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Applying the Ideas of the Developmental Teaching at the Foreign Language Lessons to Develop Students' Communicative Competence

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Abstract

Foreign language lessons at school are designed to form key competences, with communicative competence being an important one, implying students' ability and readiness to communicate in a foreign language. However, there are difficulties in mastering the foreign language. As before, the main ones are: the lack of active oral practice, the absence of the environment for foreign language communication, and the presentation of educational material in textbooks without taking into account the principle of individualization and differentiation of education. The solution to this problem is possible through applying the ideas of developmental teaching at the lesson. The purpose of this study is to substantiate theoretically and test experimentally the effectiveness of using the ideas of developmental learning at the foreign language lessons to develop students' communicative competence. The leading method of the research is a pedagogical experiment aimed at revealing the level of the development of students' communicative competence. The content analysis of foreign language textbooks was also used to identify potential options to apply ideas of developmental learning. Results of the research: The article presents a selection of topical projects aimed at students' partially exploring and research activities that form the communicative competence directly; there were developed lessons to introduce the ideas of the developmental teaching at the lesson. It is proved that the projects assembled in the textbook contribute to building interdisciplinary connections, stimulate the development of the communicative competence and, on the whole, favour the development of the student's personality. Relevance of the study: The study proved the effectiveness of using the ideas of the developmental teaching to develop students' communicative competence. The materials of the article can be used to improve the process of teaching the foreign language at the secondary school; developed and tested different topical projects can be used by teachers of the foreign language in class.

Keywords: developmental teaching, communicative competence, personality, lexical skill, project.

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1. Introduction

The ideas of the developmental teaching are widespread in Russia, Ukraine, Belarus, Latvia, and Kazakhstan. In the domestic school, the ideas of the developmental teaching are used in teaching many subjects, including foreign language lessons. In these conditions, the concept of the developmental teaching, worked out by L.S. Vygotsky (2005), V.V. Davydov (1996) is still in demand. The main ideas of the concept of the developmental teaching ensure that educational activity is aimed at meta-subject results, involving integration of various subject areas, which leads to the development of students' creative thinking, intellectual abilities and key competencies.

The urgency of the work is also determined by the growing tension between the requirements of the Law on Education in the Russian Federation and the FSES of the second generation on the use of the ideas of the developmental teaching and the content aspect of the teaching package that do not conform to this task adequately. The conditions to resolve this contradiction is the teacher's creative work aimed at applying the ideas of developmental teaching in developing lessons summaries.

The purpose of this article was theoretical substantiation and experimental verification of the effectiveness of ideas of developmental teaching at the lessons of English to develop students' communicative competence. The main tasks: analysis of psychological, pedagogical and methodological literature on the research problem; identification of potential options of the textbook in English to implement the ideas of the developmental teaching; selecting projects and developing lessons summaries to use them for the development of students' communicative competence.

2. Relevance

2.1. Literature review

Many Russian educators turn to the study of the developmental teaching. The scientific substantiation of this theory was first given by L.S. Vygotsky (2005), who expressed the ideas of the leading role of teaching in the pupil's psyche development (teaching leads to development), the areas of the personality's actual and immediate development. V.V. Davydov, D.B. Elkonin (1996) introduced the concept of the developmental teaching as an activity method of teaching, which is based on forming mechanisms of thinking, and not on using memory; singled out the principles of developmental teaching: the developing character of educational activity is connected with theoretical knowledge and methods of its application in solving academic problems; the academic subject is a kind of science projection through which theoretical creative thinking is formed. L.V. Zankov (1990) also gives priority to theoretical knowledge in teaching students and adds his principles of developmental teaching: high-level difficulties in teaching, studying the program material must move forward at a rapid pace; students' awareness of the reading process; systematic work on the development of all students (including the weak). Within the framework of educational activity, the participants establish relations of business cooperation, partnerships, subject-subject relations.

The manual on pedagogical technologies (Selevko, 1998) reveals the essence of developmental teaching and basic didactic principles that clearly define and regulate the algorithm of the technology of the developmental teaching.

The work of S.V. Yutkina (1995) substantiates the developmental teaching in English classes in the seventh grades of the comprehensive school. The researcher suggests ways to increase the level of understanding of the foreign language text by means of a specially organized problematization of the textual material, which creates a positive motivation in the process of acquiring knowledge by students and contributes to better understanding of written foreign language texts. G.F. Trubina (2014) actualizes in her work one of the ideas of the developmental teaching - building partnerships in the learning process. The organization of the process of teaching languages involves creating conditions for a dialogue based on understanding and, what is important, on mutual understanding (in the traditional system only on understanding), interaction in the subject-subject field.

I.V. Novikova, O.I. Novikova (2008) review the developmental techniques used at foreign language lessons. So, they consider the project as an effective method, which involves independently planned and performed work. The project develops quite effectively students' creative abilities, teaches them how to plan their own actions. The project integrates verbal

communication with the intellectual-emotional context of other activities (games, travels, etc.). E.B. Repich's work (Repich, 2015) analyzes variable types of projects: research, creative, game, informational, interdisciplinary, monoprosjects, etc. Their use allows to overcome inertia, fear of speaking a foreign language due to possible errors in speech. In the conditions of the project, the student turns from the position of the object to the active subject of educational activity. The telecommunication project is topical for the formation of the communicative competence (Repich, 2015). The methodology for organizing and implementing projects and project activities in order to create the communicative foreign language competence, the specificity of organizing students' project activities at foreign language lessons and non-school hours are presented in I.A. Shcherbakova's work (Shcherbakova, 2011). Her work also made an attempt to implement interdisciplinary ties in teaching foreign languages.

The development of the student's personality is one of the ideas of the developmental teaching considered by the teacher of English E.I. Palesheva as the main goal of education (2011). To implement this goal, she suggests to use at foreign language lessons such kind of speech activity as reading authentic texts (depending on the goal: skimming, exploratory reading, reading for detail, reading for specific information). In the context of the ideas of the developmental teaching, E.I. Passov and E.S. Kuznetsova (2002) suggest the teacher to rely on the students' intellectual potential: first to "measure" their abilities, to check their visual, auditory memory, ability to concentrate attention, etc., and then develop these abilities at each lesson on the basis of educational material.

The exemplary programs for teaching foreign languages in the Russian school reflect the trends of modern world education. A.N. Shamov (2011) reveals the essence of speech competence, which consists in improving communicative skills in four main types of speech activity, which directly depends on the level of development of students' lexical skills. G.V. Rogova (1991) proposes to develop communicative competence using two categories of lexical exercises aimed at memorizing the word, its semantics in the unity with its pronunciation and grammatical form; forming combinations of words of a semantic nature.

Thus, Russian researchers disclose the ideas of developmental teaching, the use of specially organized learning conditions, developing techniques, including those at foreign language lessons. However, teachers do not pay enough attention to the ideas of developmental teaching in forming students' communicative competence at foreign language lessons.

The analysis of foreign studies has shown that the ideas of the developmental teaching are presented in the works of T.A. Kirkpatrick, D.H. Howe, D.L. Kirkpatrick (1992) and Maria Jose Lobo, Pepita Subira (1993). They offer several developments on working out training strategies for teaching foreign languages. The first stage of the strategy is the students' awareness of the specific individual goal of learning a foreign language. The second stage is the development of an individual way of achieving the goal, when students answer such questions:

What are their needs? How can they plan their learning?

What are the factors which effect their learning?

How can they evaluate their learning and monitor their progress?

What do they need to do next?

Thus, researchers designate the individual character of teaching languages, defining the process of motivation and realization of the goal.

A slightly different approach is presented by Derek Edwards and Neil Mercer (1987). They argue that the school gives students all universal knowledge already in an adapted form. Through interacting with the teacher, through organizing joint communication, knowledge is transferred, which definitely contributes to the development of the student's personal qualities. This idea of the developmental teaching—to construct the student-teacher interaction in organizing the learning process was reflected in the works of J. Jia (2014). It is supplemented by modern means of teaching foreign languages: "intelligent web-English instruction" (Jia, 2014) computer multimedia (Ni, 2017), training programs on the tablet (Weible, Seemann, 2013), which are used to listen to foreign speech together with checking questions after listening. K. K. Kiyassova et al. (2017) consider the problem of English-speaking individualized instruction in junior school. They suggest using exercises specially selected for each student, taking into account his/her level of readiness to perceive the foreign speech. This system of exercises contributes to the development of the student's speech activity.

Researcher Jing Ding (2015) indicates the importance of teaching a foreign language through the method of projects. This method is necessary at foreign language lessons in order to strengthen the speech activity practice. In the article the researcher sets out the significance of the method of project, gives its theoretical substantiation, analyzes its significance in teaching languages.

Thus, the analysis of foreign sources has shown that scientists and practitioners do not often turn to the ideas of the developmental teaching. Overall, the works actualize issues related to the students' individual approach; motivation to learn a foreign language; using modern techniques aimed at strengthening the speech activity practice at foreign language lessons.

3. Materials and methods

3.1. Theoretical and empirical methods

- Analysis and synthesis of normative documents, study of psychological, pedagogical and methodological literature.

- Content analysis of the "Starlight" teaching package in the English language for the 8th grade, authors K.M. Baranov, et al. (2010), which made it possible to identify project assignments for the development of students' communicative competence.

- Development of English language lesson summaries for the 8th grade on the basis of the ideas of developmental teaching.

3.2. The base of research

Class 8 "B" of the MBEI School № 47 (Kirov). The study involved 2 groups of students, 11 pupils in the first and 14 pupils in the second, the total number of 25 people. The experiment was conducted in 2015-2016 academic year.

3.3. Stages of research

The study consisted of three stages:

The first stage – the search-theoretical stage –involved understanding and formulating research problems; defining the goal, the hypothesis of the research; drawing up the research plan.

The second experimental stage conducted the content analysis of the English textbook; revealed the possibilities of the textbook to use the ideas of the developmental teaching in order to develop students' communicative competence; developed summaries of the lessons; analyzed the results of the pedagogical experiment, including the selection of topical projects to develop the communicative competence.

The third stage was generalizing the research results, including the qualitative analysis of the results and their theoretical substantiation.

3.4. Evaluation Criteria

The basis for assessing the development of students' communicative competence was made of basic skills:

- to read and understand authentic texts (understanding the main content and full understanding);
- to hear and understand the oral speech;
- to communicate verbally in situations of educational, labour, cultural, everyday life and other spheres;
- to speak about oneself and surroundings, to retell, to express an opinion, to give assessment;
- the ability to write and transmit information in writing (a letter).

Against this background the levels of the development of communicative competence were determined.

High level –the pupil understands the content of oral and written speech; can participate in the dialogue without preparation; expresses his/her opinion in a monologue; can write messages, essays, reports; the vocabulary allows to participate actively in the conversation; uses correctly the known constructions; the rate of speech is quite high; can start, support and end the conversation; uses coherent and logical construction in speech construction.

Intermediate level – the student understands the main content, follows unfamiliar vocabulary in a clearly spoken speech; understands the main content of the text, but finds it

difficult to understand unfamiliar words; can support the conversation and build his speech utterance using simple phrases within familiar topics; uses learned constructions, word combinations and standard speech patterns in dialogues and monologues; expresses the idea in short phrases, the rate of speech is low; knows how to answer questions, follows the partner's thought, but cannot support the conversation independently; uses widely simple conjunctions to make utterances coherent and logic.

Low level - the student understands separate words and simple phrases in a clearly sounding speech and text; can ask simple questions and answer them within the framework of the learned topics, but makes mistakes; makes up a story on the learned topics, using simple phrases, but with mistakes; makes mistakes in writing; has a small stock of words and phrases; uses vocabulary in simple grammatical constructions; no fluency of speech, stops to find the right words, expressions, to correct mistakes; communication is limited to personal matters within familiar topics; speech cohesion is difficult.

3.5. Procedure and description of the experiment

The study was conducted on the basis of MBEI School No. 47, Kirov. The experiment involved fifty pupils of the 8 grades, both the experimental group and the control group included 25 pupils.

The content analysis of the "Starlight" teaching package in the English language for the 8th grade made it possible to identify the textbook options for implementing the ideas of the developmental teaching, and it was also determined that the contents of the textbook did not fully comply with the principles of the developmental teaching. For example, the basic principle of the developmental teaching – the principle of the leading role of theoretical knowledge is not included in the conception of the "Starlight" teaching package.

Based on the available "Starlight" teaching package, reflecting the ideas of developmental teaching, there were developed summaries of the foreign language lessons

4. Discussion

4.1. The ascertaining stage of the experiment

During the ascertaining experiment each group of pupils was given a test to identify their level of the development of the communicative competence. The results are presented in Figure 1.

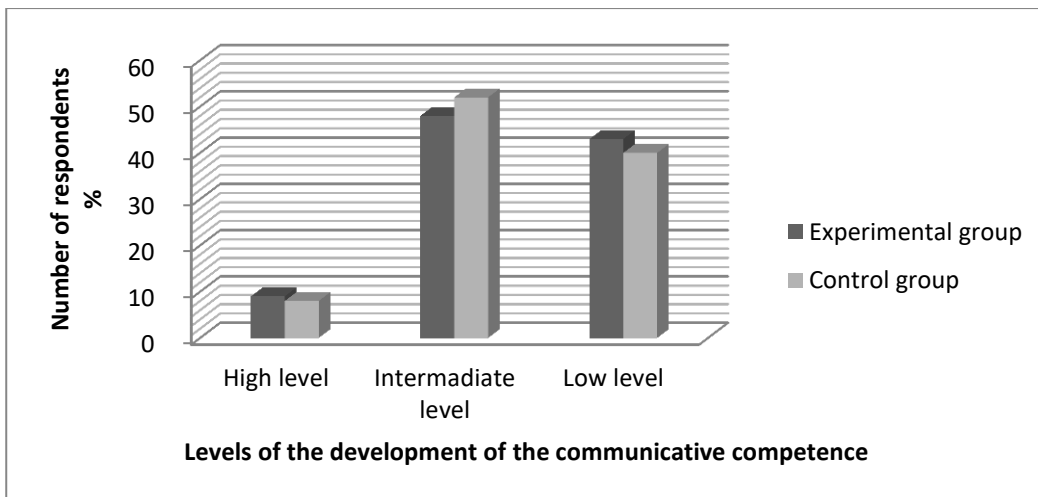


Fig. 1. Diagram of the levels of the development of students' communicative competence at the ascertaining stage

Analyzing the data shown in Fig. 1, we can state that in the experimental group 9 % of pupils show a high level of the communicative competence, 48 % of pupils have an average level, 43 % of pupils demonstrate a low level. In the control group, 8 % of students have a high level of the development of the communicative competence, 52 % – an average level, 40 % – a low level. Consequently, students of both groups have approximately the same level of the development of the communicative competence.

4.2. Forming stage of the experiment

At the foreign language lessons in Class 8 "B" we used "Starlight" teaching package in the English language, authors K.M. Baranov, D. Dooley, V.V. Kopylov (2010). The work on developing the communicative competence was carried out with the use of the content of this textbook. In this regard, first, we conducted the content analysis of the Starlight textbook to identify its possibilities to apply the ideas of developmental teaching, and selected project tasks for the development of communicative competence of students. Secondly, we developed lessons summaries to introduce the ideas of developmental teaching at the foreign language lessons.

1. The "Starlight" teaching package is an innovative joint project of the Russian publishing house "Prosveshchenie" and the British publishing house "Express Publishing", which reflects modern trends in Russian and foreign methods of teaching English. The textbook contains authentic material about Russia. A distinctive feature of the teaching materials is a modular construction of the textbook. The materials of the textbook contribute mainly to the achievement of the personal, meta-subject and subject learning outcomes. In general, "Starlight" teaching materials meet the requirements of the Federal State Educational Standard, the federal component of the State Standard of Basic and Secondary General Education in Foreign Languages and the exemplary programs in the English language.

The purpose of the "Starlight" course is to form students' communicative competence. The textbook is of a sociocultural orientation and implies the activity character of learning (drawing up mini-projects, scenarios).

The textbook consists of 6 modules, each in turn is devoted to a separate topic. For example, 1 – "Breaking News", 2 – "Consumer Society", 3 – "Doing the right thing," 4 – "Still a mystery", 5 – "Lifelong learning", 6 – "Getting to know you". Quite standard topics for studying English are encoded under these names: world events, weather, services, society, learning, appearance.

It should be noted that each section includes a set of specific lexical and grammatical materials (mostly lexical). At the beginning of the textbook there is the content in English; at the end of the textbook there are texts for home reading, a cultural guide, a list of irregular verbs, a grammar reference and an English-Russian dictionary, which contains the vocabulary necessary for this stage of training.

Each module consists of 9 lessons, aimed at the development of all types of the speech activity: reading, listening, speaking, writing, and also contain additional information of a cultural and regional character. Each module copies the structure of the previous one.

Each section begins with the introduction and subsequent application of the active vocabulary on the given topic. Exercises are diverse in content and focus, the workbook is actively used. All vocabulary belongs to the productive vocabulary. The advantage of the textbook is illustrations that contribute to a better understanding of the vocabulary in question.

To identify the possibilities of the textbook in respect of using the ideas of developmental teaching, we analyzed the modules and defined the tasks aimed at partially exploring and searching activities that help to determine the connections of phenomena, to go deeper into the study of the material, to comprehend it. All project assignments can be divided into several groups: geographic, cultural, environmental, socially significant, literary and biological projects. Their ratio is shown in Fig. 2.

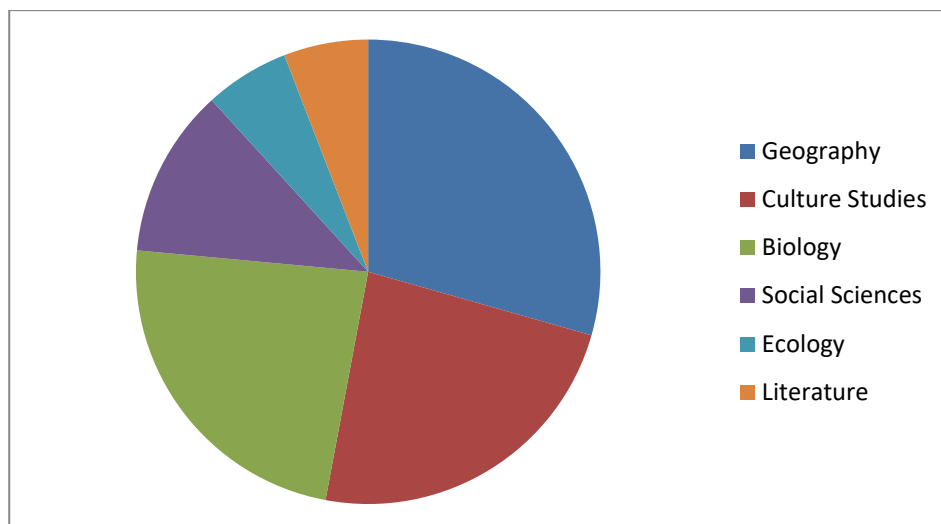


Fig. 2. Projects orientation in "Starlight" textbook modules

Thus, the content of the "Starlight" teaching package, the projects identified in the textbook, help to acquaint students with new lexical material (introduction and somatization of lexical units). However, the textbook of a communicative type does not meet the requirement of the basic principle of the developmental teaching – the principle of the leading role of theoretical knowledge. The ideas of the developmental teaching at the foreign language lessons require additional teacher's creative work who will be able to integrate the textbook materials in order to form students' communicative competence.

Based on the textbook content analysis there were developed lessons summaries applying the ideas of the developmental teaching. Each lesson is built according to a certain scheme that meets the requirements of the Federal State Educational Standard.

Let us present a fragment of the lesson.

Lesson: Curricular: Geography

The purpose of the lesson: communicative and speech development of students through developing a project on the topic "Tsunami" (a geographical project).

At the lesson:

Motivation for learning activities. At the beginning of the lesson, there is a motivation process to study the program material. The goal of motivation is to create student's internal readiness for performing tasks on the individually significant level. The realization of this goal is provided by using the method of the narration about such a natural phenomenon as tsunami. The story stimulates an individual internal need to study the program material.

Actualization and trial action. The actualization of knowledge occurs through establishing the feedback – the students remember what they know about tsunami. To expand the knowledge of tsunami, the text from the textbook is proposed, which is given without a title and the student's task is to propose a title.

Identifying the place and causes of the difficulty. An obligatory stage at the foreign language lesson is the use of the section *Check these words* to explain new words and concepts on the topic. Students get to know new lexical material. In order to consolidate the material, the following task is proposed: "Tell your partner about 4 new facts related to tsunami", which is aimed at developing dialogical speech.

The stage of project construction and problem solution – organizing students' research activity. Tsunami projects are created in groups (3–4 people). The preparation of mini-projects takes 10–15 minutes of the lesson.

Realization of the formed model and primary consolidation with pronouncing out aloud. At this stage, groups present their projects on tsunami, which allows to see the level of lexical skills and to check the construction of monologues, concerning their logic and cohesion.

Independent work with self-control. Each group gives marks to other groups, mutual evaluation takes place.

Inclusion in the system of knowledge and revision. The homework given to students will be aimed at revising the lexical material studied and at developing coherent speech, which, on the whole, results in forming students' communicative competence.

Thus, including projects in the course of the lesson makes it possible to mobilize students, putting them in a situation of a problematic, research character. Projects help to build interdisciplinary connections, in this case, with the academic subject Geography, as well as to broaden the horizons, to form intellectual abilities, theoretical creative thinking of students (one of the ideas of the developmental teaching), all this contributes to the development of students' communicative competence.

4.3. Control stage of the experiment

After completing the experimental teaching, the experimental and control groups of the 8th class were again offered a test in order to establish the level of the development of their communicative competence.

Comparison of the results of the ascertaining and control experiments showed that the level of the development of communicative competence of experimental group students increased. The number of the high level students in the experimental group increased by 15 %, the intermediate level – by 9 %, and the low level decreased by 24 %. In the control group, the indices changed insignificantly – only one student made progress in comprehending the lexical material. In the control group, the number of students with the intermediate level of development of communicative competence increased by 10 % – Fig. 3.

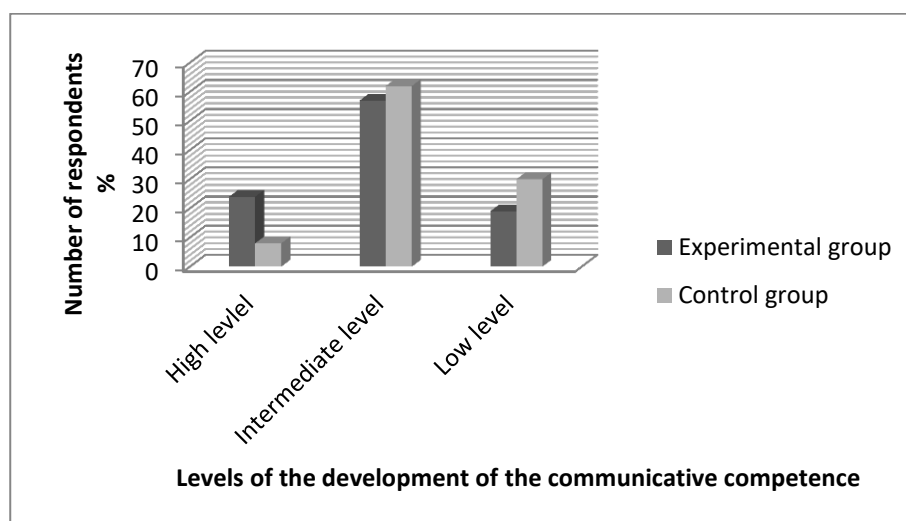


Fig. 3. Diagram of the level of the development of students' communicative competence after the experiment

The effectiveness of applying the ideas of the developmental teaching is confirmed by the qualitative analysis of the development of the communicative competence of students who were at different levels.

For example, Masha M. had the intermediate level of the development of the communicative competence at the stage of the ascertaining experiment. At the lessons she could talk to the teacher, answered questions, but did not always use new lexical units, made mistakes in the use of new words or replaced them with previously studied vocabulary. The rate of reading was not high, but she could understand the main content of the text, it was difficult for her to understand some unfamiliar words. There were difficulties in understanding some unfamiliar and newly studied words. While listening she understood only half of the information, there were difficulties in perceiving phrases with unfamiliar words. The rate of speech was slow, the utterances in monologues and the dialogues were a bit confused. She used a fairly large amount of linguistic means, made certain inaccuracies in the use of words in written speech.

After using the developmental material of the Starlight textbook, as well as specially selected assignments in the form of mini-projects, Masha M. showed a leap in the development of the

communicative competence. Her level of the development of the communicative competence increased to a high level. She tried to express her opinion, while using new words correctly. There were practically no mistakes in written and oral assignments, she used new vocabulary. She had no difficulty in understanding the content of the oral or written text. The range of linguistic means in speech utterances was quite wide. A high rate of speech was combined with good pronunciation. Written works showed the knowledge of a large stock of vocabulary, logic and coherence of speech.

To verify the reliability of the quantitative data obtained, we used the method of mathematical statistics, the Fisher test. In our study, Fisher's criterion is used to compare the distributions of quantitative indications.

In calculations, we use the basic calculation formula (Ermolaev, 2003):

$$\varphi_{emp} = (\varphi_1 - \varphi_2) \cdot \sqrt{\frac{n_1 \cdot n_2}{n_1 + n_2}} \quad (1)$$

φ_{emp} - the number to determine significance levels.

φ_1 - the value taken from the table, corresponding to a larger percentage;

φ_2 - the value taken from the table corresponding to the lower percentage;

n_1 - the number of observations in series 1;

n_2 - the number of observations in series 2.

In our case, according to the table [24], we find the values φ_1 and φ_2 - corresponding to the percentage of each level of students' communicative competence (high, intermediate, low). By changing the data of the high level of the communicative competence in the control group, according to the table, the corresponding value for 8 % is $\varphi_1 = 0.574$, and for 7 % the value is $\varphi_2 = 0.536$. $n_1 = 25$, $n_2 = 25$. Substituting the data in the formula (1), we get that $\varphi_{emp} = 0,134$. Critical values for this criterion are as follows:

$$\varphi_{kr} = \begin{cases} 1,64 \text{ for } P \leq 0,05 \\ 2,28 \text{ for } P \leq 0,01 \end{cases}$$

Analyzing the location of the φ_{emp} on the "axis of significance", we can say that the obtained value $\varphi_{emp} = 0.134$ falls into the zone of insignificant measurements. In other words, the measurements obtained are statistically unreliable.

In the changed data for the intermediate level of the communicative competence in the control group, according to the table, the corresponding value for 64 % is $\varphi_1 = 1.855$, and the value for 52 % is $\varphi_2 = 1.611$. $n_1 = 25$, $n_2 = 25$. Substituting the data in the formula (1), we get that $\varphi_{emp} = 0,862$. Analyzing the location of the φ_{emp} on the "axis of significance" relative to the critical values for the Fisher test, we can say that the obtained value $\varphi_{emp} = 0.862$ falls into the zone of insignificant measurements. In other words, the obtained measurements are statistically unreliable.

In the changed data for the low level of communicative competence in the control group, according to the table, the corresponding value for 40 % is $\varphi_1 = 1.369$, and for 29 % the value is $\varphi_2 = 1.137$. $n_1 = 25$, $n_2 = 25$. Substituting the data into the formula (1), we get that $\varphi_{emp} = 0,820$. Analyzing the location of the φ on the "axis of significance" relative to the critical values for the Fisher test, we can say that the obtained value $\varphi_{emp} = 0.862$ falls into the zone of insignificant measurements. In other words, the measurements obtained are statistically unreliable. Accordingly, data changes the for the control group on the whole are statistically unreliable.

In the changed data for the high level of the communicative competence in the experimental group, the corresponding value for 24 % in the table is $\varphi_1 = 1,024$, and the value for 9 % is $\varphi_2 = 0.609$. $n_1 = 25$, $n_2 = 25$. Substituting the data in the formula (1), we get that $\varphi_{emp} = 1,467$. Analyzing the location of the φ on the "axis of significance" relative to the critical values for the Fisher test, we can say that the obtained value $\varphi_{emp} = 1,467$ falls into the zone of uncertainty of the measurements. In other words, at the 5 % level of significance, one can talk about the difference between data on the high level of students' communicative competence in the experimental group.

In the changed data for the intermediate level of the communicative competence in the experimental group, the corresponding value for 57 % in the table is $\varphi_1 = 1,711$, and the value for 48 % is $\varphi_2 = 1.531$. $n_1 = 25$, $n_2 = 25$. Substituting the data in the formula (1), we get that $\varphi_{emp} = 0.636$. Analyzing the location of the φ on the "axis of significance" relative to the critical values for the Fisher test, we can say that the obtained value $\varphi_{emp} = 0.636$ falls into the zone of insignificant measurements. In other words changes of the data on the high level of students' communicative

competence in the experimental group on the ascertaining and control stages of the experiment are 9% and statistically are not distinguished

In the changed data for the low level of students' communicative competence in the experimental group, according to the table, the corresponding value for 43% is $\varphi_1 = 1.430$, and the value for 19% is $\varphi_2 = 0.902$. $n_1 = 25$, $n_2 = 25$. Substituting the data into the formula (1), we get that $\varphi_{emp} = 1,866$. Analyzing the location of the φ_{emp} on the "axis of significance" relative to the critical values for the Fisher test, we can say that the obtained value $\varphi_{emp} = 1.866$ falls in the zone of uncertainty of the measurements. In other words, at the 5 % level of significance, one can talk about the difference between data on the low level of students communicative competence in the experimental group.

Thus, we can conclude that changes in the experimental group are statistically more significant than in the control concerning the level of the development of the communicative competence. Qualitative and quantitative analysis of the results of the experimental work has shown an increase in the level of the development of students' communicative competence while applying the ideas of the developmental teaching at the foreign language lessons.

The conducted research has shown that theoreticians and practitioners of Russian education pay attention to the ideas of the developmental teaching in the context of educational activity. Moreover, one of the main principles of reforming the Russian school proclaimed is the principle of the developmental teaching. The developmental teaching is a system of organizing the teaching process that facilitates the inclusion of internal mechanisms of the students' personality development and the fullest realization of their intellectual and creative abilities (Makhmutov, 2009).

The assimilation of foreign vocabulary in the classroom while applying the ideas of the developmental teaching is much more effective than while traditional teaching. Here, the range of students' thinking widens together with increasing their creative potential through the use of projects of different topical focus.

Analyzing the concept of the developmental teaching of V.V. Davydova, D.B. Elkonin (1996) and L.V. Zankova (1990), we can conclude that the student, included in the educational activity, becomes an active subject of training. However, the pupil is not given the right to choose the methods and forms of educational activity, conditions are created for him in the context of partial exploration and research activities. So, the lesson becomes dynamic and interesting for the pupil.

Thus, the use of the ideas of the developmental teaching at the foreign language lessons in modern conditions is relevant, but it has its own peculiarities determined by the specific development of students' communicative competence.

5. Conclusion

In the course of the research, there was conducted a content analysis of the "Starlight" teaching package in the English language for the 8th grade, which showed that in general the textbook meets the ideas of the developmental teaching. However, the concept of "Starlight" does not reflect one of the main principles of the developmental teaching – the leading role of theoretical knowledge.

Selected projects of different topical focus: geographical, cultural, environmental, socially significant, literary and biological, develop students' intellectual abilities and creative thinking and, on the whole, contribute to the formation of the communicative competence. The developed lessons with the use of the project activity meet the requirements of the Federal State Educational Standard.

Using the ideas of the developmental teaching at the foreign language lessons allows to create a favorable environment for the development of students' foreign language communicative competence. Students quickly memorize new lexical units, use them more correctly and more often in their monologues and dialogues, they have less difficulty in learning new vocabulary while reading and listening. Students' speech becomes more literate, fluent, the number of mistakes that make communication difficult decreases, the contextual and speech guess develops.

The materials of this article can be useful for teachers of foreign languages as well as for teachers of higher educational institutions.

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