

DEVELOPMENT OF COMMUNICATION COMPETENCE WHILE USING PROJECT WORK IN TEACHING ENGLISH TO STUDENTS IN HIGHER EDUCATION AS AN ACTUAL PROBLEM

Mukhabbat Yusupova
independent researcher

Tashkent Regional Chirchik State pedagogical institute,
Chirchik, UZBEKISTAN

ABSTRACT

The article highlights the competent approach of project work in teaching English in higher education institutions as well as the process by which students develop skills to apply the knowledge and abilities acquired by students in their personal, professional and social activities. Several scientists' views on communicative competence are also given as an example.

Keywords: Competent approach, skills, qualifications, efficiency, student, English language, communicative competence.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

A competent approach should be taken into account while organizing project lessons for students in teaching English in higher education institutions. A competent approach has been implemented in educational institutions of the country since 2012. This concept is interpreted as teaching students how to effectively apply different types of skills in situations of personal, professional and social life [7]. It emphasizes the competence to apply the acquired knowledge, skills, and practice to emerging uncertain, new, problematic situations [2]. In particular, a number of scientific studies are conducted in the Republic on the competence, competence approach in studying foreign languages, the levels of competence, the requirements and criteria for their evaluation. In accordance with the Decree of the First President of the Republic of Uzbekistan № PP-1875, December 10, 2012, "On measures to further improve foreign language learning system", the implementation of the competent approach and compliance of the competence requirements with international requirements has begun. The main purpose of teaching foreign languages at all levels of education in the Republic of Uzbekistan is to form a communicative competence in the foreign language for multicultural educators to work in the daily, academic and professional fields.

Competence-based learning is the process by which students develop the skills they need to apply the knowledge, skills and abilities acquired by students in their personal, professional and social activities. In this regard, B. Hodjaev's research states that three elements of knowledge, skills and competence, three of which are traditional elements of competence: practical experience, competence, and promotion of competence, are based on a competence approach [3].

In today's global information age, in the context of interethnic and intercultural communication, the ability to use communication information as quickly and as widely as possible, to manage it within one's own business and in a particular profession, requires a high level of competence in communicating with people of different countries. The world of information around us today

is the time requirement for everyone to find necessary data and utilise the information they need to succeed in their learning and daily activities. It is worth noting that the importance of knowing a few languages and practicing it is very important. To be able to communicate effectively using information and information, you need to be able to explain your ideas to others, understand others' opinions, and engage in discussions that will require the formation of a communicative competence of a future English teacher.

The term communicative competence was first used in 1972 by American linguist D. Hymes. In his view, this competence means that the language is appropriate in a given situation. The use of rules for understanding and conveying social content demonstrates the emergence of communicative competence. D. Hymes's work is devoted to the development of this type of competence in his native language. The problems of developing communicative competence in teaching a second language were studied in the 1980s by M. Canale and M. Swaine.

Foreign scientists (Skvortsova S.A., Vtornikova Y.S.) interpreted communicative competence in a broad sense, describing how to communicate with people, achieve their communication goals, and choose how to interact in interpersonal communication. And often associated it with learning foreign languages. In particular, E.I. Passov views communication as a process of communication about the quality and features of the learning process.

E.G. Azimov and A.N.Shukin's methodological literature describes how communicative competence can be solved through the use of a foreign language to address issues of relevance in everyday life, learning, production and cultural life; achieving communication goals using language and speech tools. It is important to note that communicative competence is the mother tongue, the official language of the country of residence, and foreign languages for communicating with people in society; be able to express his or her opinion in oral and written words clearly and accurately; be able to ask questions logically and respond logically to questions asked; be able to adapt to the communication situation, follow the culture of communication during communication; be able to persuade the interlocutor of his/her opinion while respecting the opinion of the interlocutor; self-management in conflict situations; It includes many aspects, such as problem-solving and dispute-making.

Y. Zhukov calls it metacompetition or "core competence" to demonstrate the importance of communicative competence [4]. According to the scientist, this type of competence is a social, professional, interpersonal competence that connects them. At the same time, professional, social and interpersonal competence are interpreted as components of communicative competence. We agree that communicative competence is one of the main characteristics of a person's effectiveness in communicating with the world in all aspects of his life.

Based on the communicative competence requirements, the following components are recommended:

- knowledge of industry vocabulary;
- speech development (clear and accurate speech);
- the development of written speech;
- adherence to ethics and communication ethics;
- acquisition of communication tactics;
- acquisition of communication strategy;
- to know the peculiarities and problems of the dialogue participants;
- be able to analyze external signals (body movements, facial expressions, speech tone);
- conflict prevention;
- self-confidence;

- be able to listen to others;
- mastering public speaking skills;
- mastering acting skills;
- The ability to organize and conduct negotiations;
- empathy for others;
- understanding of the interests of others.

These components are characterized by the psychological aspects of communicative competence. At the same time, many other analysis of the mentioned components and communicative competencies confirm that this competence is not uniform across all areas.

Communicative competence is not formed by the learner in the language, but is formed by a range of knowledge, skills and abilities that can be applied. The content of communicative competence varies widely in the scientific and methodological literature. In particular, D. Hymes confirms that communicative competence consists of grammatical, socio-linguistic, strategic, and discursive competences [5].

D.Izarenkov tries to integrate elements of communicative competence into three main components: language, private and pragmatic competences. In the drawing of a communicative competence of a foreign language student, developed by E.Nazarenko, we see that its components are interconnected and form a complete set. At the same time, the components of competence are created through the equal application of knowledge, skills and abilities.

In all of these studies, communicative competence is included as a core competence. While the formation of basic competencies is the responsibility of every educator, the formation and development of private competences is the responsibility of the science teacher.

There is a constituent element of communicative competence, which is the formation of professional qualities. In the communicative competence of the teacher there are motivational, acmeological, informative, meaningful, and operational components.

E.V.Tarmaeva notes that the process of forming communicative competence in the future teacher will be successful only if the following pedagogical conditions are met:

- communicative competence is recognized as the teacher's readiness to interact with the learning process by the subjects of the learning process;
- the learning process is organized as a dialogical and communicative interaction between the learner and the teacher, which enables the development of empirical orientation in empirical teaching;
- the formation of socially valuable attitude of the trainee in the context of future professional activity [6].

The aforementioned competence system describes a personalized approach to teaching English, its individualization, differentiation, humanization and fundamentals. Mastering a set of active, personal and communicative competencies ensures the optimal level of professional competence formation and development for future English teachers.

These elements, which determine the skills of the specialist, arise and are evaluated through professional communication during the work process. Therefore, in our view, professional competence and professional communication are inextricably linked. In order to develop their own competencies, they will be taught the terminology of the field, theoretical knowledge, and their application in specific situations through the knowledge, skills and abilities of a particular

subject. Speech competence in language education is critical to developing professional communication competencies.

In conclusion, it is worth emphasizing that the importance of using project work to develop students' competencies and skills in teaching English in higher education is reflected. Improving the quality of education is one of the most important pedagogical problems in the world today. To solve this, modernization of educational content requires the development of innovative educational technologies. Communicative competence includes the ability to interact with learners, their methods, mastering a priority language in communication, skills in working in groups, organizing and conducting various community-based spiritual and educational activities. The state of the development of the professional (pedagogical) competence system of future English teachers and the introduction of the educational information environment into practice to raise them to a qualitative and quantitative level.

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