

**DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN THE PROCESS OF
LEARNING THE SPANISH LANGUAGE (EXPERIENCE IN THE USE OF
MUSICAL MATERIAL)**

***DESENVOLVIMENTO DA COMPETÊNCIA COMUNICATIVA NO PROCESSO DE
APRENDIZAGEM DA LÍNGUA ESPANHOL (EXPERIÊNCIA NO USO DE MATERIAL
MUSICAL)***

***DESARROLLO DE LA COMPETENCIA COMUNICATIVA EN EL PROCESO DE
APRENDIZAJE DEL IDIOMA ESPAÑOL (EXPERIENCIA EN EL USO DE
MATERIAL MUSICAL)***

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ABSTRACT: The article discusses the problem of the development of communicative competence in the process of learning the Spanish language, taking as an example the use of musical material. In order to evaluate the use of the musical component as a tool for the development of the communicative competence of Spanish students at the Moscow Aviation Institute (MAI) (National Research University), a survey was conducted among 110 students from the Institute of Foreign Languages of the MAI. The data obtained during the survey indicate that the majority of students note the positive impact of the use of musical material in Spanish classes, which, first of all, accelerates its assimilation. Based on pedagogical experience, the authors present the experience of using songs in Spanish, and also describe task options on musical material that contribute to the development of students' communicative competence.

KEYWORDS: Spanish learning. Cultural knowledge. Speech Interaction. Creative thinking. Communicative approach to teaching.

RESUMO: *O artigo aborda o problema do desenvolvimento da competência comunicativa no processo de aprendizagem do idioma espanhol, tomando como exemplo o uso do material musical. Com o fim de avaliar o uso do componente musical como ferramenta para o desenvolvimento da competência comunicativa dos estudantes de espanhol no Instituto de Aviação de Moscou (IMA) (Universidade Nacional de Pesquisa), realiza-se uma inscrição a 110 estudantes do Instituto Línguas Estrangeiras do IMA. Os dados obtidos durante a reunião indicam que a maioria dos estudantes nota o impacto positivo do uso do material musical nas aulas de espanhol que, no primeiro lugar, aceleram sua assimilação. Sobre a base da experiência pedagógica, os autores apresentam a experiência do uso de canções em espanhol,*

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e também descrevem as opções de tarefas sobre o material musical que contribui para o desenvolvimento da competência comunicativa dos estudantes.

PALAVRAS-CHAVE: *Aprendizagem de Espanhol. Conhecimento cultural. Interação da Fala. Pensamento criativo. Enfoque comunicativo do ensino.*

RESUMEN: *El artículo aborda el problema del desarrollo de la competencia comunicativa en el proceso de aprendizaje del idioma español, tomando como ejemplo el uso del material musical. Con el fin de evaluar el uso del componente musical como herramienta para el desarrollo de la competencia comunicativa de los estudiantes de español en el Instituto Moscovita de Aviación (IMA) (Universidad Nacional de Investigación), se realizó una encuesta a 110 estudiantes del Instituto de Lenguas Extranjeras del IMA. Los datos obtenidos durante la encuesta indican que la mayoría de los estudiantes nota el impacto positivo del uso del material musical en las clases de español el que, en primer lugar, acelera su asimilación. Sobre la base de la experiencia pedagógica, los autores presentan la experiencia del uso de canciones en español, y también describen opciones de tareas sobre el material musical que contribuyen al desarrollo de la competencia comunicativa de los estudiantes.*

PALABRAS CLAVE: *Aprendizaje del español. Conocimiento cultural. Interacción del habla. Pensamiento creativo. Enfoque comunicativo de la enseñanza.*

Introduction

The problem of the quality of education is one of the main challenges that higher education faces in today's rapidly changing world (KARTUSHINA, 2021). The introduction of innovations is a priority for a variety of industries, including education (ANDREEV, 2021). Therefore, today the task of finding new approaches to improve the efficiency of the educational process at the university is urgent (DENISOVA, 2021). The role of complex communication skills, expert evaluation and systemic thinking are growing as a component of specialized professional development. (NEDOSUGOVA, 2021). The tasks of developing the skills of students necessary for a modern specialist predetermine the restructuring of the educational process, the modernization of the methodological system of education and the elements of the educational environment, in particular: forms, methods and means of education (KABAKOV; AGUILAR-CRUZ, 2021)

Since communication in foreign languages includes a number of key competencies that each person needs for self-realization and development in a rapidly changing world, this article analyzes some methods for training students' communicative competence when they use communication technologies in Spanish classes at a higher education institution. It is known that the main objective of teaching a foreign language is the formation of a communicative

competence in a foreign language: linguistic, speech therapy, sociocultural, compensatory and educational-cognitive. Modern authors point out, then, that increasing proficiency in foreign languages is a current task for various sectors of the economy.

Literature review

Kazbekova and Abdullaeva consider that communicative competence is the ability to establish and maintain the necessary contacts with others, possessing a certain set of knowledge, skills and abilities that ensure effective communication, situational adaptability, fluency in verbal and non-verbal means of social behavior and detailed reflection. Communicative competence is improved through experience that is acquired not only in the process of direct interaction, but also indirectly, including through literature, theater, cinema, internet, from which a person receives information about the nature of communicative situations, the characteristics of interpersonal relationships. Interaction and the means of its solutions³.

In the process of communication between students, an exchange of ideas occurs: during the impact of speech, the communicator transmits his own ideas, values, relationships, which are perceived by the receiver in tune or transformed in his mind. (USMANOVA *et al.*, 2021). The following factors largely determine how communication will develop: how proficient and completely the sender of the message will be able to transmit information; how the recipient will understand the sender, what the reaction will show; The degree to which communication participants can correctly determine personal boundaries, show empathy, make contact, take initiative in communication, and demonstrate a general awareness of the topic of conversation. These parameters shape communicative competence and general speech of students (TOLSTYKH; KHOMUTOVA, 2012).

During learning foreign languages, students should start from understanding the nature of language as a sign system used in communication. (KRIVOVA *et al.*, 2021). This means that mastery of the formal part of the language (phonetics, vocabulary and grammar) and the linguistic system must be carried out in the communication process. Thus, the communicative approach in the study of foreign languages becomes dominant in teaching. In general, the communicative approach is the implementation of a teaching method in which an orderly, systematic and interconnected teaching of the Spanish language is carried out as a means of

³ KAMALOVA, D. A. Forming the communicative competence of learners at using the communicative technologies in the English lessons. *In fashion: KAMALOVA D. A. Текст: непосредственный. Филология и лингвистика в современном мире: материалы I Междунар. науч. конф.* Moscow: Buki-Vedi, 2017. p. 87-90.

communication. The communicative approach consists of the complete and optimal ordering of the relationships between the components of the learning content.⁴

Language teaching, both in European countries and in Russia, is also based on the idea that the goal of mastering the language is *communicative competence*. That is: the ability to use language correctly and appropriately to achieve communicative objectives (BESEDOVA; STOCKOVA; SOUKUPOVA, 2018).

The principle of communicative guidance determines the content of teaching – the selection and organization of linguistic material, the specification of situations and spheres of communication. At the same time, it is important to specify which communicative skills are required to enter communication, implement it in written and oral form, and which means can ensure mastery of the communicative function of language.

In modern literature, there is today a communicative-creative component, which is characterized by the practical use of knowledge, skills and habits in standard and non-standard situations of the professional activity of the future specialist. The content of the studied component should include a set of tasks to develop oratory, speech culture, the formation of monologue skills and speech dialogue. In the course of educational activities, students should acquire communicative experience in professional and business cooperation, namely: cultural awareness, ability to perceive and respect the differences of partners, observe human values, use the principles of dialogue in practice, correctly interpret verbal and non-verbal communication codes.

Communicative tasks are extremely important in learning a foreign language, as only they model the actual communicative activity. Students who have received such assignments from the first classes master speech more quickly and effectively. This method is often criticized due to the difficulty of controlling the whole group and due to the large number of speech errors. But the errors in the learning process are natural and acceptable, and the teacher always listens to everyone, not at once, but one after the other. (BESEDOVAA, 2016).

One way to develop communicative competence in students in Spanish classes is by incorporating a musical component. In recent decades, music has taken a solid position in foreign language teaching. All modern educational and methodological complexes include

⁴ OSTAPCHUK, G.A. Communicative method in the study of Spanish. In C: ILKEVICH, B.V.; OSIPOV, N.V. **Proceedings of the International Scientific Forum "Education. Science. Culture"**. 2016. p. 1014-1016. (Collection of scientific articles)

many educational songs, authorship and even instrumental music. Music and language have a lot in common.

In some ways, they are very similar and, in some, are well intertwined. Many studies and findings support the hypothesis that the structures of language and music are closely related and processed in the brain in a similar way. Besedova, Stockova and Soukupova point out that music can be a good source of motivation, can have a relaxing effect, create cultural understanding, promote intercultural understanding and help in learning a foreign language. (TOMASHYK, 2015). Thanks to careful listening, the sounds of a particular foreign language are perceived, processed and played correctly.

Auditory comprehension occupies an important place in the teaching process of a foreign language, since it is an indispensable source for the knowledge of the sound form of a foreign language. The dominant function of auditory comprehension is the articulation and prosodic processing of the text heard in a foreign language (rhythm, accent, intonation, melody). It is also necessary to mention the motivational function of listening and the adequacy of the use of music in the teaching of a foreign language. (САЛТЫКОВА, 2016).

The researcher Timoshuk N. V. shares his experience in the use of music and songbook in the teaching process of a foreign language and concludes that, in addition to the development of speech skills, there is also "a comprehensive assimilation of linguistic and cultural information", which contributes to the integration of students in the spiritual and cultural nature of the country of the language studied. (ПАШКЕЕВА, 2014, p. 121). Researcher Saltykova M. V. points out that while it is true that musical material is now present in almost all foreign language teaching courses and the main result of the use of music in foreign language classes is to relieve students' anxiety and create positive emotions, which encourages interest in the subject and, therefore, it improves the quality of teaching; The use of music as a basis for the teaching of foreign languages has not been widely covered (ПАШКЕЕВА, 2014, p. 77).

Researcher Pashkeeva considers that the problem of motivation and the role of music in learning a foreign language emphasizes that the use of musical exercises in classes "helps to harmonize, align the group and make learning more interesting, creative, joyful and fruitful. Students better memorize new words and learn study material, more easily perceive foreign speech by ear, make fewer errors in pronunciation ... Singing songs is natural. Learning a foreign language with the help of languages is a natural and therefore convenient and successful way to get to know a new culture, another world previously unknown. (NAGOVITSYN *et al.*, 2020, p. 365).

Thus, currently, there is a huge variety of methods for teaching the Spanish language, each of which develops a specific skill, for example, reading, writing etc.; However, there is no systematic approach to language learning. When learning a foreign language, it is important not only to acquire knowledge about the grammatical structure of the language, its lexical composition, but also to have an idea about the main sociocultural phenomena of the country of the language being studied. In the case of the Spanish language, this is quite difficult to do due to the diversity of customs and traditions of Latin America and Spain. The use of music in the classroom can help with this, because music and song lyrics are a valuable source of information, thanks to which students form the right language skills. ... Listening to music played by native speakers helps establish correct pronunciation and train the perception and understanding of the text from the ear. Carefully selected songs are used not only to present, practice and consolidate grammatical and lexical material, but also to build monologues and conduct discussions about the ideas or events addressed in the song. (UKHOV *et al.*, 2020).

In addition, the use of musical material in Spanish classes contributes to an increase in professional and pedagogical creativity, which is manifested in non-standard forms of educational problem solving. (KRYANEV; KRYANEV; KVON, 2021).

We observed the fact that, in connection with the transition of many universities in Russia to a distance learning format (KARABULATOVA *et al.*, 2021), The use of musical material in the study of the Spanish language gained special relevance in the absence of personal contact and in the reduction of the communicative-auditory component in the classroom. The strategy of introducing new forms into the educational process in relation to the transition to digital reality requires changing the methodology of education and the creation of a new format for the development of teaching methods, including the study of foreign languages. In addition, the use of non-standard teaching methods helps increase students' motivation in a distance format.

Methods

In order to evaluate the use of the musical component as a tool for the development of communicative competence of students of Spanish classes, at the Moscow Aviation Institute (National Research University) research was conducted with 110 students from the Institute of Foreign Languages of MAI. It was accomplished.

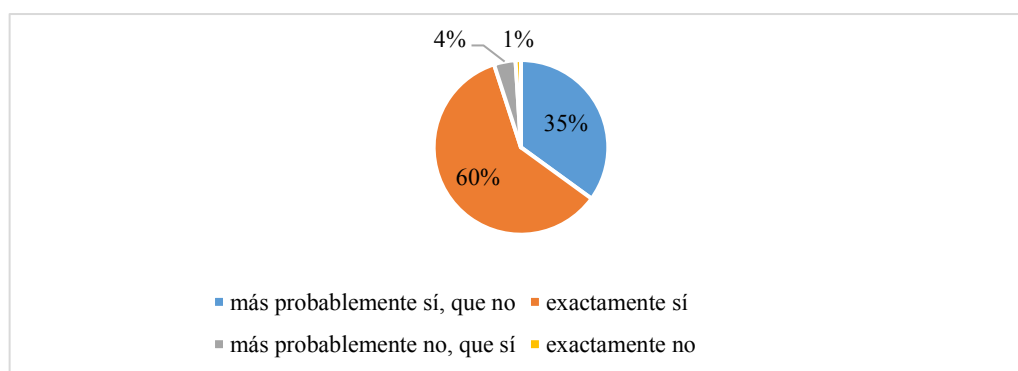
The method of monitoring the results of the teacher's Spanish proficiency was also used.

Results and discussion

The main results of the observation, which are similar to other studies, show that the use of songs allows a better understanding of the theoretical material in context, presenting the meaning of words, the structure of sentences, the pronunciation of sounds and broadening the children's worldview (KARABULATOVA *et al.*, 2021).

Next, let's review the search results with the students.

Figure 1 – The use of music in Spanish classes has a positive effect on learning Spanish⁵



Source: Prepared by the authors

The data obtained during the research indicate that most students perceive the positive impact of the use of musical material in Spanish classes on their assimilation.

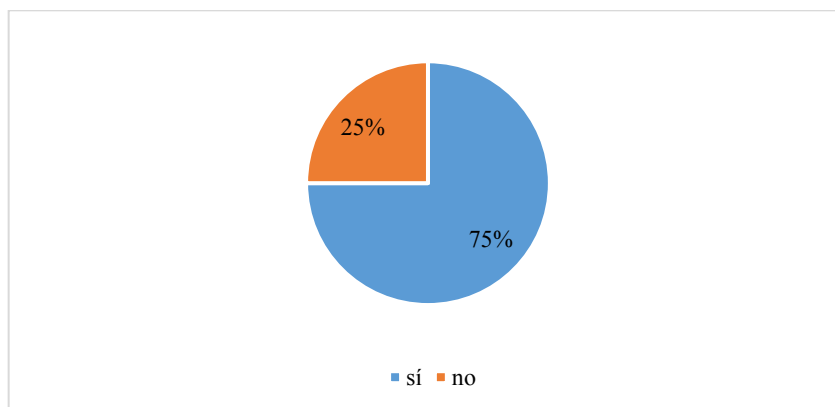
During the research, it was concluded that students receive special motivation during the personal interpretation of the Spanish music teacher. 48% of students would like to participate in Spanish music, and 10% of students participated in a speech at a scientific conference and student practice in foreign languages with a song in a foreign language.

The tasks placed by teachers based on the results of listening to songs in Spanish were classified by most students as interesting.

75% of the students noticed an improvement in communication skills as a result of the use of the musical component in Spanish classes (drawing 2).

⁵ Blue: Most likely yes than not / Grey: Most likely not, than yes / Orange: Exactly yes / Yellow: Not exactly.

Figure 2 – Improved their communication skills in Spanish with the use of the musical component⁶



Source: Prepared by the authors

Then, the students were asked if they could say that, after classes related to musical activities in Spanish, their level of understanding of the language had increased. 90% of the students answered yes, they quickly began to understand the meaning not only of the songs themselves, but also of other foreign language sources.

We illustrate the above with author songs that are used in the process of learning the Spanish language.

1. 'Las vocales del español'

-Las vocales del español (2)

Son: ¡A E I O U!

¡Amigo!

¡Encanto!

¡Iglesia!

¡Orquesta!

¡Urbano!

Las vocales del español

Las vocales del español

Son: ¡A E I O U!

2. La semana tiene 7 días

La semana tiene siete días

El **lunes** es primero

El **martes** es Segundo

El **miércoles** tercero

El **jueves** es el cuarto

El **viernes** es el quinto

El **sábado** el sexto

El **domingo** es el séptimo

¡El domingo es el séptimo!

⁶ Blue: yes / Orange: No

3. Los meses del año

Los meses del año son doce, son doce (2)

Enero, febrero, marzo, abril,

Mayo, junio,

Julio, agosto,

Septiembre, octubre,

Noviembre, diciembre.

Septiembre, octubre,

Noviembre, diciembre.

4. 'Canción en PPC'

CANCION EN PPC

«Hoy **me he levantado** muy temprano.

A las 7 menos veintiséis.

Los dientes **me he limpiado**

La cara **me he lavado**

Y luego **he preparado** un rico té.

He desayunado a mucho gusto.

Té papilla y pan con salchichón.

Los platos **he lavado**

La mesa **he limpiado**

Y luego **me he vestido** con afán.

No **he tardado** al cole

Eso está bien lo sé.

He aprendido a conjugar verbos en **PPC**.

No **he tardado** al cole

Eso está bien lo sé.

He aprendido a entonar canción en **PPC**»

1. 'PPC' is an abbreviation of 'Perfect Compound Past' – Past grammatical time, which has no analogue in Russian, because it describes actions that occurred in the present tense and needs the auxiliary verb 'Haber' conjugated in the present tense and the participle of a significant verb to use it correctly. Therefore, this song helps to understand the essence of PPC clearly and in a short time, since students must complete the following tasks:

2. Identify all forms of PPC and, using a dictionary, translate their meanings into Russian.

3. Learn how to change PPC shapes by looking at the melody metric.

The study of songs from Spanish-speaking countries in Spanish classes opens up new opportunities for students of language specialties. In pedagogical practice, the following songs from Spanish-speaking countries can be used:

1. ¡Y se llama Perú!, autor: Augusto Polo Campos

Cosechando mis mares
Sembrando mis tierras
Quiero más a mi patria
Mi nación que luchando
Rompió las cadenas
De la esclavitud
Es la tierra del Inca
Que el sol ilumina
Porque dios lo manda
Y es que dios a la gloria
Le cambió de nombre
Y le puso Perú
Atesoran sus playas
La riqueza pesquera
De mi mar soberano
Y en la sierra bravía
La nieve perpetua
Es bandera de paz
La montaña en sus venas
Guardaba el petróleo
De nuestro mañana
Y la tierra serrana
Nos da a manos llenas
El acero y el pan
Y se llama Perú
Con P de patria
La E del ejemplo
La R del rifle
La U de la unión
Yo me llamo Perú
Pues mi raza peruana
Con la sangre y el alma
Pintó los colores
De mi pabellón

2. ¡Que viva España!, autor: Manolo Escobar

Entre Flores, fandanguillos y alegría
Nació mi España, la tierra del amor
Sólo Dios pudiera hacer tanta belleza
Y es imposible que puedan haber dos
Y todo el mundo sabe que es verdad
Y lloran cuando tienen que marchar
Por eso se oye este refrán
"Que viva España"
Y siempre la recordarán
"Que viva España"
La gente canta con ardor
"Que viva España"
La vida tiene otro sabor
Y España es la mejor
En las tardes soleadas de corrida
La gente aclama al diestro con fervor
Y él saluda paseando a su cuadrilla
Con esa gracia de hidalgo español
La plaza por sí sola vibra ya
Y empieza nuestra fiesta nacional
Por eso se oye este refrán, ...
Qué bonito es el mar Mediterráneo
Su Costa Brava y su Costa del Sol
La sardana y el fandango me emocionan
Porque en sus notas hay vida y hay calor
España siempre ha sido y será
Eterno paraíso, sin igual
Por eso se oye este refrán

3. ¡Bolivia en mi corazón!, autor: Pepe Murillo

Vengo desde la tierra
que es de la América el corazón;
alzo la voz de un pueblo
que lleva en alto su tricolor.
Grito de los aymarás,
viento de puna, Kantuta en flor,
canto de pueblos quechuas
bravos guerreros hijos del sol.
Bolivia en mi corazón
Bolivia en mi corazón. (Bis)
Vengo desde los valles
de albahacas, chicha, vino y maíz,
valles con lindas mozas
trenzas de seda, labios en flor.
Llega desde la selva
rumor de río, ritmo sin par
buris con taquiraris
tierra bendita tierra oriental.

Bolivia en mi corazón Bolivia en mi corazón. (Bis)

Students are offered to perform the following tasks in Spanish classes:

1. Tell me what this song is about, make a summary in Spanish.
2. Indicate the meaning of the song in Russian.
3. Write an essay on how this song contributes to the development of intercultural communication among listeners.
4. Game: the student says a phrase of the song, the second repeats it and says a sentence increasingly in ascending order.

The use of the method of communicative teaching of Spanish through the use of a musical component is actively used by Spanish teachers during their speeches at student conferences. The effectiveness of this method is due to the fact that the passive assimilation by the consumer of the prefabricated knowledge received from the teacher gives way to an active and creative approach.

As a result of many years of teaching experience, the following recommendations can be made for the development of communicative competence in Spanish classes. Some students may benefit from a gradual introduction to music-related activities, as unfortunately they are often still unknown experiences to them. To start with a simple strategy, it is advisable to choose songs that reflect the language well and do not contain too much confusing spoken language or incorrect grammar. It is worth thinking in advance about the tasks of the songs and actively implementing them not only in the classroom, but also when doing homework, since learning a foreign language implies that this process will be continuous, that is, not only in the classroom under the guidance of a teacher (ARTYUSHINA; SHEYPAK, 2018).

Conclusion

Therefore, the results of the study confirm the view that innovative teaching methods in the continuous formation of a multilevel system of creative thinking of students provide the basic principles of learning, changing the structure of classes and implementing their original content. As a result of working with students who learn Spanish in a second language foreign program using musical material, we conclude that at each stage of training, tasks such as the training of communicative and creative skills of students are resolved, increasing the interest in the cultural heritage of the countries of the language studied. In addition, it contributes to the

improvement of the interaction of speech in Spanish. In the course of the process of teaching a second foreign language organized in this way, students acquire not only linguistic knowledge, but also a certain level of sociocultural competence, regional, cultural, historical and cultural knowledge, which contributes to the resolution of tasks.

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How to refer to this article

BENJAMÍN, G. M. L.; MIJHÁYLOVNA, K. D. Development of communicative competence in the process of learning the spanish language (experience in the use of musical material). **Rev. EntreLinguas**, Araraquara, v. 8, n. esp. 2, e022063, 2022. e-ISSN: 2447-3529. DOI: <https://doi.org/10.29051/el.v8iesp.2.17320>

Submitted: 26/04/2022

Revisions required: 08/06/2022

Approved: 21/09/2022

Published: 10/11/2022

Processing and publication by the Editora Ibero-Americana de Educação.
Correction, formatting, standardization and translation.

