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**COMMUNICATIVE LANGUAGE TEACHING AS THE BEST WAY
OF FORMING COMMUNICATIVE COMPETENCE
IN CONDITIONS OF LONG-LIFE EDUCATION**

Language is both a tool for the expression of feelings and concepts and a primary mechanism of socialization. Communicative competence relies on both genetically based capacities for symbolic representation and exposure to a language system. Certain language skills are more vulnerable to the timing of exposure than others, illustrating an important feature of plasticity. In their early age through language children influence others, gain access to worlds of information, and learn new strategies for the control and expression of their impulses. Further on, growing older, they will need to increase communicative competence, which means being able to understand and interpret messages, understand the social contexts in which language is being used, apply the rules of grammar, and employ strategies to keep communication from breaking down (Savignon, 1997).

Notions about how best to teach English language learners have changed over the years and have been influenced by research in how second languages are learned. Today, perhaps the most accepted instructional frame work is communicative language teaching (CLT). The goal of CLT is to increase communicative competence, With CLT, instructional emphasis shifted from grammar translation, memorization of dialogues, and drills and practice of structural patterns to using language in real-life contexts for meaningful purposes (Savignon, 2001). Grammar practice with drills can be appropriate at certain times, but CLT demands authentic use of language, which means people interacting with other people. The primary principle underlying CLT is that language learners need opportunities to use the language in authentic conversations. This interactive view of language teaching has its roots in SLA research studies that have examined how interactions contribute to SLA (Moss & Ross-Feldman, 2003). A growing body of research seems to show that interaction plays an important role in learning a second language (Ellis, 1999).