CZU: 374.7.013.83:811.1/.9:004 **https://doi.org/10.59295/sum5(185)2025_04**

PRAXIOLOGICAL ASPECTS OF DEVELOPING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN ADULTS THROUGH THE USE OF ICT

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In the context of current challenges that profoundly influence society and the economy, the development of foreign language communicative competence in adults becomes crucial from multiple perspectives: intercultural communication, opportunities for personal and professional growth, as well as access to resources and information necessary for a global vision. The study on the integration of ICT in education highlighted their potential in the process of learning a foreign language, facilitating the expansion of adults' sociocultural knowledge and contributing to overcoming psychological barriers related to the use of language as a communication tool. The research demonstrated that information and communication technologies support the integration of adult learners in a linguistic environment, providing them with access to authentic materials adapted to their interests, as well as the possibility of interacting online with professional communities or other adults.

Keywords: *adults; communicative competence; information technologies; learning needs.*

ASPECTE PRAXIOLOGICE ALE FORMĂRII COMPETENȚEI DE COMUNICARE ÎN LIMBA STRĂINĂ LA ADULTI PRIN UTILIZAREA TIC

În contextul provocărilor actuale care influențează profund societatea și economia, dezvoltarea competenței de comunicare în limbi străine la adulți devine crucială din multiple perspective: comunicarea interculturală, oportunitățile de creștere personală și profesională, precum și accesul la resurse și informații necesare unei viziuni globale. Studiul privind integrarea TIC în educație a evidențiat potențialul acestora în procesul de învățare a unei limbi străine, facilitând extinderea cunoștințelor socioculturale ale adulților și contribuind la depășirea barierelor psihologice legate de utilizarea limbii ca instrument de comunicare. Cercetarea a demonstrat că tehnologiile informaționale și de comunicare sprijină integrarea formabililor adulți într-un mediu lingvistic, oferindu-le acces la materiale autentice adaptate intereselor lor, precum și posibilitatea de a interacționa online cu comunități profesionale sau alți adulți.

Cuvinte-cheie: *adulți; competență de comunicare; tehnologii informaționale; nevoile de învățare.*

Introduction

Nowadays, when the world is facing unprecedented challenges that exert a profound impact on the society and economy, developing foreign language communicative competence in adults is of significant importance from several perspectives:

a) intercultural communication, being an essential tool to communicate and interact with people from other cultures and countries, providing openings to new experiences and perspectives;

b) career and personal development opportunities, or in the context of a global economy, many companies and organizations hire specialists who can communicate in a foreign language, thus contributing to promotions and international collaborations;

c) access to resources and information, allowing their exploration and understanding, contributing to obtaining a global perspective.

Thus, we point out that the development of communicative competence in the foreign language in adults plays an important role in the process of adapting to today's megatrends. In response to the challenges of the current social and economic evolution, we see the tendency to reassess skills and strengthen lifelong learning.

The actuality of this research is also determined by the fact that, with the rapid development of information and communication technologies, adult participation in learning activities is increasingly becoming a necessity to keep up with the constantly changing socio-professional challenges. Thus, education and continuous learning of adults becomes mandatory, due to external pressure, although not always formal [38].

Developing foreign language communicative competence represents a challenge for both educators/ teachers and learners. Currently, learners rely on a wide variety of virtual tools to develop such a skill. Information and communication technologies have greatly enhanced the value of digital educational resources. The Internet has shifted the paradigm of teaching and learning and has posed challenges to everyone involved in the educational system. With nearly ubiquitous Internet access, the promise of technology to improve learning is greater than ever. Revolutionary developments in technology are also bringing about radical changes to how adult learners acquire information, offering them enriched learning opportunities and experiences, replicating the skills of 21st-century education.

In the attempt to keep up with the demands of today's society and to take advantage of technological advances, the use of ICT resources in the educational process to provide effective content and respond to the needs of the adult learners becomes a necessity. At the same time the use of ICT in language learning is becoming increasingly common, either as a complement to traditional teaching methods or as the only means of learning.

Theoretical background

The issue of developing communicative competence, aimed at explaining its complexity and relevance in the pedagogical context, has been researched and presented in their works by a series of researchers, including: N. Chomsky [12]; D. Hymes [28]; M. Canale și M. Swain [10]; S. Savignon [37], T. Callo [8]; T. Cartaleanu, O.Cosovan, V.Goraș-Postică [11].

The methodological approach to the development of communicative competence in a foreign language can be found in the works of the following authors: G. Brown [3]; G. Cook și G. Hall [16]; R.A. Compernolle și A. Lawrence [15]; A. Afanas [2]; A. Budnic [5]; G. Burdeniuc [6]; G. Grădinari [26]; A. Solcan [40]; L. Petriciuc [34] etc.

On the other hand, the issues related to the work out, application and development of modern information and communicative technologies have been studied in their works by scientists from different countries, such as: J.M. Marcelino [31], M. Cambell [9], R. Abel [1], Ch. R. Graham [25] and others. In their research, they paid special attention to the process of optimizing and developing the education system through ICT.

Certain aspects related to the development of the methodology for computerizing the educational system in the context of globalization and mass communication have been theoretically addressed in their works by the following authors: R. C. Clark and R. E. Mayer [13], G. Dudney [20], B.Ghirardini [24], Y. Kalontarov [43] and others.

Issues related to the use of information and communication technologies, as well as professional competence development through ICT, have been addressed from various perspectives and scientifically grounded by established authors: Vl. Guțu, V. Pâslaru, E. Grâu [27], V.Gh. Cojocaru, V. Cojocaru [14], D. Patrașcu [33], S. Corlat, G. Karlsson [17], M. Paiu [32], T. Croitor-Chiriac [18], R. Dumbrăveanu, V. Pîslaru, V. Cabac [21].

Carrying out the retrospective analysis, we find that the development of foreign language communicative competence in adults through the use of ICT is not the subject of distinct research. In our vision, the systemic approach to developing English language communicative competence in adults through ICT entails: building knowledge in order to allow each formable to develop greater flexibility and awareness of the communicative and linguistic level; flexibility in the transmission of information; the possibility to learn at your own pace, using the available resources according to the individual style of assimilation of information

and the available time; the transmission of information, using various means, thus considerably facilitating the learning process [38].

Based on the analysis of the contributions in the research of the given topic, but also of the mentioned contradictions, we formulated the research problem: What are the theoretical and methodological guidelines for developing foreign language communicative competence (English) in adults through the use of ICT?

Conceptual and Methodological Referencesof Developing Foreign Language Communicative Competence in Adults through the Use of ICT

The research proposed by us will take place at the level of the beneficiary of the education process, aiming, in this respect, to conceptualize and develop the foreign language communicative competence in adults, with the application of a participatory educational training, through the use of ICT, based on authentic educational principles, including the principle of self-regulation.

The approach of the research problem is based on a system of fundamental theories that are based on four currents in adult education and their application in educational practice: behaviorist (E.C. Tolman [41], D.F. Skiner [39]), humanist or personalist (C. Rogers [36]), critical (P. Freire [23]), constructivist (J. Piajet [35], L.Vâgotscki [42], J.Bruner [4], L. Doise, G. Mugni, A.-N. Perret-Clermont [19]).

A theoretical and methodological dimension of our research are the theories of M. Knowles [29], who theorized the way adults learn and described adult learning as a self-directed process of investigation; the theories of N. Chomski [12] and D. Hymes [28] on the problem of conceptualizing communicative competence. In the conceptual positioning of the research theme we relied on the theories of D. Kolb [30], which provide a holistic theoretical framework on experiential learning.

The conceptual approach of developing foreign language communicative competence in adults through the use of ICT, involves the structuring and organization of a set of theories and principles related to this specific field, based on the concept of adult learning and education.

In the context of these perspectives, the development of foreign language communicative competence in adults through the use of ICT is based on the following approaches: *andragogical approach, teleological approach* and *methodological approach.*

A. The andragogical approach emphasizes adult learning, given their specific characteristics and needs. This approach is based on the theories and principles of andragogy, which are adapted to adult learning and involve an active and participatory process (*constructivist theory, collaborative learning theory, experience-based learning theory, personalized learning theory, connectivism theory*).

According to M. Knowles [29], adults learn better and more effectively in less formal contexts, through activities and with the help of flexible methods and techniques, adapted to their individual needs, interests and aspirations. This principle emphasizes the specific characteristics of adults involved in the education process and emphasizes the importance of adapting the education process to their needs and preferences.

Through the prism of social and economic reason it is important to identify what makes the adult to learn, what the purpose is, the resources necessary for the education process and the purpose of his learning. The motives and needs of adults in the perspective of developing the foreign language communicative competence may vary depending on each individual and his specific context. However, there are some common reasons and needs in this aspect: *the need for effective communication, professional advancement, personal development, the need to adapt to social and technological changes, interest in other cultures and experiences.*

In our opinion, in order to develop the foreign language communicative competence in adults, it is important to ensure a flexible learning schedule, to adapt the education process to the individual needs of adult learners and to the individual learning style, to provide an environment of trust, mutual support and unconditional acceptance, to ensure autonomy in the learning process and opportunities to get involved in social learning situations [38].

B. The teleological approach within our research focuses on the goals and finalities of the actions carried out, considering that their understanding is essential for the analysis and evaluation of the process of developing foreign language communicative competence in adults.

The teleological approach in the process of developing foreign language communicative competence in adults focuses on the desired goals and results in the process of learning and developing this skill. This approach emphasizes the practical applicability of communicative competence in contexts relevant to adult learners.

C. The methodological approach of developing foreign language communicative competence in adults is based on some general provisions and principles of adult learning. These are highlighted to ensure the efficiency of the language learning process: *relevance and contextualization; focus on communication; personalization and individualization; applicability; feedback and assessment; motivation and involvement.*

Starting from the peculiarities of adults' learning, we point out the basic methodological approaches, which constitute the general strategy of developing foreign language communicative competence: *behaviorist, inductive-conscious, cognitive, functional, humanistic and communicative.*

In the context of these approaches there are a variety of methods of learning a foreign language, and the choice of a suitable method depends on the objectives, needs and learning style of adult learners. We consider the following methods effective in developing foreign language communicative competence in adults: *the communicative method, the audio-linguistic method, the grammatical-translation method, the method based on the lexical approach, the total immersion method.* Adapting these methods to the different learning styles of adult learners is made possible by the flexibility and wide range of digital tools offered by ICT.

We point out that ICT are both a learning tool and a tool for creating social connections in the education process and contribute to the creation of a database of digital educational materials and sources. Both adult learners and teachers become active users of available materials and active trainers of new teaching materials. Thus, there is a continuous transformation, change of both educational materials and knowledge and skills of learners in the field of the studied foreign language and in the field of Information Technologies [38].

Starting from the theoretical considerations presented and from the necessity of developing foreign language communicative competence in adults through the use of ICT, we worked out the ***Methodology of developing foreign language communicative competence in adults through the use of ICT***, reflected in Fig. 1.

The Methodology of developing foreign language communicative competence in adults through the use of ICT focuses on a set of general guidelines, which determine the strategic directions regarding the development of foreign language communication skills in adults through the use of ICT. The developed methodology is based on the principles of educating foreign language communication skills in adults through the use of ICT, as well as the fundamental *andragogical, teleological* and *methodological* theoretical approaches.

We have deduced the principles of developing foreign language communicative competence in adults through the use of ICT from the analysis of different approaches to the problem, but also from the analysis of different categories of adult learning principles. Among the basic principles we list the following: *the principle of focusing on the needs and experience of adult learners, the principle of active participation of adult learners, the principle of individualization and valorization of learning styles, the principle of self-direction and autonomy, the principle of relevance and applicability, the principle of motivation and involvement, the principle of continuous feedback and assessment*.

The Methodology of developing foreign language communicative competence in adults through the use of ICT is designed to provide an interactive and flexible environment in which adult learners can learn and develop their communicative competence in a foreign language using ICT as a tool to support and facilitate the learning process.

The components of the methodology condition each other and form a continuous cycle, where specific learning strategies and tools, including the use of ICT, contribute to the developing of foreign language communicative competence in adults. The use of ICT in this context may include the use of computers, the Internet, digital applications, online learning platforms and other relevant technologies.

The investigated theoretical framework allowed the conceptualization and highlighting of specific features of adult learning, such as: intrinsic motivation and the need for learning; previous experience; psychological readiness for learning; clear orientation towards a well-defined goal; social roles and learning responsibilities.

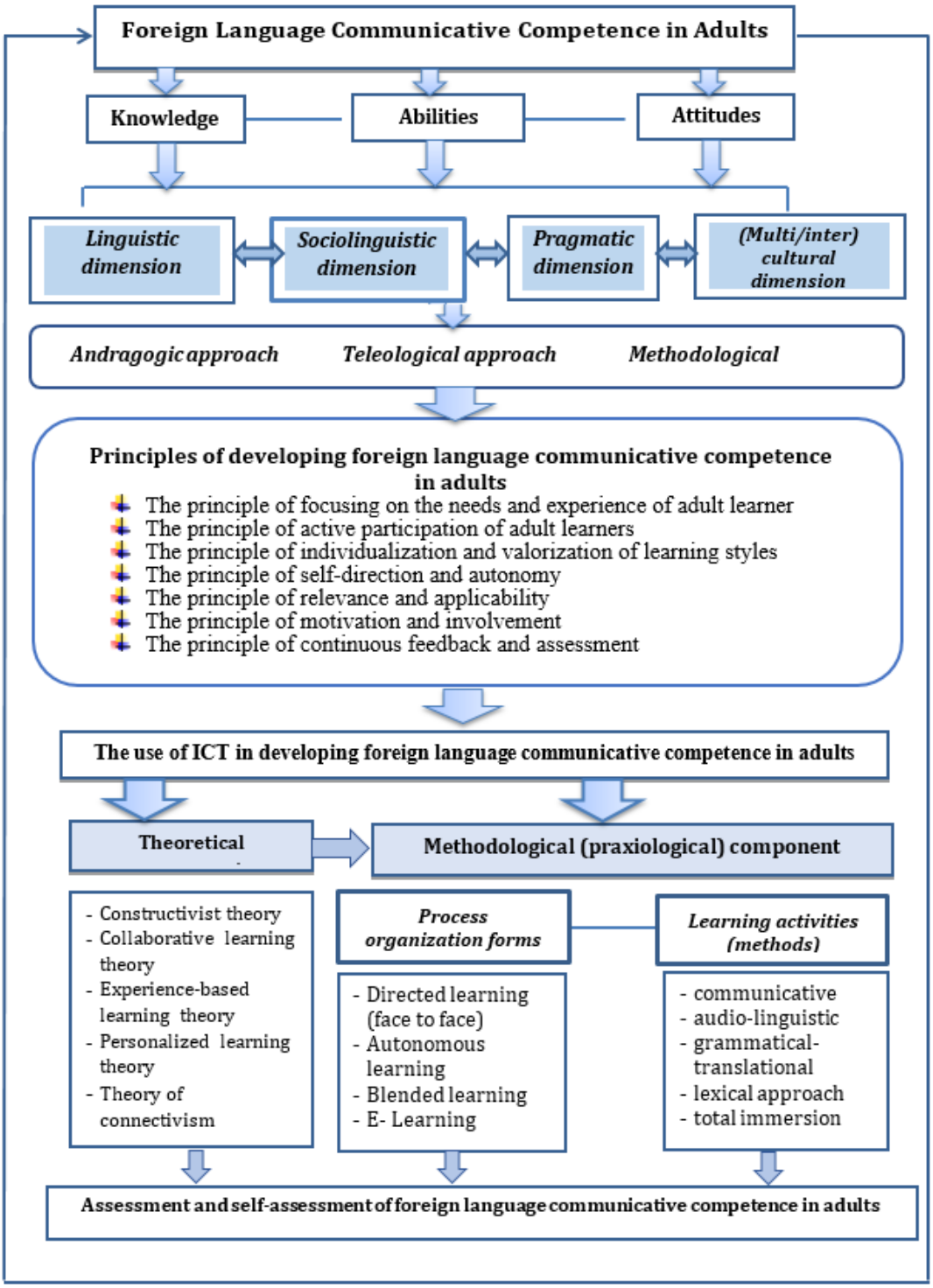


Figure 1. The Methodology of developing foreign language communicative competence in adults through the use of ICT

The praxiological component of our investigative approach aims to carry out specific activities, in a formal and non-formal context, for the developing of foreign language communicative skills in adults through the use of ICT. The praxiological elements of the *Methodology of developing foreign language communicative competence in adults through the use of ICT* reflect forms of organization of the education process (*directed learning (face to face), autonomous learning, blended learning, E-learning*) and learning activities specific to foreign languages (*communicative, audio-linguistic, grammatical-translational, lexical approach, total immersion*).

Methodological framework

The experimental research focused on the results of the theoretical investigation, the principles of adults learning and on the analytical framework of the approach of foreign language communicative competence in adults.

The specifics of adult learning were taken into account in organizing the pedagogical experiment and the following objectives were set:

- identification of the fact state of existing at the time of initiation of the experiment regarding the level of foreign language communicative competence in adult learners involved in the research;
- highlighting FLCC learning strategies through the use of ICT application;
- elaboration and validation of the assessment tool for FLCC components from the perspective of ICT use;
- establishing the effectiveness of the Methodology of developing foreign language communicative competence in adults through the use of ICT;
- summarizing the final ideas in conclusions as an outcome of the results recorded by the subjects involved in the experimental program and comparing them with the results of the subjects of the control group.

The pedagogical experiment was carried out on the basis of scientific arguments regarding the application of various actions in order to develop communicative skills in a foreign language (English), which correlates with the following objectives: to read an unknown text and identify general information in order to understand significant details from the content; to use the vocabulary correctly depending on the context; to articulate the sounds correctly, taking into account the peculiarities of speech rhythm, accents, intonation; to understand the key information, general and significant details from the content of an overheard text issued by interlocutors or mass media; to converse with the help of already known speech clichés under the conditions of an immediate communicative situation; to understand and react adequately to the verbal manifestations of the interlocutor within the limits of the topic and the situation; to express himself verbally and justify his/her positions during the conversation by acquiring and reproducing an emotional vocabulary as varied as possible; write informal and formal messages correctly and without spelling mistakes; to express their thoughts succinctly and logically, using various means of connection between words in a sentence and between sentences.

The pedagogical experiment took place at the Institute of Continuing Education, Foreign Languages Department. Using the selection rules, the target sample consisted of 50 adult learners involved in the process of studying English. For the comparability of the results, two groups were proposed: the experimental group (EG) – 27 subjects and the control group (CG) – 23 subjects.

At the pre-experimental observative stage, we aimed to evaluate the initial level of the dimensions of foreign language communicative competence in adult learners, namely: linguistic competence, sociolinguistic competence, pragmatic competence and (multi/ inter) cultural competence on a sample of 50 subjects [38].

Two tests were proposed regarding the dimensions of foreign language communicative competence.

The first test consisted in assessing the general level of the foreign language according to the criteria and descriptors of the CEFRL [7].

The English in Mind Placement Test (Cambridge University Press) contains 120 items: grammar questions, lexical questions, the type of the questions – multiple choices.

As a result of the English in Mind Placement Test (Cambridge University Press) [22] we obtained the following results, presented in Table 1.

Table 1. The foreign language level of the subjects, evaluated by preTest test 1

The level	A1	A2	B1	B2	C1	C2	Total nr. of subjects
Experimental group	4 (14,8%)	9 (33,4%)	8 (29,6%)	6 (22,2%)	-	-	27
Control group	4 (17,4%)	7 (30,43%)	7 (30,43%)	5 (21,74%)	-	-	23
Assessment scale (pts.)	0 - 20	21 - 40	41 – 60	61 - 80	81 - 100	101- 120	

In Figure 2 the graphical representation of the sample of subjects at the pre-experimental observative stage is given, preTest sample 1, according to the levels of foreign language knowledge, according to CEFRL [7].



Figure 2. The general level of foreign language knowledge at the pre-experimental observative stage, preTest test 1, according to the levels of CEFRL

Analyzing the data in Figure 3.1., we find insignificant differences in the general level of the foreign language, according to CEFRL criteria and descriptors, both in the experimental group and in the control group. Out of 27 subjects from the experimental group 4 learners (14.8%) registered A1 foreign language level according to CEFRL criteria and descriptors; 9 (33.4%) – A2 level; 8 (29.6%) – B1 level and 6 (22.2%) – B2 level. At the same time, in the control group out of 23 subjects 4 (17.4%) registered A1 foreign language level according to CEFRL criteria and descriptors, 7 (30.4%) – A2 level, 7 (30.4%) - B1 level and 5 (21.8%) – B2 level. We point out that neither in the experimental group nor in the control group there were registered adult learners with C1 and C2 foreign language level according to CEFRL criteria and descriptors [38].

Test 2 was applied with the aim of evaluating the initial level of the dimensions of foreign language communicative competence in adult learners: linguistic competence, sociolinguistic competence, pragmatic competence and (multi/ inter) cultural competence.

Table 2. Dimensions of communicative competence and descriptors by levels (according to CEFRL) [7]

Dimensions of communicative competence (specific competences)	A1(0-13%) / A2 (14-26%) Basic User	B1(27-53%) / B2 (54-86%) Independent User	C1 (87-93%)/ C2 (94-100 %) Proficient User
Linguistic Competence	Discrimination of linguistic elements by using simple, concise and correct messages, expressing an interest in the appreciation of language as a system.	The use of language rules in creating simple and correct messages, highlighting the importance of language as a system.	The use of standard language resources in the communication process, highlighting both flexibility and self-control.
Sociolinguistic Competence	The use of language components with creativity to interact effectively in a social context.	The use of language structures to highlight how language works in a social context of communication.	Adaptation of linguistic resources in different communication contexts, highlighting the social dimension of language.
Pragmatic Competence	Adapting linguistic elements to common/familiar situations, highlighting precision and coherence in structuring the message.	The use of language structures in familiar and predictable situations, highlighting coherence and accuracy in communication.	Efficient use of language resources in everyday situations, including unpredictable ones, demonstrating accuracy and fluency in expression.

(Multi / Inter) Cultural Competence	Recognition of the specific characteristics of the foreign languages culture in the process of study, showing an interest and respect for the cultural values of these languages.	Assimilation of specific aspects of the target languages culture showing willingness to engage in an intercultural dialogue.	Integrating the distinctive cultural characteristics of target languages into intercultural communication situations, showing empathy, tolerance and acceptance of cultural diversity.

Starting from the premise that most foreign language tests and exams assess the linguistic dimension of communicative competence, we examined the dimensions of communicative competence in terms of linguistic competence. Linguistic competence involves knowledge and skills relating to lexical, phonetic, syntactic aspects and other components of the language's system, independent of the social-linguistic value of its variants and the pragmatic functions of their use.

Beginning from the results of the study conducted at the pre-experimental observative stage of the pedagogical experiment, in which we identified the general level of the foreign language (English), the level of the dimensions of the foreign language communicative competence in adult learners, namely – linguistic competence, sociolinguistic competence, pragmatic competence and (multi/inter)cultural competence, the degree of access to ICT tools, the Internet connection – we set as an objective the valorization of the *Methodology of developing foreign language communicative competence in adults through the use of ICT*.

The formative stage of the experiment was carried out based on the teaching – learning – assessing process of English, according to the study program, through the use of ICT.

The program of formative activities consisted in the implementation of ways of action and ICT resources, considered to be effective in the development of foreign language communicative competence in adult learners from the experimental group. Each activity included in the program pursues a purpose well determined in accordance with the work stage and the needs of each learner. During the classes, interactive didactic technologies were used, with a valuable potential for involvement in the designed activities of all learners, capitalizing on the realization of multi-specific connections, teamwork through cooperation, experimenting with various roles. The achievement of diverse tasks, thematically adapted to the contents and objectives of the training period were correlated with the use of ICT.

The control stage of the conducted pedagogical experiment was focused on assessing the level of English communicative competence of adult learners by comparing the results recorded by research sample groups [38].

At the post-experimental stage of the pedagogical experiment, all 50 subjects who participated at the pre-experimental observative stage (EG and CG) were involved.

The objectives of the validation experiment were aimed at assessing the formed level of foreign language communicative competence (English) by implementing the ***Methodology of developing foreign language communicative competence in adults through the use of ICT.***

In this context, the subjects from both groups were repeatedly applied the two Tests of assessing the general level of the foreign language (Test 1) and the level of communicative competence in English by evaluating the dimensions of communicative competence (Test 2).

As a result of the English in Mind Placement Test (Cambridge University Press), (postTest test 1) we obtained the following results, presented in Table 3.

Table 3. The foreign language level of the subjects, evaluated by postTest test 1

The level	A1	A2	B1	B2	C1	C2	Total nr. of subjects
Experimental Group	-	-	5 (18,5%)	12 (44,5%)	10 (37%)	-	27

Control Group	-	3 (13,1%)	8 (34,8%)	7 (30,4%)	5 (21,7%)	-	23
Assessment scale (pts.)	0 – 20	21 – 40	41 – 60	61 – 80	81 – 100	101– 120	

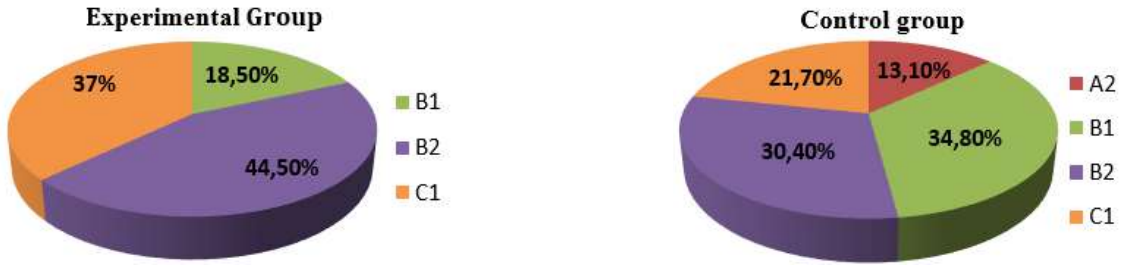


Figure 3. The general level of foreign language knowledge at the post-experimental stage, postTest test 1, according to the levels of CEFRL

The data shown in Figure 3 demonstrates an increase in the general level of foreign language, according to CEFRL criteria and descriptors; in the experimental group, we highlight an ascent from A1, A2 to B2 and C1 levels. Thus, out of 27 subjects from the experimental group 5 (18.5%) registered B1 foreign language level according to CEFRL criteria and descriptors; 12 (44.5%) – B2 level; 10 (37%) – C1 level. At the same time, in the control group of 23 subjects, 3 adult learners (13.1%) registered A2 foreign language level according to CEFRL criteria and descriptors, 8 (34.8%) – B1 level, 7 (30.4%) – B2 level and 5 (21.7%) – C1 level.

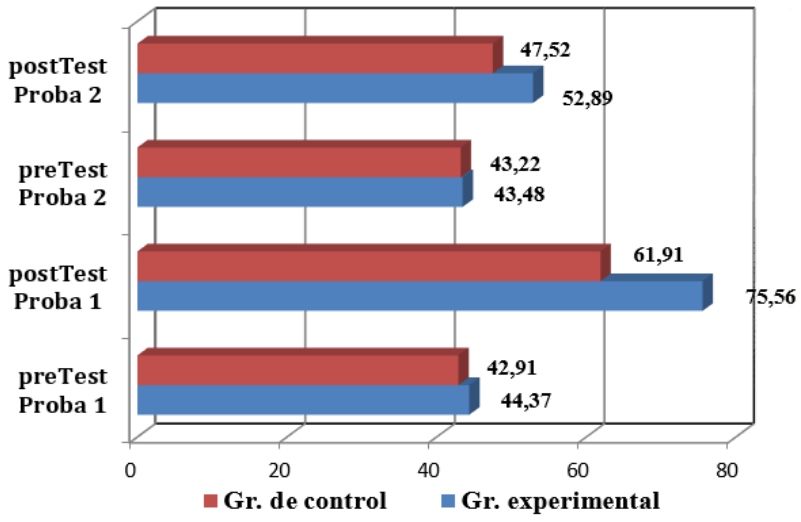


Figure 4. Comparative values of the assessment results of FLCC level at the pre-experimental observative stage and at the post-experimental stage

Analyzing and comparing the data obtained in the result of the repeated testing of the experimental group and the control group, by applying Test1 and Test 2 for the assessment of English language communicative competence, shown in Figure 4, we observe a positive dynamics: a much higher average in the experimental group. Thus, we find that in the experimental group the average values in Test 1 increased from 44.37 to 75.56, and the average values in Test 2 – from 43.48 to 52.89.

In order to evaluate the effectiveness of the use of ICT tools in the process of developing English communicative skills, at the end of the formative experiment the subjects of the experimental group (n=27) were invited to fill out a questionnaire assessing the opinions of adult learners on the functionality of ICT tools in the development of foreign language communicative competence.

Table 4. Opinions of adult learners on the functionality of ICT tools in the development of FLCC
What was the effectiveness of using ICT tools in the process of teaching - learning - assessing of English?

ineffective	little effective	effective	very effective
-	-	6 (22,2%)	21 (77,8%)

To what extent did the use of ICT tools in the teaching-learning-assessing process motivate you in your studies?

not at all	little	a lot	very much
-	-	8 (29,6%)	19 (70,4%)

To what extent the use of ICT tools in the teaching - learning - assessing process has helped you develop the following skills:

	not at all	little	a lot	very much
Listening comprehension	-	-	11 (40,7%)	16 (59,3%)
Reading	-	-	17 (63%)	10 (37%)
Conversation	-	-	12 (44,4%)	15 (55,6%)
Oral speech	-	-	16 (59,3%)	11 (40,7%)
Writing	-	-	18 (66,7%)	9 (33,3%)

The obtained results prove the effectiveness of the intervention in the development of foreign language communicative competence in adults through the use of ICT. The data of the final assessment confirmed **the research hypothesis**: the development of foreign language communicative competence in adults through the use of ICT will be possible if: it is established on relevant theories and methodological conceptions regarding the development of foreign language communicative competence in adults; the Methodology of developing foreign language communicative competence in adults through the use of ICT, based on andragogical, teleological and methodological approaches, is conceptualized and experimentally validated.

It is worth mentioning that our research does not address issues related to didactic competence, because the beneficiaries of our study are adults for whom knowledge of the foreign language is a necessity and a response to the current requirements of society [38].

Discussions and Conclusions

The conclusions of our experiment show that:

- The results obtained in this investigative approach provide a significant support regarding the development of foreign language communicative competence (English) in adults. The element of originality that we bring in the experimental research is the use of ICT resources, which can expand the learning environment of foreign language, offering adult learners opportunities to adapt and individualize learning according to learning needs, which contributes to the development of communicative competence in foreign language in an efficient way.

- The general level of the Foreign Language (English) knowledge, the level of development of the dimensions of the communicative competence in foreign language in adult learners, i.e.: linguistic competence, sociolinguistic competence, pragmatic competence and (pluri/inter)cultural competence, the access level of adult learners to ICT tools, established at the observative stage of the pedagogical experiment, have served as a standard in the valorization of the Methodology of developing foreign language communicative competence in adults through the use of ICT.

- The development of the foreign language communicative competence is based on the understanding of the four types of dimensions of the communicative competence: linguistic, sociolinguistic, pragmatic and (multi/ inter) cultural, focused on didactic activities within directed learning (face to face), autonomous, mixed (blended learning) and E – learning, based on mutual, experiential, active, self-regulated and conscious learning, methodically correlated with ICT tools.

- The use of ICT in the process of developing foreign language communicative competence in adults offers a number of advantages, such as: quick access to information, flexibility in choosing the study program, learning at your own pace and in available time, unlimited communication, instant evaluation of the formed skills.

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Presented: 28.02.2025