

FORMATION OF A COMMUNICATIVE COMPETENCE IN TRAINING FOREIGN LANGUAGE

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Abstract

The modern paradigm of education involves a philosophical rethinking of the tasks of the entire education system: both general secondary and professional. Without this, any reforms and innovations are obviously unsystematic, local and fragmentary. It is safe to say that new trends in determining the role and nature of the development of the education system are of a global nature and coincide at the level of the entire world community.

Keywords: communicative competence, practical skills, goals of education, content of education, foreign language

In the field of teaching foreign languages, already in the 60s, emphasis was placed on the development of communicative skills in oral and written speech: at the level of both reception and production. However, many subjects of the educational institution cycle are still focused on the transfer of formal knowledge, and not on the formation of practical skills for their use in activities. The subject "foreign language" is not always free from this shortcoming. A characteristic feature of the current stage of development of education is the requirement to integrate the various components of the goals of education in order to achieve basic competencies that can only be formed through the joint efforts of all subject teachers and students themselves.

The components of education as competencies were first presented and recorded by the participants of the symposium in Bern, which was held within the framework of the "Secondary Education for Europe" project on March 27-30, 1996 with the participation of representatives of all European countries. It was assumed that they should be formed in a cultured person, be the goals of education and parameters for

evaluating the effectiveness of educational institutions in the formation of a general culture of the individual and education. Many factors influence this process, but it is educational institutions that are called upon, first of all, to educate and develop its components in the child.

Given the socio-economic situation, the state of affairs in the development of the content of education in modern conditions, the Council of Europe has identified the basic competencies that any specialist needs today:

- Political and social competencies
- Competencies related to life in a multicultural society
- Communicative competence
- Possession of new information technologies (informative competence)
- Competencies that realize the ability and desire to learn throughout life

To some extent, this division, as well as the name of competencies, seems to be conditional, since all of them are closely related. But it is also indisputable that, having much in common with the others, each of the identified competencies is unique in its own way, and a fairly differentiated understanding of its essence should be taken as the basis for its formation. One of the key competencies presented by the Council of Europe is communicative competence, which, according to many researchers, can rightfully be considered as the leading and pivotal one, since it is it that underlies all other competencies, namely: informational, socio-cultural, socio-political, as well as readiness for education and self-development.

The formation of communicative competence also acts as a leading one in teaching foreign languages, since it most accurately reflects the subject area of foreign language. Language is the most important means of communication, without which the existence and development of human society is impossible. The changes taking place today in social relations, means of communication require an increase in the communicative competence of schoolchildren, the improvement of their philological training. All this raises the status of the subject "Foreign language" as a general educational discipline. According to the new state standards in foreign languages, the main purpose of the subject "Foreign Language" is the formation of communicative competence, i.e. ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers.

What is communicative competence and how is it interpreted by modern researchers? The success of any activity depends on that, notes K.M. Levitan, does its subject have communicative competence, which includes, in his opinion, the ability to listen and hear, look and see, read and read and in all cases adequately understand the perceived text. In England, when the professional sphere was discussing the results of general education, it was decided that the system of English universities, and in particular private universities that have a department its own system of certificates and its

association of private universities, remain elite not because they are very expensive (boards of trustees in many such institutions provide an opportunity for practically free education), but because the English education system, with the exception of Scotland, is not at all deployed to the fact that required by the professional area. That is why, for three years, there was a large series of round tables, where the professional sphere tried to be heard, what it needs from the educational one. The first formulated competence was communicative, because graduates of the English school knew a lot, but did not work in communication. And then the "debate" technology was introduced as a mandatory technology for the formation of critical thinking for all schools in England. Communicative competence is the assimilation of ethno- and socio-psychological standards, standards, stereotypes of behavior, mastery of the "technique" of communication. On the definition of communicative competence is expressed by I.A. Winter, which defines it as "mastery of complex communication skills and abilities, the formation of adequate skills in new social structures, knowledge of cultural norms and restrictions in communication, knowledge of customs, traditions, etiquette in the field of communication, observance of decency, good breeding; orientation in communication means, inherent in the national, class mentality, mastering the role-playing repertoire within the framework of this profession".

As you can see, scientists include in the composition of communicative competence a certain set of knowledge and skills that ensure the effective flow of the communicative process. If we talk about communicative competence, then, according to K.M. Levitan, assumes such a level of training in interaction with other participants in communication, which is necessary for him to adequately perform communicative functions within the framework of his abilities and social status. And in this regard, the scientist identifies three main characteristics of personality traits necessary for adequate communication:

- Practical possession of an individual stock of verbal and non-verbal means for updating the informational, expressive and pragmatic functions of communication
- The ability to vary communicative means in the process of communication in connection with the dynamics of communication
- Construction of speech acts in accordance with language and speech norms.

As already mentioned, communicative competence is one of the key competencies and its formation should be provided by all subject areas of education, including the means of the subject "foreign language". The formation of foreign language communicative competence is an integrative goal at all stages of teaching foreign languages.

It should be said that the change of the educational paradigm with knowledge to the competence-based approach has prompted many researchers to search for the implementation of this problem within specific subject areas. It is not only about

understanding this phenomenon, but also about its component composition. A study of the scientific literature shows that there are a lot of theories and options about the composition of communicative competence. The search for the allocation of the component composition of communicative competence in didactics and methodology is associated with the names of such scientists as D. Hymes, A. Holliday, Van Eck and others. Hymes (D. Hymes, 1992) combined the concept of "communicative competence" with grammatical competence (rules of language), socio-linguistic (rules of dialect speech), discursive (rules for constructing the meaning of what was said) and strategic (rules for maintaining contact with the interlocutor). This concept has become a leader in the field of teaching foreign languages and has served as a platform for the creation of curricula, teaching aids and teaching methods. Revolutionary for the problems of teaching foreign languages in this concept was that the apparatus of text formation at the sentence level, namely grammar and vocabulary, was no longer considered as the goal of learning in itself, but was a means to fulfill communicative goals.

Communicative approach was fundamental in developing the content of the levels of proficiency in foreign languages for the developers of the project, who carried out this work within the framework of the Council of Europe Project in the field of modern languages. Note that the developers also well understood that the proposed structure of communicative competence is not exhaustive, and needs to be improved and refined. Thus, a new conceptual proposal appeared, in accordance with which a new model of the content of education was developed within the framework of communicative competence. As we have already said, the goal of teaching a foreign language at school is to form the communicative competence of students, which is realized in the ability to verbal communication. The key to successful speech activity of students is also non-traditional forms of English lessons, during which students become familiar with the culture of the countries of the language being studied, and also expand their knowledge of the cultural heritage of their native country, which allows students to take an active part in the dialogue of cultures.

The entire process of work is provided by a system of preparatory and actual communicative exercises. In the process of performing preparatory exercises, students master individual lexical units, automate certain grammatical skills, and reproduce the material without significant changes. In the process of performing communicative exercises, students are invited to solve (convince, question, inform, tell, inform, describe, prove) communicative tasks of varying degrees of complexity: from utterance at the level of one phrase or micro-dialogue to an extended monologue utterance or extended replicas in a dialogue; from speaking on a well-known problem to discussing new problems for students.

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