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Mastering foreign language speech patterns in the framework of students' intellectual-informational competence development

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Abstract
In the article we present the results of investigation of the problem of the intellectual-informational competence development of school students in the system of foreign language education. Based on the theoretical analysis, the algorithmized model of the intellectual-informational competence development is elaborated and integrated into the process of foreign language learning.
The practical investigation is based on requirements of how to form students' metasubject abilities to search for, process and interpret information in the system of school education. We also took into consideration the necessity to include the intellectual-informational competence into the structure of foreign language communicative competence development as the main aim of foreign language teaching in school. Therefore, the elaborated system of exercises is based on refinement of speech model structures.
The results of the investigation are elaborated by means of media technologies and confirmed with statistical data.

Keywords: foreign language education, foreign language speech structures, intellectual-informational competence development algorithm.

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Changes in the society's requirements inevitably lead to modernization of the educational system which requires in its turn changes in essence and aims of education, contents, information, technologies reviewing, and reconsideration of teacher's and students' activities. On all the levels of education, home and abroad, the idea of developing education is being cultivated and elaborated, which is based on the principle of scientific research, including taking into account personal addictions, vocations, interests, capabilities, and aims of students.

In the modern school such a system of studying process organization is realized on the base of competence-activity approach fixed in standard documents and taking leading positions in the educational structure.

Analyzing different approaches to forming key competences in foreign language educational environment allows to take the intellectual-informational competence as a generalized invariable core around which the activity aimed at mastering and utilizing information and telecommunication technologies is developed.

New reality gives birth to new models of educational process forming. Intellectual-informational competence development technology (IICDT) reveals common didactical patterns and algorithms of educational process organization which provide conditions for getting a handle on educational information and forming students' personal, metathematic and thematic skills corresponding to the FSES requirements aimed at achievement of positive academic results.

Taking into consideration present-day challenges of the present-day society causes changes in the traditional educational process, because forming the intellectual-informational competence requires creating specific training conversational situations with a specific set of speech patterns suitable as models of real everyday-life situations. Efficient control over students' educational activity while working using these patterns is also necessary.

In the framework of the research on the intellectual-informational competence development problematics, speech patterns and model conversational situations ought to be formed and tested in specific educational environments with the use of modern multimedia technologies.

The concept of educational multimedia, after the manner of Smolyaninova O. [21], will be interpreted in the current research as a didactical program means providing educational contents in the interactive form involving different kinds of information, the integrated use of which would maintain forming and developing

foreign language communicative competence of students.

Despite undeniable advantages of students' intellectual-informational competence development in the structure of the competence-activity approach, a number of contrarieties and issues emerged in the foreign language education, and they all require solutions.

On the one hand, there is an objective FSES' requirement to develop students' abilities to deal with information while catching on to the informative component of school disciplines.

On the other hand, observation and analysis of the educational situation demonstrates insufficient usage of the potential of the discipline 'foreign language' for development of this ability.

Occurrence of investigations in the field of purposes, contents, and methods of intellectual-informational competence development technology realization does not lead to developments in the field of means and ways of the mentioned above technology on the level of school foreign language education.

We can also take notice of insufficient providing modern information technologies to maintain students' foreign language communicative competence development process (in particular, intellectual-informational competence as a component of it) by foreign language teachers.

The mentioned contrarieties allowed us to enunciate the aim of the research: to elaborate and implement into practice the intellectual-informational competence development technology of school students with the use of didactical models and fundamentals of embracing speech patterns and structures in a foreign language.

The algorithm of forming the intellectual-informational competence development technology goes back to ideas of competence approach in education (V.Adolf, V. Baydenko, E. Zeer, I. Zimnyaya, V. Komelina, N. Radionova, V. Serikov, Yu. Tatur, G. Trofimova, A. Khutorskoy etc.) and methodology of activity teaching (I. Vorozhtsova, P. Galperin, I. Zimnyaya, A. Leontyev, B. Elkonin etc.).

In the concept of developing education suggested by V. Davydov, L. Zankova, and B. Elkonina the emphasis is put on the educational activity as a form of a learner's self-development, also on wide use of academic concepts as a specific work-stream of the educational activity. Theoretical investigations and conceptual provisions of developing education theory has been the primary base for elaboration and realization of the intellectual-informational competence development technology model in the structure of foreign language school education.

Issues of students' intellectual-informational competence development are being investigated in works of contemporary researchers and educationalists focused on teaching practice.

T. Matveeva appeals to the necessity to enable conditions for students' personality development by virtue of working with information. According to the mentioned author's opinion, the intellectual-informational competence development technology must encourage realization of the FSES requirements in the school education structure.

S. Sapon presents the research on the intellectual-informational competence development technology which is aimed at forming students' intellectual-informational abilities in the framework of educational text. About the necessity for intellectual-informational competence development for the purposes of the modern FSES aims and requirements realization, it has been mentioned in works by I. Mushtavinskaya and O. Krylova.

The ideas of students' intellectual-informational abilities development can be integrated and embodied in the practical activity of foreign languages teachers. Elaborating English lessons, the teaching practitioner T. Efimova applies patterns of the intellectual-informational competence development technology for forming abilities and skills in producing written speech. The majority of teachers worthily evaluate the advantages of applying technology of intellectual-informational competence development in the system of school education (L. Panfilova, T. Sergeeva, I. Frolova etc.)

Despite the considerably wide spectrum of theoretical and experimental researches in the field of problematics we have been considering in the present work, there are scarcely any variants of how to use the intellectual-informational competence development technology in the system of foreign language speaking communication teaching and in the structure of forming students' foreign language speaking skills and abilities. The present article is a peculiar investment into the system of implementation of patterns and strategies of the intellectual-informational competence development technology.

The research is carried out in the framework of the English language studying. Lessons aimed at students' intellectual-informational competence development are elaborated and implemented in the structure of the teaching package for the 6th grades in schools.

As the hypothetical start of the research, we have enunciated the assumption that embracing speech patterns in English in the course of application of the school students' intellectual-informational competence development technology will be put into practice successfully, provided that the teaching model of embracing speech patterns based on the intellectual-informational competence development technology application has been elaborated and integrated into the teaching and studying process.

The concern of each teacher is to maintain development of students' metasubject skills required as

mentioned in the FSES for each level of school education. According to the FSES, on the middle stage, school students' foreign language learning should have formed components of metasubject skills, i.e. regulative, communicative, and cognitive general educational activities (GEA).

The basic GEA which are to form and develop lie in the framework of informational literacy. These are: finding and fixing, analyzing and systematizing, interpretation and generalization, imagination and communication, transforming and using information in real-life practice [14]. Therefore, intellectual-informational competence is involved into the process of development of school students' GEA and is considered as an indispensable component in the system of metasubject abilities.

The research of the process of intellectual-informational competence development is based on a stage-by-stage organization of embracing information by students which is presented in details in works of foreign authors(G.Dumouchel, T.Karsenti, W.Mengli, S.Ping, Du.Weichun, Z. Xiaomu, I.Zachery). The essential stages in the structure of intellectual-informational competence development are arranged as a logical activity approach:

- Self-determination in activity;
- Studying & cognitive activity;
- Intellectual & transforming activity;
- Reflexive activity.

On the first stage – 'Self-determination in activity' – students' interest is encouraged to study a topic by completing situational tasks aimed at determination of knowledge and skills which are necessary for their completion in the framework of the topic given. [16:116-120]. The result of passing this stage is students' self-determination based on their desire to embrace school material, and on awareness of the need of its embracing and establishing the personally meaningful goal of the activity (table 1):

Table1

Self-determinationineducation

Types of educational tasks	*General educational activities formed as results of completing educational tasks*
Situational tasks (cases) are aimed at motivating learners through setting of a problem, and their stimulation to determine necessities and purposes of educational activity to study a topic.	Ability to independently determine purposes of the student's own education, to pose and enunciate new tasks for themselves in studying and educational activity. Ability to independently plan ways to achieving goals, including alternative ones, to deliberately choose the most effective methods of solving educational and cognitive problems.
	Ability to bring into correlation one's actions with expected results, to exercise control over one's activity in the process of achieving goals, to determine one's actions under definite conditions and requirements, to adapt one's actions in accordance with changing situations.

On the second stage – 'Studying & cognitive activity' – embracement of information is formed, which is necessary for completing a situational speech task. This stage comprises informative blocks, each of which comprises a certain amount of information and is only a part of the content of the whole topic. The number of blocks is determined by a teacher, taking into consideration principles of necessity and sufficiency. Each block is a chain of step-by-step completing of school tasks on 'knowledge', 'understanding', and 'ability' which are elaborated with logic-informational accuracy criteria considered [23;25]. The consequent completing of these tasks gives opportunities to embrace information and to form skills to work with it in the framework of studying a topic (table 2).

Table 2
Studying&cognitiveactivity

Types of educational tasks	*General educational activities formed as results of completing educational tasks*
Tasks 'on knowledge' include working, using particular terms, concepts and expressions; they maintain to bring students' accumulated knowledge up to date, activate students' memory, maintain students' using and reproducing accumulated knowledge ranging from particular facts to holistic theories upon topics of exercises.	Ability to determine concepts, to generalize, to colligate facts, to find analogies. Ability to classify and to choose principles and criteria for classification on one's own.
	Ability to infer cause-and-effect relationships. Ability to think and reflect logically and critically, to draw inferences (inductive, deductive and on the analogy), and make conclusions. Ability to create, apply and transform signs and symbols, models, patterns, and schemes for completing academic and cognitive assignments. Ability to deliberately choose and use speech patterns suitable to communicative tasks to express one's feelings, thoughts and needs. Ability to compose and reproduce oral and written speech, in particular, monological speech within a certain context.
Tasks 'on understanding' suppose students' reflective mental activity aimed at inferring cause-and-effect relationships of facts given and their presentation by means of the language; the presentation involves substantiation (by giving arguments and proofs) of the actual piece of knowledge, and integration of a new piece of knowledge into the prior experience.	Ability to determine concepts, to generalize, to colligate facts, to find analogies. Ability to infer cause-and-effect relationships. Ability to think and reflect logically and critically, to draw inferences (inductive, deductive and on the analogy), and make conclusions. Ability to enunciate, give reasons for, and defend one's opinion. Ability to deliberately choose and use speech patterns suitable to communicative tasks to express one's feelings, thoughts and needs.
Tasks 'on ability' suppose students' individual work with information by means of knowledge they have obtained (suitable to their language level) to complete their assignments within particular conditions given and in new training situations.	Being ready to find a general solution and to resolve conflicts by according opinions and taking into consideration interlocutors' interests. Ability to enunciate, give reasons for, and defend one's opinion. Ability to deliberately choose and use speech patterns suitable to communicative tasks to express one's feelings, thoughts and needs. Ability to compose and reproduce oral and written speech, in particular, monological speech within a certain context. Ability to correlate one's actions with expected results, to perform control over one's activity while achieving results, to plan actions and their modes in the framework of conditions given, and to adapt one's own actions in accordance with the situation in case it undergoes changes. Ability to estimate the accuracy of completing an academic assignment and one's own abilities to complete it. Ability to classify and to choose principles and criteria for classification on one's own.

On the third stage – Intellectual & transforming activity – it is suggested that students are to return back to completing the situational task given on the first stage; the level of doing it (informative, improvisational, or heuristic) should be chosen, and the method (individually or in group) (table 3) [16].

Table3
Intellectual&transformingactivity

Types of educational tasks	*General educational activities formed as results of completing educational tasks*
Variants of how to fulfill a situational task provide facilities for applying obtained knowledge and skills upon a topic in practice.	Ability to develop one's incentives and interests of one's own cognitive activity. Ability to independently plan one's own ways to achieve one's goals, including alternative ones, to deliberately choose the most efficient ways of completing academic and cognitive tasks. Competence in the field of applying information and communication technologies (ICT-competence).

On the fourth stage – 'Reflexive activity' the achieved result is to be correlated with the prior goal, a self-analysis and self-estimation to a student's own activity while completing the situational task in the framework of embracing the studying content is given. The result of this stage is the ability to analyze and estimate the efficiency of one's own learning activity (table 4) [23].

Table 4
Reflexive activity

Types of educational tasks	*General educational activities formed as results of completing educational tasks*
Task on 'self-reflection' of the studying activity	Ability to estimate correctness of the fulfilled assignment and one's own abilities to complete it.
Task on 'self-estimation' of the results of studying	Awareness of self-control and self-estimation basic principles, ability to make one's own decision consciously and acting according to it in the course of studying and cognitive activity.

Consideration of principles of work with information in the framework of the intellectual-informational competence development technology makes it necessary to follow the requirements for logic-information accuracy. In the framework of foreign and domestic practice the following criteria of the logic-information accuracy are singled out (T. Efimova, L. Panfilova, S. Sapon, T. Sergeeva etc.): clarity, i.e. the meaning of a term, phenomenon or expression used by all the students of the same educational process ought to be explicit;precisenesswhich provides the unambiguous determination of expressions in the foreign language students are learning, and it supposes necessary specification of the applied information in accordance with the purpose of it and the context it is used in; the purpose which determines what this piece of information is used for; the context which sets the framework of using the information, basing on the purpose(s); the consequence, i.e. the condition providing a definite order of applying the information with every preceding finite element necessary and sufficient for clear and exact understanding of the following one; evidentialitywhich ensures adherenceto the rules of giving arguments (proofs) and making logical conclusions while working with the educational information [25].

The mentioned above requirements for the logic-information accuracy have formed the basis for elaboration of several methods of work with information [16;23;24;29]:

Method 'Gloss' is used for preparing a student to comprehension of information through determining theequal sense of all the terms used in the text.

*Method 'Context'*is used for highlighting the key contents of text and clarifying and setting the framework of the utilized expressions in the foreign language.

Method 'Optimus' forms the ability to compact large texts without losing the main sense of the content.

Method 'Structur' is aimed at comprehension of information by highlighting the main points, inferring consequences and interrelations within texts.

Method 'Planus' forms the abilityto compose a plan of the text (a sort of a list of contents).

Method 'Problemus' forms the ability to pose questions and give answers which are unambiguously and adequately corresponding to the questions given.

*Method 'Argument'*forms the ability to give reasons for, to prove, and to conclude.

Method 'Construct' is used for forming the ability to create one's own 'informational construction' by selecting, analyzing, and systematizing information from different sources.

Method 'Reconstruct' forms the ability to regain the missing information data in given tasksby selecting the

necessary information and analyzing the information the student already has.
Method 'Project' formstheabilitytocreateanewproductbasing on the parameters given [16].

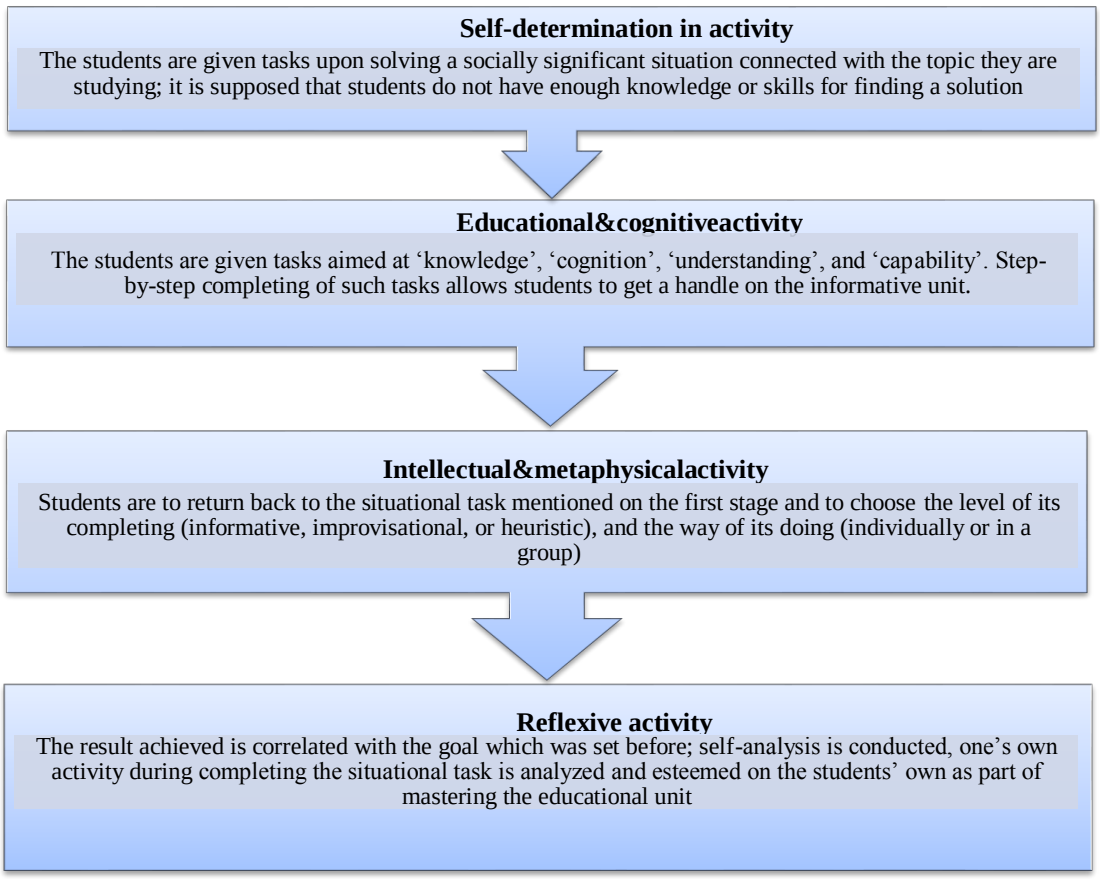
As a result of applying the methods mentioned above in the course of foreign language teaching, there must be formed the general educational activities in the structure of the foreign language communicative competence (FLCC) which will include language, speech, sociocultural, cognitive, and compensative competences.

For determination of the FLCC formedness level of 6-grade students, there was carried out a diagnostic test on the designated platform named 'Vesna' (Russian for 'spring'), and in the framework of the results of the test the most frequent challenges in the FLCC development were determined and analyzed.

The students were given tasks, and while they were completing them, the control of content elements (CCE) and the control of preparation level (CPL) in the discipline 'the English language' were carried out. Theaveragequalityofthediagnostictestcompletioncomprised43%.First of all, the low quality was caused by the fact that students were facing difficulties while doing exercises on reading, inferring logical consequence of things mentioned in the texts, analysis and contextual guess, knowledge of lexical units in the framework of secondary school topics, and some other issues.

The diagnostic test allowed to bring to light the insufficiently formed level of speaking skills while working with information in English in the structure of the FLCC, which shows the necessity for students' intellectual-informational competence development.

Providing the stage-by-stage development of the intellectual-informational competence, the investigation was conducted in the course of the special algorithm (scheme 1):



Scheme 1. The algorithm ofintellectual-informational competence development inthestructureofforeignlanguagelearningatschool

Allthestagesmentionedwerefilledwithexercisesinvolvingexactunambiguouscontents, withtheintellectual-informationalcompetencenecessarilyincludedintotheprocessof 6-gradestudents' foreignlanguagecommunicativecompetencedevelopment (Table 5).

Table5

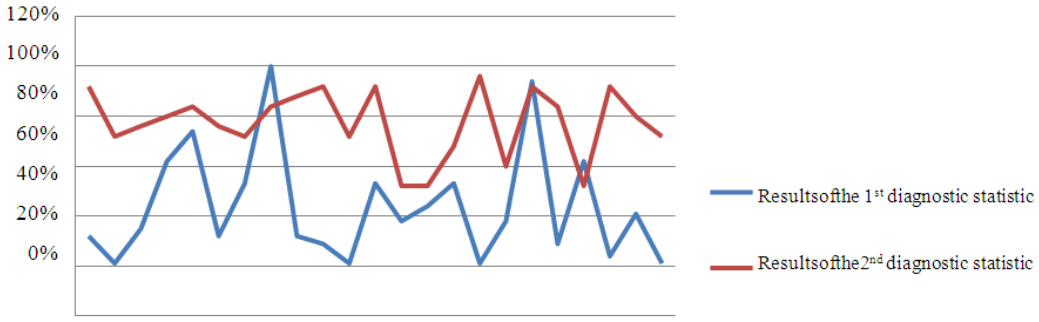
Examplesoftasksintheframeworkofintellectual-informationalcompetencetechnology

Stage	*Examples of exercises*
Stage I *Self-determination before activity*	*Situational task* *Method 'Project'* Imagine your British friend (an exchange student) is going to come to your country, and s/he will be hosted for a while in your family.Discuss and plan some house chores for a weekend (by phone). Make up and act a dialog.
Stage II *Studying & cognitive activity* *Tasks on 'knowledge'(K), 'understanding' (U), and 'ability' (A)*	*Part I* *Phonetics and vocabulary* *Method 'Gloss'* Task 1 (K)(in groups) (A task on applying knowledge students already have, brainstorming):on the blackboard, write out all the words and expressions upon the topic ... which you already know. *Methods 'Context','Argument'* Task 2 (U)(in groups) write out in copybooks new expressions and find definitions to them; explain your opinions. *Method 'Context'* Task 3 (K) (in groups) Using a dictionary or an electronic device, find translations to the given words (the words are distributed by groups of students). *Method'Argument'* Task 4 (A) (in groups) Explain the translations of words from your list to the members of the new group (Groups are to be re-arranged, and finally, each student is to have translations to all the expressions). Complete a crossword. *Listening* *Methods'Problemus', 'Argument'* Task 1(U) (individually) Examine a picture in the student's book and answer the question ... Explain why you used ... Tense to answer the question. *Method 'Problemus'* Task 2(A) Listen to the record and give short answers (yes / no) to the questions in exercise ... Give the correct answer to the questions if the answer is 'no'.
	Diagnostics *Method 'Argument'* Answer the questions of the quiz which you could not properly fulfill at the beginning.

	Part II *Vocabulary* *Methods 'Gloss', 'Reconstruct'* Task 1 (K) (individually) A task on applying knowledge students already have.Fill in the missing words on the topic ... *Method 'Argument'* Task 2 (U) Read the sentences and explain why verbs are in the given form. *Methods 'Structur', 'Argument'* Task 3 (A) (individually)Make a scheme and explain to your classmates how interrogative sentences in ... Tense are formed. *Speaking* *Method 'Problemus'* Task 1 (K) (in pairs) Read and listen to the questions in exercise ... One after another, ask each other questions and answer them, using ... Tense.Show your work to the class. *Method 'Argument'* Task 2 (U) (individually)Comment your classmates' works, explain the mistakes in case they have been made. *Method 'Project'* Task 3 (A) (in groups) Make a list of your house chores (3-5 items). In your group, carry out an inquiry: which house chores students have, reading aloud expressions from the list. *Grammar* *Method 'Reconstruct'* Task 1 (K) (individually)In your student's book, do exercise ... giving verbs in brackets into correct forms.
	Method 'Structur' Task 2 (U) (individually)Explain how to make an affirmative sentence with the use of Present Continuous Tense. *Method 'Structur'* Task 3 (A) (individually)Make a scheme and explain to your classmates how affirmative sentences in ... Tense are formed
Stage III *Intellectual & transforming actvity*	*Task A (informative level)* *Method 'Project'* Make a dialog like in the example in the book, using the vocabulary on the topic ... and … Tense.
	TaskB (improvisational level) *Method 'Project'* Make a dialog on your house chores with reference to questions in the instruction.
	TaskC (heuristic level) *Method 'Project'* Make and act a dialog on the topic ...
Stage IV *Reflexive activity*	*Task A(self-analysis). Complete the sentences* *Method 'Argument'* Having studied this topic, I am able to … *Task B (self-estimation). Estimate your work on the lesson* *Method 'Argument'* I am satisfied (completely, quite, rather, a little, not satisfied) with my work upon this topic. I estimate my work as (excellent, good, satisfactory, non-satisfactory) because …

Theresultsoftheactivity oriented to intellectual-informationalcompetencedevelopment were re-diagnosticated. Onthefinalstageoftheresearchthediagnosticworkwasalsoputunder the content elements control (CEC) and the preparation level control (PLC) in the English language discipline.

Theaveragequalityofthediagnosticstatisticscompletingcomprises77% which goes 34% beyond the results of the previous diagnostic (scheme 2).



Scheme2. Comparativeresultsofthefirstandseconddiagnosticstatistics

Forcomparisonoftheresultsgivenabove, theacquireddatawererangedintothreelevels:the under-basic level – when the quality of the work completed comprised less than 50%, the basic level – the quality ranged from 50% to 69%, and the upper-basic level – over 70%.

Thementionedabovelevelsareappliedineducationalinstitutionswherearesearch for estimation of students' academic advancement was carried out.

Thebasiclevelsupposesthestudents' levelofforeignlanguageknowledge and skills to accord with the minimum standard of the general secondary education. The percentage rating ofthequalityofthediagnostictaskcompleted is given in the table below (Table 6).

Table6

Acomparativetableofspeechstructuresmasteringlevelachievedonthe 1st andthe 2nd diagnosticstagesoftheresearch

Level	*Diagnostic stage 1*	*Diagnostic stage 2*
Under-fundamental	65%	0%
Fundamental	22%	22%
Upper-fundamental	13%	78%

To ascertain the common direction of the shift of the examined aspect, the G-criterion of signs was used. This criterion allows to find out if the values change after applying the intellectual-informational competence development technology.

The shifts which can be considered predominant are marked as 'typical', and the shifts of the rarer, or opposite, direction are 'non-typical'**.**

Gemp is the number of 'non-typical' shifts. It is obvious that the fewer Gemp's there are, the more likely it is that the shift in the 'typical' direction is statistically authentic.

During the calculation of G-criterion signs, the principal hypothesis H0 is drawn, which it its turn says that the predominance of the 'typical' shifts occurs by chance, i.e. the improvement of the quality of the diagnostic test results, gathered after application of the intellectual-informational competence development technology is nothing but a chance.

Along with the principal hypothesis, there is an alternative hypothesis H1to be drawn. The main sense of this hypothesis is that the predominance of the 'typical' direction shifts is not only a chance, and application of the intellectual-informational competence development technology does maintain the quality of passing the diagnostic test.

The authenticity of acceptance of the hypotheses (H0 or H1), according to G-criterion of signs comprises 95%; the confidence figure is γ=0,95; the level of significance is α=1-γ=0,05.

At the beginning, the number of zero reaction is calculated, i.e. the number of students whose quality of passing the diagnostic test on the control stage has not changed. According to the results of the current examination, there are no zero reactions.

Hereafter, the predominant direction of shifts is determined. To determine that, the shifts which have been 'typical' are to be set apart. In the current examination the positive shifts are 'typical', as their number comprises 20. The number of negative shifts comprised 3. These shifts are 'non-typical' and they are marked as the empirical meaning G (Gemp).

On the next stage, with the use of the table 'Critical meanings of signs criteria', critical meanings of the G (Gcr) were determined, for the given n (the volume of the excerpts), and α (the level of significance). The volume of the excerpts comprised n=23, and a the level of significance α = 0,05 and Gcr=7.

The comparison of the Gemp and the Gcr demonstrates that Gemp<Gcr, because 3<7. Based on the results achieved, we may affirm that the hypothesis H0 is to be refuted, i.e. the quality of passing the diagnostic test after application of the intellectual-informational competence development technology is not only a chance. Therefore, the hypothesis H1 is approved, i.e. the shift to the 'typical' direction (upgrade of the quality) is not only a chance and it can be considered authentic on the level of significance α. With the 95% assurance we can claim that the quality of passing the diagnostic test improved after application of the intellectual-informational competence development technology (table 7).

Table7Comparativeresultsofdiagnosticassignmentscompleting

Examinee	*Diagnostic statistics 1*	*Diagnostic statistics 2*	*Shift*
1	32%	92%	60%
2	21%	72%	51%
3	35%	76%	41%
4	62%	80%	18%
5	74%	84%	10%
6	32%	76%	44%
7	53%	72%	19%
8	100%	84%	-16%
9	32%	88%	56%
10	29%	92%	63%
11	21%	72%	51%
12	53%	92%	39%
13	38%	52%	14%
14	44%	52%	8%
15	53%	68%	15%
16	21%	96%	75%
17	38%	60%	22%
18	94%	92%	-2%
19	29%	84%	55%
20	62%	52%	-10%
21	24%	92%	68%
22	41%	80%	39%
23	21%	72%	51%
0	Zeroshiftsnumber		
20	Positiveshiftsnumber		
3	Negativeshiftsnumber		
Thetypicalshiftispositive(20>3)			
n=23			
Gemp=3 (thenumberofnon-typicalshifts)			
p=0,05; Gcr=7 (seethetable); Gemp<Gcr,i.e.3<7			

The results of testing the organized system of school tasks show its efficiency on diagnostic stage 2. After some lessons involving using the system of the intellectual-informational competence development technology there was conducted a questionnaire, according to the results of which no students with low motivation to learn the English language were found out. On the contrary, the interest to learn the language has been shown as maintained. The number of students with middle and high level of motivation comprised 61%.

The students mentioned that 'it was easy and interesting to learn that'; 'the material is clear and understandable'. 21 % of the students admitted they still had difficulties in learning, however, in comparison with diagnostic test 1, the level of their motivation raised from 'low motivation' rank into 'positive attitude to the subject, but still no special interest'. First of all, the mentioned changes appeared due to creating a situation of success for the students, which is quintessential on the middle stage of studying.

Basing on the results drawn from the research, we may conclude that an accurate approach to organizing lessons with the use of the intellectual-informational competence development technology is not only

an efficient method to develop students' communicative competence while teaching the foreign language on the middle stage, but also the way to maintain students' motivation to learn the English language.

The results on the research conducted allow us to draw the following conclusions:

1. The intellectual-informational competence is one of the leading components in the structure of school educational process on the subject 'foreign language', as it correlates with the FESE requirements of forming metasubject results of learning on the level of search, fixing, analysis and systematization of information, with regard to metasubject abilities to interpret, generalize, imagine, transform and utilize information in the foreign language communicative activity.
2. The intellectual-informational competence development technology in the structure of the foreign language communicative competence allows to form speech abilities and skills necessary for realization of the types of speaking activity in a foreign language.
3. Working on development of the intellectual-informational competence on foreign language lessons ought to be based on elaborating and applying speech patterns involved into the algorithm of the mentioned technology realization which should be carried out with the use of special methods and the elaborated system of exercises.
4. Elaboration and integration of the intellectual-informational competence development technology into the system of foreign language teaching ought to consider the possibilities to apply multimedia technologies on all the stages of studying.
5. The investigation of applying the intellectual-informational competence development technology in the foreign language school education with all the requirements considered and the results of statistical analysis of the results undoubtedly prove the hypothesis drawn in the present.

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