3. Summary table of students' answers of General Secondary School of I-III levels of the village of Bályu

№ 4	1	2	3	4	5	6	7	8	9	10	11	12	
Task 1													
1	1	1	1	1	1	1	1	1	1	1	1	0	11
2	1	1	0	1	1	0	1	1	1	1	1	1	10
3	1	0	1	1	1	1	1	1	1	1	0	1	10
4	0	0	1	1	1	1	1	0	1	0	1	1	8
5	0	0	1	1	1	1	1	0	1	1	1	0	8
	3	2	4	5	5	4	5	3	5	4	4	3	
Task 2													
1	0	0	1	1	0	1	0	0	0	0	0	0	3
2	0	1	0	1	0	1	1	0	0	0	1	1	6
3	0	0	1	1	1	0	0	1	0	0	1	0	5
	0	1	2	3	1	2	1	1	0	0	2	1	
Task 3													
1	1	0	0	0	0	0	0	0	0	0	0	0	1
2	0	0	0	1	1	0	1	0	0	0	0	1	4
3	0	0	0	1	0	1	0	0	0	0	1	1	4
4	0	0	0	1	1	1	1	0	0	0	0	1	5
5	0	0	1	0	1	1	1	0	0	0	0	1	5
6	1	0	0	1	0	0	0	0	0	0	0	0	2
7	0	0	0	0	0	0	0	0	0	0	0	0	0
8	1	0	0	1	0	0	0	0	0	1	0	0	3
	3	0	1	5	3	3	3	0	0	1	1	4	
Task 4													
1	0	0	0	0	0	0	0	0	0	1	1	1	3
2	0	1	1	1	1	1	1	1	0	0	1	1	9
3	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	1	1	1	0	0	0	0	1	1	0	5
8	0	1	1	1	1	1	0	0	1	0	1	1	8
	0	2	3	3	3	2	1	1	1	2	4	3	
Task 5													
1	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	1	0	0	0	0	0	0	0	0	0	0	1
3	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0
	0	1	0	0	0	0	0	0	0	0	0	0	
Total:	6	6	10	16	12	11	10	5	6	7	11	11	

Appendix 4. Summary table № 2 School students' answers

BMG	1	2	3	4	5	6	7	8	9	10	11	12	
Task 1													
1	1	1	1	1	1	1	1	1	1	1	1	1	12
2	1	1	1	1	1	1	1	1	1	1	1	1	12
3	0	0	0	0	0	0	0	0	0	0	0	1	1
4	1	1	0	1	1	1	1	1	0	0	0	1	8
5	1	1	1	1	0	0	0	0	0	0	0	0	4
	4	4	3	4	3	3	3	3	2	2	2	4	
Task 2													
1	0	0	0	1	1	0	0	1	1	0	1	0	5
2	1	1	0	1	1	0	0	1	0	1	1	1	8
3	1	0	0	1	0	1	0	1	1	0	1	1	7
	2	1	0	3	2	1	0	3	2	1	3	2	
Task 3													
1	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	1	1	1	3
3	0	1	1	0	1	1	0	1	1	1	1	1	9
4	1	0	0	0	0	0	1	0	1	0	0	0	3
5	0	0	0	1	1	1	0	1	1	1	1	1	8
6	1	1	1	0	0	0	1	0	0	0	0	0	4
7	1	0	0	1	0	0	0	0	0	0	0	1	3
8	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	2	2	2	2	2	2	2	3	3	3	4	
Task 4													
1	0	0	0	0	0	0	0	0	0	0	0	0	0
2	1	1	1	1	1	1	1	1	1	1	1	0	11
3	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	0	0	0	0	0	0	0
8	1	0	0	0	0	0	0	0	1	1	1	1	5
	2	1	1	1	1	1	1	1	2	2	2	1	
Task 5													
1	1	0	0	0	0	0	0	0	0	0	0	0	1
2	0	1	1	1	1	0	1	1	1	1	1	1	10
3	0	1	1	0	1	0	0	0	0	0	0	0	3
4	0	0	0	0	1	0	0	0	0	0	0	1	2
1	0	0	0	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	2	2	1	3	0	1	1	1	1	1	2	
Total:	12	10	8	11	11	7	7	10	10	9	11	13	

Звіт про перевірку схожості тексту Oxsico

Назва документа:

Szakdolgozat Beregszaszi - Fabian B..doc

Ким подано:

Еніке Надь-Коложварі

Дата перевірки:

2024-05-31 00:24:35

Дата звіту:

2024-05-31 00:46:18

Ким перевірено:

I + U + DB + P + DOI

Кількість сторінок:

48

Кількість слів:

13697

Схожість 14%	Збіг: 26 джерела	Вилучено: 0 джерела
Інтернет: 12 джерела	DOI: 0 джерела	База даних: 0 джерела
Перефразовування 2%	Кількість: 25 джерела	Перефразовано: 495 слова
Цитування 4%	Цитування: 33	Всього використано слів: 1395
Включення 2%	Кількість: 12 включення	Всього використано слів: 434
Питання 0%	Замінені символи: 0	Інший сценарій: 7 слова