

DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN THE PROCESS OF TEACHING ENGLISH

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ABSTRACT

In connection with new trends in the development and renewal of education in the Republic of Uzbekistan, there was a reorientation of the goal of education towards the formation and development of key competencies of students, communicative competences, including. The search and implementation of technologies is needed, including: purpose, objectives, content, means, forms, methods and results.

Keywords: Competence / communicative competence / communicative competence / communication exercises / competence approach

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

In connection with new trends in development and renewal in education of Uzbekistan, recorded in the Strategy for Development of Uzbekistan, the goal of education has been reoriented towards the formation and development of key competencies of students, communicative competences, including. In pedagogical psychology, general didactics and private methods, much attention is paid to the problem of the formation of communicative competence.

Communicative competence is a multicomponent complex socio-psychological concept. The essence of communicative competence is the ability to organize speech activities depending on the tasks and specific communicative situation based on the acquired knowledge and skills. The quality of the manifestation of competence in communicative activity we call communicative competence.

The analysis of psychological-didactic literature showed that the problem of the formation of communicative competence is the most discussed. Various methodical schools are looking for ways to form communicative competence. The purpose of our study was to determine the pedagogical conditions that ensure the effective formation of communicative competence in teaching a foreign language.

Competence in a foreign language is the goal and result of special education. The formation of communicative competence of students in teaching a foreign language is carried out through the development in the aggregate of communicative, language competences and linguistic-cultural competence, which is carried out through familiarization with material about the country of the language being studied.

Communicative competence combines four types of communication skills; reading, speaking, listening, writing. Language competence refers to phonetic knowledge and pronunciation skills, receptive and productive lexical knowledge and skills, receptive and productive grammatical knowledge and skills.

In recent years, the problem of the formation of communicative skills of listening has increasingly attracted the attention of teachers, psychologists, psycholinguists and methodologists. A serious theoretical search is conducted in the study of this complex process. The formation of communicative listening skills is of great importance, since the mastery of a foreign language and the development of speech skills is carried out mainly through listening. Therefore, listening should be developed better than other skills, but putting on listening causes great difficulties [6, 17].

For successful learning, listening requires a didactic and methodical system that takes into account these difficulties and provides for their overcoming [1, 227]. One of the effective conditions for the formation of communicative competence is the definition of a tool or tool, the use of which contributes to a qualitative change in the level of formation of communicative competence in a foreign language in high school students. A generally accepted means of generating knowledge and skills is exercise. Communicative competence is formed through various communication exercises aimed at overcoming communicative difficulties arising in the process of learning a foreign language. Studying a variety of communicative exercises and the role of exercises in the learning process, V. L. Skalkin wrote: “most often, the goal in a lesson is not achieved precisely because there are no bad or good exercises, but there are teachers who either do well or wrongly are using. In other words, in the hands of the master of the exercise, “terrible power” [5, 19].

But the use of individual communication exercises can not lead to high results. Consequently, a more versatile tool is needed, the use of which can guarantee the achievement of planned results and ensure the effectiveness of teaching a foreign language as a whole. Such a universal tool is a system of exercises. According to V. A. Onischuk, “skills and abilities are formed on the basis of the fulfillment of a certain system of exercises, they are improved and consolidated in the process of their creative application in changing situations” [2, 113].

The exercise system is understood as an organized sequence of learning activities in order of increasing language and operational complexity and aimed at building the necessary skills and abilities [4, 115]. From our point of view, an exercise system is an organization of exercises with gradual complication, interconnected by one theme and arranged in a certain sequence. This is a system that includes a sufficient number of exercises for the formation of communicative skills of students.

For the formation of communicative competence in the process of learning a foreign language, it is necessary to develop a system of exercises that, given the difficulties in learning, will ensure their overcoming and lead to the achievement of the goal. More acceptable, in our opinion, is the approach of

V. A. Onischuk. We took it as a base with the subsequent adaptation to the formation of communicative competence in teaching a foreign language in high school students. The didactically expedient sequence of exercises in V. A. Onishchuk, adopted by many teachers, is as follows: preliminary, introductory, trial, training, creative, and control.

We have used the communicative exercises for the formation of general audit skills and abilities used by modern domestic and foreign methodologists-researchers in teaching foreign languages in America, England, Germany and France:

1. Exercises to overcome the phonetic difficulties of perception;
2. Exercises to overcome grammatical difficulties;
3. Exercises to overcome lexical difficulties;

4. Exercises for learning the perception of speech flow;
5. Exercises for learning anticipation, isolation of various categories of semantic information;
6. Exercises for the development of an auditory memory, attention, imagination, logical thinking;
7. Speech exercises.

The formation of communicative competence in teaching a foreign language, should be carried out on the basis of the use of a system of communicative exercises to overcome phonetic difficulties and difficulties in learning anticipation. Anticipation is anticipation or prediction. For listening skills, communication is anticipation of perceived information from a foreign language text to listen to. E.I. Passov believes that in the listening process there is a pre-tuning of the organs of speech, which contributes to the excitation of some models in the brain. Such pre-tuning is the basis for the functioning of the anticipation mechanism. This may be anticipation of the structural side of speech and its substantive side [3, 186].

The formation of communicative competence of students in learning a foreign language is a long and complex process. It involves the implementation of a competence-based approach aimed at the formation and improvement of not one type of communicative skills, but in the aggregate of all components of communicative competence: communicative skills of listening, reading, speaking and writing. Only then can we talk about the formation of a systemic set of competencies, mastering them in the complex.

Thus, the effectiveness of the formation of communicative competence is achieved through the development of communicative listening skills. Improving the quality of students' knowledge is achieved through the use of a scientifically-based system of communication exercises, which includes exercises to overcome phonetic difficulties and difficulties in anticipation. Compliance with the formation of communicative competence contributes to the achievement of positive results in the learning process.

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