

Finding the Ways of Widening the Language Communicative Competence: Riddles in EFL Classroom

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Abstract

As an essential component of communicative culture, foreign language communicative competence is an integral part of student training. In this regard, the efforts of researchers are aimed at improving the efficiency of the process of formation of foreign language communicative competence, as well as the organization of successful speech interactions. The purpose of the study is to substantiate the conditions for the construction of foreign language communicative competence based on linguistic and sociocultural approaches, in particular the study of riddles. The essential ways of texting English riddles reflect the cognitive features of English linguistic culture and are reduced to the metabolization of the original values, the transformation of the perception of the object, recombination of its features, and replacement of its usual notation by non-standard. The riddle immediately contains a task, an obstacle. Guessing is an action aimed at demonstrating the overcoming of these difficulties. In situational contexts, guessing riddles pursues different goals, uses different ways of text creation to achieve them. The main strategies of a foreign language puzzle due to its functional purpose: heuristic, entertaining, and status. The usual techniques to create a game effect of ambiguity of a riddle are based on homophony, homomorphism and their combination, homographs, manipulation of stress and pause, an associative blending of units of different language levels, syntax reversal, as well as literalization of idioms.

Keywords: ambiguity, EFL classroom, foreign language communicative competence, formation, riddle

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Introduction

The most active form of human life in modern society is communication. The main condition for effective communication is communicative competence. In modern literature, the term "competence" is interpreted as a range of issues in which a person has certain knowledge, and the term "competent" – as one who has competence or as one who is knowledgeable in a particular field (Oxford Dictionary English, 2010). These concepts are widely used in various contexts and are interpreted differently by researchers. In many interpretations of the term "competence" is common to their semantic basis the knowledge that a person should acquire; the range of issues in which the person should be aware; experience necessary for the successful performance of work by established rights, laws, statutes.

Knowledge, range of issues, and experience are presented as generalized concepts that do not apply to a particular person, which are not his characteristics. Regardless of the interpretation of the concept, competence is always considered in the context of professional activity. It is understood as an important neoplasm of a person, which is the integration of different human competencies and is characterized by the degree of human readiness for the activity and the effectiveness of its implementation; is formed in the course of human development of the relevant activity.

The study aims to substantiate the conditions for the formation of foreign language communicative competence based on linguistic and sociocultural approaches theoretically, in particular the study of riddles. The following tasks are set: to determine the conditions for the formation of foreign language communicative competence at foreign language lessons based on riddles, as well as to identify the main methods and techniques that contribute to the implementation of the selected conditions.

Literature Review

With the growing interest in the problem of the development of foreign language communicative competence in modern works of scholars, a significant place is given to the study of the essence of language communication (Bragg, 2003; Crystal, 1995), methods of teaching foreign language speech activity. The problems of national and cultural specifics of communication, mastering a foreign language as a phenomenon of national culture, formation of the inner world of communicators (Searle, 1965), motivation of communicative activity, as well as assimilation of linguistic and sociocultural experience are considered in modern works of different scholars.

Despite the significant number of works devoted to the problem, the study of the influence of conditions on the formation of foreign language communicative competence based on the analysis of riddles was not conducted.

Methods

In the research, the theoretical methods such as comparative analysis of scientific literature and normative documents; system-structural analysis for the clarification of problems, the argumentation of requirements and pedagogical conditions of formation of professional foreign language communicative competence; analysis and synthesis to determine approaches, principles,

criteria, indicators, and levels of professional training for the formation of professional communicative competence of students; systematization and generalization were applied; empirical that are used in the study and generalization of pedagogical experience, research of educational documentation and learning outcomes.

Findings

The formation of foreign language communicative competence should also take into account: linguistic competence, which provides a system of knowledge, skills, and abilities to carry out communication in typical situations of educational, labor, and cultural spheres of communication; sociocultural competence, which includes background knowledge (a set of information about the sociocultural characteristics of the people whose language is being studied, and the standards of communicative behavior adopted in this cultural community); professional competence, which includes knowledge of professional terminology, as well as skills in working with the material.

To acquire linguistic and sociocultural knowledge in the process of learning English accompanied by the formed skills of English communication, it is necessary to observe certain conditions: the use of thematically organized authentic materials of linguistic and sociocultural nature; the study of English by a block of cultural studies and humanities (the principle of interdisciplinary integration); interactive inclusion of methods and techniques of contextual communication technology in English communication; formation of students' motivation; creating a favorable socio-psychological climate.

The first condition for foreign language communicative competence is the use of a set of thematically organized authentic materials of linguistic and sociocultural nature. Topics of this complex should cover all areas of communication (personal, public, educational).

The use of authentic audiovisual teaching aids allows following the general principles of didactics. The success and effectiveness of learning with the help of authentic material are determined by the compliance of its content with the age characteristics of students. The implementation of the principle of accessibility is based on the rule: from known to the unknown; when viewing or listening to the material, the life experience of students is used, the acquired knowledge is applied in practical activities (the principle of connection with life). Learning based on a living perception of authentic material cultivates observation forms a new linguistic and sociocultural experience. The use of audiovisual teaching aids activates educational and cognitive activities causes a new positive state in students.

It is possible to introduce the following techniques as reception of tracking – attitudes to perception before the demonstration, conversations on their content; the reception of demonstration of separate parts with instructions of the teacher; the reception of demonstration of all material without instructions of the teacher; receiving a conversation on the content of audiovisual media.

To assess the formation of foreign language communicative competence of students, you can use the technique of authentic assessment. Authentic assessment is aimed at determining: the

creative abilities and creativity of students, ability to work in a team, skills of oral spontaneous speech. The primary purpose of receiving authentic assessment is to encourage, promote proper self-assessment and regulate the quality of knowledge.

The effectiveness of the formation of foreign language communicative competence increases with certain requirements: systematic and consistent presentation of the material; compliance with the content of educational and cognitive tasks of the lesson; application of various methods; demonstration of phenomena in dynamics.

The second condition for the effective formation of foreign language communicative competence is the study of English in connection with a block of cultural and humanities disciplines. The effective formation of foreign language communicative competence is facilitated by the use of common phrases in a foreign language in real communication situations during classes in other subjects of the humanities.

Initially, there may be difficulties that indicate that students without experience in the practical application of English in real life can not immediately transfer the knowledge they acquired in foreign language classes to real situations of communication in the process of joint activities.

At the psychological level, we also see the positive impact of integration in mastering English communicative competence. After all, during the study of general education subjects, students get rid of one of the main psychological obstacles in learning English – the feeling of fear. In this case, the motivational readiness to communicate increases.

The study of English in connection with the block of cultural and humanitarian disciplines is through the inclusion of educational material of another subject in the story of the teacher; conversations with the reproduction of knowledge in another subject; solving crossword puzzles; reports on the material of another subject; work with textbooks of several subjects in class.

The third condition for forming foreign language communicative competence is interactive inclusion in English communication based on the use of methods and techniques of contextual communication technology. Context-communicative learning technology is focused on creating a language environment that actively involves students in English communication. In the context of this issue, dialogue is especially important because it is proved that mastering a foreign language, the formation of value orientations is most effective in comparing different semantic positions, i.e., in terms of linguistic and social interaction, interpersonal communication, which is realized in the form of dialogue.

The realization of this condition is facilitated by the method of situational inclusion in the dialogue, the reception of "Jigsaw", the method of educational discussion, the methodical reception of "Talk Show." Interactive inclusion of communicators in English communication involves collective, group learning in cooperation, where a teacher and student are equal subjects of learning.

Such training creates an atmosphere of interaction between a teacher and students allows developing abilities in a real-life situation in practice. The method of situational involvement in the dialogue must be present in the learning process. In a dialogue, as a rule, they do not exchange educational but linguistic and sociocultural information because the social relations are close to the cultural and professional reality.

Support cards can be used during the dialogue. The card's content includes the name of the situation, the designation of roles, a list of language models, and recommendations on possible behavior. Students have the opportunity to organize a dialogue or polylogue, focusing on the use of the necessary lexical units, model situations creatively, respond to the information of the language partner, overcome fear and self-doubt.

The presence of role cards in a situation of thematic dialogue or polylogue organizes English communication of students of different levels of training. The following methodical method of interactive inclusion of students in English communication is the reception of "Jigsaw." The essence of the reception is to absorb a large amount of information in a short period. Students of the first group receive a resistance scheme with omissions of information of linguistic and sociocultural nature. Students of the second group receive a resistance scheme, where there is information that is missing in the first group. The task is to obtain the missing data during communication.

One of the most important methods of interactive involvement in English communication is discussion. Discussion (from the Latin *discussio* – research, consideration) – a public debate, the purpose of which is to clarify and compare different (opposing) points of view to find the truth or the correct solution to the controversial issue. Discussion – dialogue is not internal, but external, open.

The organization of the discussion has three main stages: preparatory, basic, final. At the preparatory stage, the topic of discussion is formulated, the main issues to be discussed are determined. It is necessary to prepare in advance the main literature on the problem to be discussed and to determine the time of the discussion. In the second stage, the issues on the agenda are discussed. If there is a short pause in the process of discussion or comprehension of some moments of the discussion, it is not recommended to interrupt it, allowing the participants to think a little, as this may contribute to a new turn of the discussion. The last stage – the final – is summarizing. This is usually done by the teacher, but you can entrust this matter to one of the participants in the discussion. It is the discussion that allows you to explain your position, identify different points of view, and as a result of exchange to draw certain conclusions. It develops the ability to improvise overcome adherence to old schemes, plans, and more.

The discussion can be realized with the help of the methodical method of "Talkshow," the main purpose of which is to discuss. This technique helps to learn to express oneself concisely and with arguments in one's own opinion.

The fourth condition for the effective formation of communicative skills is students' motivation. Meeting needs involves several stages: motivation, learning activities, modal or distal communication.

The most important stage is motivation because it determines the speech activity of students. Motivation depends on the conditions of activity that may affect its nature. The effectiveness of the interaction and, hence, the strengthening of motivation, occurs under the condition of joint activities of teachers and students. There are two subjects involved in the learning process – a teacher and students, so the components of learning are teaching and learning. Teaching is aimed at managing the educational and cognitive activities of the student based on objective and subjective patterns, principles, methods, organizational forms, and means of learning. In the process of teaching, educational and cognitive activity is stimulated, the achievements are analyzed, based on the results of teacher control. Learning – a purposeful process of acquiring knowledge, skills, and abilities regulated by curricula and programs.

In the process of learning, students receive new information create a knowledge base for future activities. Today, methodological science focuses on the "motivation of integration" and instrumental motivation. The former is determined by the student's desire to integrate into English culture and the latter – the desire to learn the language.

The fifth condition for the formation of foreign language communicative competence is the creation of a favorable socio-psychological climate during educational and cognitive activities. The socio-psychological climate in the team – a state of interpersonal relations, which is manifested in a set of psychological conditions that contribute to or hinder the productive activities of the team. A favorable atmosphere in the classroom increases the efficiency of the process of forming communication skills, as well as provides a free expression of one's opinion.

Techniques are used that create an atmosphere of friendliness in a group, in the presence of which the learning activity will be interesting. This is, first of all, the smile and friendliness of the teacher. The cheerful, energetic state of the teacher affects the emotional mood of students. This establishes personal contact (verbal or nonverbal). It is appropriate to use the technique of positive interaction. Teachers and students exchange information, build relationships and positively influence each other. On the one hand, the teacher acts as a source of information, and on the other – the organizer of educational and cognitive activities and relationships in the team.

It is possible to develop communicative skills of pupils, to create a favorable social and psychological climate and through reception "We-approach." The essence of the reception is that the teacher penetrates the experiences of students, analyzes, comprehends, and solves all the problem conflicts that arise during the lesson. This technique helps to relieve psychological stress in the group, allows students to feel like a team, and, finally, to see and realize their mistakes.

The main goal in teaching English is the formation of communicative competence, which is understood as the ability to communicate in English within areas, topics, and situations, using appropriate language and speech material.

Improving the efficiency of the process of formation of foreign language communicative competence is determined by compliance with certain conditions of linguistic and sociocultural orientation, among these conditions, the most important is the use of a set of thematically organized authentic materials of linguistic and sociocultural nature; the study of English in conjunction with a block of cultural and humanities (the principle of interdisciplinary integration); interactive inclusion in English communication based on the use of methods and techniques of contextual communication technology; formation of students' motivation; creating a favorable socio-psychological climate.

The Use of Riddles in the Course of Formation of Communicative Competence

The riddle immediately contains a task, an obstacle. Guessing is an action aimed at demonstrating the overcoming of these difficulties. In situational contexts, guessing riddles pursues different goals uses different ways of text creation to achieve them. We can identify the main strategies of a foreign language puzzle due to its functional purpose: heuristic, entertaining, and status.

Heuristic strategy is aimed at forming an idea of the world, how it is arranged, what is valuable in it. To guess, to interpret a riddle, it is necessary to know the culture to which the inventor belongs, you need to understand his worldview.

Entertaining strategy reveals the essence of a puzzle destroying conventional stereotypes of language structures and language perception to create a new, often comic meaning. The various poetic forms (metaphor, metonymy, etc.) used in heuristic riddles. This strategy is implemented through a language game at different language levels, revealing its mechanism. A riddle, conceived for entertainment purposes, also introduces a game element of rivalry between the participants of the communicative situation, involving the inclusion of guesswork in the process of manipulating language forms and meanings, fixing game techniques.

The status strategy focuses on the participants of the communicative situation who have a certain status, legitimizes the riddle as action, and further reactions to it in the form of a guess.

A riddle is a model of communication in which a message is first encoded and then decoded due to some of the supports embedded in it. Pepicello (1984) claims that the riddle unusually uses language. Guessing the riddle is not always easy to determine, so, according to the authors, it is necessary to determine what support they have: grammatical or metaphorical.

Representing a special kind of verbal art, a riddle is limited by the framework of a particular culture, which provides for its conventional functioning by the rules of this culture. As Lotman, every work of art is conventional, as it provides some norm as a basis against which this work is perceived. These conventions depend on the organization of culture in a given period of life of the ethnocultural community; within it, metaphors are born, which are thought by members of the community. Thus, each work of art is understood in terms of existing cultural norms, as well as language forms are limited by grammatical norms (Lotman 1998, p. 172). This means that new metaphors are not born in a riddle or language rules are modified; puzzles are built on a game with traditional linguistic and cultural conventions.

Thus, code, message, and context are the main elements when considering the phenomenon of a riddle. It introduces an element of rivalry between communicators; provokes a certain conflict, the essence of which is that the riddle deliberately goes beyond the usual reference of objects, thereby blocking normal communication. Thus two semantic structures are represented by one language form.

In clear speech, the ambiguity of the content is removed by the context. If failures occur, they are due to code imperfections. In a riddle, such failures indicate the sharpness of the mind of its creator, not his linguistic incompetence. When analyzing the riddle from a linguistic point of view, three language levels are important: the level of pronunciation, phonological, word formation, morphological, the level of the sentence, syntactic. Semantics is studied at all three levels. At all three levels, a riddle uses the phenomenon of ambiguity as a play of words.

At the phonetic level, the phenomenon of homophony is used to create ambiguity in English riddles:

What has a mouth but does not eat? (River);
What does a man say when he walks into a bar? (Ouch!)

In the given examples, different notions have the same form. Such riddles are often used as a kind of joke. Example:

Some English riddles are intended only for oral representation because the potential for their ambiguity is based on different spellings of words with the same pronunciation. Example:

What are the two strongest days of the week? - They are Saturday and Sunday. All the others are weak / weekdays (weak - "weak" is pronounced the same as a week - "weekdays");

The peculiarity of English phonetics is that some letters that are in the word in the letter fall out when pronouncing it, which also introduces an element of ambiguity in understanding the meaning of the riddle for the guess:

What did the fish say when he hit the wall? (Dam!).
In this example, Dam ("Damn!") Matches the sound of the word Damb ("dam").

There are puzzles built on the game with the permutation of letters (sounds). Yes, reading the words from the end can serve as a clue to the solution of the riddle:

What goes "ZUB, ZUB"? (A bee flying backward - "Buz, Buz").

The discrepancy between pronunciation and spelling of words allows to create of riddles of the following type:

Which letter is always trying to find reasons? (Y = Why?);
Which letter is not me? (U = You);

What letter can do the work in one day that you can do in two days? (W = Double U = Double You);

These puzzles are based on homophonic ambiguity when one letter sounds like a full word. A riddle can have a more complex, mixed form – both a letter and a word, for example: What begins with T, ends with T, and has T in it? (Teapot).

Another reason for phonetic ambiguity is so-called "minimum pairs," which in rapid pronunciation are almost indistinguishable, for example:

What is the difference between a baby and a coat? (One you wear, one you were);
What did the undertaker die of? (Coughing = coffin);

Riddles based on phonetic ambiguity use a reference to objects that cannot be compared in their content, which is the case of manipulating the plan of expression in notions rather than their plan of content.

Another level of ambiguity is grammatical (morphological and syntactic).

In the case of morphological ambiguity, a riddle is complicated by the homophony of grammatical forms.

What is black and white and red all over? (Newspaper)

The word red from the infinitive to read (the second form from the verb to read), is used in the same row with other adjectives denoting color (black, white), and introduces an element of ambiguity in the understanding of this riddle.

In addition to homophony, omomorphy plays an important role in creating ambiguity:

Why is coffee like the soil? (It is ground).

In both oral and written speech, the ground can act as a noun ("earth") and be derived from the verb to grind.

Riddles that use the division of a word into morphemes and a language play with homomorphs within one word attract attention. For example, in the riddle, What kind of bow can you never tie? (Rainbow)

The following example uses the division of the word "anybody" into morphemes that act as full words – "any" and "body":

Why didn't the skeleton go to the dance? (He didn't have anybody to take) (= anyBODY).

To guess the riddle about the longest word, it is necessary to separate the guessing words of the morpheme (s) present at the beginning and end of the word "smiles" and "get," thus, a new word "mile," on the semantics of which this riddle is built:

What's the longest word in the English language? (Smiles)

(the distance between the first and last letters is a mile).

The division of a word into morphemes, in which at least one of them is a full word, allows you to create similar riddles:

What's a teacher's favorite nation? (Explanation)

What's the most colorful state of the U.S.A.? (Color-ado)

In what state does it cost the most to live in? (Expennsylvania)

(= Expens + penns-, also includes homophones [ns] and [ns]).

In these cases, the semantics of the word has nothing to do with the meaning of the morpheme in the word-guess. For example, the word key in the riddle What is the key to a good dinner? (A turkey) is not related to the tool for opening the lock, and it is difficult to guess that “the key” is just an element of another word. Pepicello and Green call such sets of phonemes pseudomorphs and emphasize that they have nothing to do with the morphemes they are similar.

In cases of *syntactic ambiguity*, the syntactic structure of the sentence may be violated, for example, the omitted phrase:

Would you rather have an elephant kill you or a gorilla? (I'd rather the elephant kill the gorilla).

In this puzzle there is a rethinking of the meaning of the sentence due to the omission of part of the syntactic structure:

Would you rather have an elephant kill you or a gorilla (kill you)?

You can assume the choice between you and the gorilla as a direct application, while the puzzle is based on using them as subjects of the sentence.

A difficult way to construct a puzzle is to use a syntactic construction that is a homophone for the morphological structure, when the result of their mixing is a new phonetic form, for example:

Why is a fish dealer never generous? (His business makes him selfish = sell fish).

This puzzle is based on mixing two members of the sentence – the predicate selfish and the direct addition of “fish” to the verb “to sell.”

The main tool for generating ambiguity here is emphasis and pause.

Why is a mouse-like grass? (Because the cattle (= cat'll) eat it).

In this case, the syntactic phenomenon, contraction plays a role when the full grammatical form turns into contradicted (the cat will → cat'll). It generates a homophonic word “cattle” with absolutely other semantics.

One of the methods of creating syntactic ambiguity of the riddle is the literal use (literalization) of the idiom. Idioms are traditionally understood as expressions which meaning is not derived either from their lexical content or from their syntactic structure, i.e., their syntax also remains unchanged. This fact allows you to build riddles in the form of a question as a normal syntactic form but keeps in mind the idiomatic meaning, for example:

What is it you will break if you even name it? (Silence) (Bryant, 1994).

In this case, asking a question about an object means that the object is fragile and can break. And only after learning the answer, we can understand that the idiomatic expression to break the silence is used here, in which the verb break has another meaning – “to break the silence.”

Pepicello and Green (1984) emphasize that the riddle is a master of manipulation or play within culture and is equated with other, nonverbal, meta cultural means, such as farce or comic

pantomime. Farce, like a riddle, plays out funny events in the context of everyday life. This is especially obvious in the case of morphological ambiguity of the riddle when the incomplete or incorrect representation of the word structure is played out.

The riddles also use "warnings" in the form of permutations, recombination of a letter or sound words (permutation, spoonerism, metagrams) to create a comic effect, for example:

What is the difference between a fisherman and a dunce? (One baits hooks, the other hates books);

What is the difference between a mouse and a young lady? (One harms cheese, the other charms he 's).

In both cases, the meaning of the riddle is determined by the permutation of the initial letters in the words.

In some cases, the basis for the construction of the puzzle is the reverse order of words, for example:

What is the difference between a jeweler and a jailor? (One sells watches, the other watches cells);

What is the difference between a professional musician and one who hears him? (One plays for his pay, the other pays for his play).

The reverse order of words mainly affects transitive verbs with direct additions, expressed by nouns formed from the same verbs (watch, sell, pay, play). The sound similarity of words is more important here than their semantics, as in the case of sell/cell, which sounds the same.

It should be noted that the reverse order of words, although it affects verbs and their applications, do not have a specific syntactic model, for example:

What is the difference between a sewing machine and a kiss? (One sews seams nicely, the other seems so nice);

What is the difference between a hungry man and a glutton? (One longs to eat, the other eats too long)

In the first case, the construction verb + noun (sews seams) is opposed to the construction verb + adverb (seems nice), in the second case, the verb (to eat) contrasts with the combination verb + adverb (eats long). As can be seen from the examples given, the most important tool of the language game is homophones, operating within grammatical structures.

Riddles based on homophones involve oral presentation. However, some of the riddles require visual representation because the language play in them uses the spelling of words and is based on the rules of English spelling. For example: What makes a road broad? (The letter B). This riddle is impossible to understand without seeing the spelling of words. Moreover, this type of riddle indicates that the riddle is not only a semantic unit but also a set of letters that can be inserted, deleted, rearranged, thus creating new meanings of the whole.

From these positions, the selected Green and Pepicello (1980) are of interest three types of riddles, based on the names of the letters of the alphabet, the relations between the letters and sounds of the language that represent these letters, writing letters and numbers.

The first type is based on the fact that the letters of the alphabet (graphemes, in the terminology of the authors) have a name and pronunciation. Most letters of the English alphabet are pronounced differently, transmitted by more than one phonetic variant (for example, the letter may sound like [s] and as [k]). However, each letter has its name which when pronounced can coincide with the whole word, as well as several letters, pronounced sequentially, can be homophonic to a full English word:

What do the letters x, p, d, n, and c spell? (Expediency);
Spell enemy in three letters (NME).

The following puzzles are played with homonyms of letters and morphemes of the set, the set of which is a full word:

What are the most sensible letters? (Y "s) (= wise);
What letters are most provoking? (T "s) (= tease);
How many P's (peas) are in a pint? (One).

Other riddles are misleading by building their questions at the spelling level, dividing the full word into individual letters, which become the subject of description not as a means of depicting reality but as objects of reality. For example: What is the end of everything? (G) or What changes a lad into a lady? (Y).

The riddle would not have happened if the word "lad" and the word "lady" had been used instead of "a lad" and "a lady." Thus, omitting the clarification of the word in the riddle creates ambiguity.

Discussion

The concept of foreign language communicative competence can be considered as the ability and willingness to carry out English communication, which is formed on a certain set of competencies and qualities of a student. Competence is an integrative neoplasm of a person, which is the interaction of various human competencies that are formed and developed in the course of mastering theoretical and practical experience.

Competence is understood as a certain area of knowledge, skills, abilities, and qualities that together help a person to act in different, including new, situations. The expansion of the concept of competence the high level of social and intercultural mobility of students influenced the strategy of learning English led to the transition from general approaches to linguistic and sociocultural.

Under the lingo and sociocultural approach, new models appear in English language teaching. Essential components of English communication are the so-called components of culture, which have a national-specific color (traditions, customs, rituals), as well as cultural and ethnic characteristics (specific behavior and thinking).

Changing the approach to the organization of training makes the following demands: knowledge of nationally colored vocabulary or phrases; perception of the interlocutor's speech with the help of learned language signs; the ability to answer the speaker's questions and produce an unlimited number of correctly designed sentences; the study of language etiquette and language behavior of representatives of different nations; knowledge of the norms and rules of communication in a particular social environment of the interlocutors; readiness and ability for dialogue of cultures.

The development of education, the growth of educational, upbringing, and developmental values of the English language, the constant increase in knowledge of a new culture and language lead to the new conditions for the formation of foreign language communicative competence.

English communicative competence can be seen as the ability and willingness to carry out effective communication. Ability and readiness are formed on a certain set of competencies and qualities that constitute the structure of foreign language communicative competence.

Conclusions

To create riddles, various methods are used based on phonetic, morphological, syntactic types of ambiguity and their combinations. Language riddles are also riddles for attention, the ability to select information and focus on it. The process of solving many riddles of this kind is built on finding a key point that is represented in such a way as to be missed by the recipient. These kinds of language games, riddles, jokes, in which the subject of the description are linguistic phenomena and tools common in modern English culture.

Riddles can be seen as difficulties aimed at "managing difficulties." Their goal is often not only to guess the riddle but also to make a similar one, that is, "create difficulty." They are focused on the formation of foreign language communicative competence in solving puzzles. Any type of riddle can act as a scheme for constructing an analog.

The specificity of the linguistic picture of the world of English riddles is reflected in the key ways of their text creation, expressing the peculiarities of ethnic perception of the world, ideas about it; in the patterns of communicative behavior, which determine the strategies of actualization of these ideas in folk linguistics.

The key ways of texting English riddles reflect the cognitive features of English linguistic culture and are reduced to the metaphorization of the original values, the transformation of the perception of the object, game recombination of its features, game replacement of its usual notation by non-standard.

Common in modern language riddles with a game element tools and techniques create a game effect of ambiguity, based on homophony, homomorphism, and their combination, homographs, manipulation of stress and pause, the associative blending of units of different language levels, syntax reversal, as well as the literalization of idioms.

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