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FOREIGN EXPERIENCES IN DEVELOPING COMMUNICATIVE COMPETENCE IN ENGLISH

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Abstract

This article analyzes modern approaches to the development of communicative competence in effective teaching of the English language. The study examines methodological principles and practical methods used in advanced educational systems in Europe, North America and Asia. Attention is paid to the important components of communicative competence, and the importance of foreign experiences such as Contextualized Learning, Authentic Materials and Interaction-Focused Activities in the formation of real communication skills in students is revealed. The article concludes with recommendations tailored to the education system of Uzbekistan.

Keywords: Communicative competence, English language, foreign experience, authentic materials, contextual learning, communication-oriented activities, student-centered education.

Introduction

Today, the development of communicative competence in students remains one of the urgent tasks. That is why a lot of work is being carried out in the personnel training system to bring the development of communicative knowledge and skills to a new level and accelerate educational reforms in this regard. The reforms being carried out in all spheres of our society are also having an impact on the system of continuing education.

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It is no coincidence that in the new Uzbekistan, the upbringing of the younger generation on the basis of communication and creativity has become a matter of state policy.

The term “competence” was first introduced into practice by Noam Chomsky in the 60s-70s of the 20th century at the University of Massachusetts in the USA through “language competence” and was defined as follows: “Competence is a set of knowledge, skills and abilities directed at activities in the process of using language”. According to some sources, in 1959-60, R. White's works interpreted "Competence is a holistic concept based on the motivation of a person" (motivation reconsidered the concept of competence). Thus, in Europe, this term began to be used in the 1970s.

The term competence literally means the level of ability, competence based on deep knowledge. In content, it means the effective use of theoretical knowledge in activities, the ability to demonstrate a high level of professional skills, skills and talent. In general, in the definitions given to the concepts of "competence" and "competence", competence is interpreted as the behavior and conduct required in a particular activity, and competence is interpreted as the level of compliance with this requirement, that is, the final result of demonstrating competence.

Main part

The ability to communicate effectively, which we call communicative competence today, has always interested many scientists. In such disciplines as linguistics, sociology, social psychology, pedagogy and other modern fields of knowledge, attention is paid to the theoretical study of interpersonal relationships, the communicative behavior of a person.

Today, there are a number of definitions given to the concept of communication, and it is appropriate to dwell on some of them. Communication, in a general sense, is the transmission of a message, any information. The communication

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process is presented as one of the important foundations of human and social life. At the same time, according to researchers, the communication process itself is both its own and its result. In turn, interpersonal communication is nothing more than the process of transferring information from one person to another to a target object or a certain group of objects.

Communication is, first of all, a method of activity, which reflects the adaptation of people to each other. Thus, communication can be considered as a kind of process of mutual exchange of ideas, as a result of which mutual assistance and coordination of actions at different levels of complexity are ensured. Communication can also be defined as one of the components of communication. Thus, it can be argued that communication is the exchange of integral signs that reflect the ideas, thoughts, knowledge, and feelings of the communicating parties. Research conducted by scientists on communicative competence shows that it is precisely competencies that determine what and how to teach students, what to form in the process of education and upbringing. English lessons are no exception in this process. From this point of view, the analysis of the concept of "communicative competence" seems to us to be an urgent problem.

Literature Analysis

Research scientist E.I. Litnevskaya puts forward the following definition of communicative competence: "It is the mastery of all types of speech activity, elements of oral and written speech culture, the basic skills and abilities of using language in life spheres and situations of communication at a certain age."

Another scientist N.I. Gez understands communicative competence as "the ability to correctly use language in various socially defined conditions". Thus, communicative competence includes the ability to match speech with the purpose and situation of communication, as well as the ability to correctly organize communication, taking into account cultural and social norms of communicative behavior.

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Communicative competence is interpreted by a number of scientists as “the ability to carry out interaction with the help of language, that is, to express one’s thoughts in the process of communicating with interlocutors and use them in different situations, to correctly apply the linguistic system,” and they prefer speech norms and communicative actions that correspond to certain communication conditions. According to A.N. Kazarsev, “communicative competence is a set of knowledge, skills and abilities necessary to understand strangers and create their own programs through speech actions that correspond to the goals, areas, and situations of communication. It includes knowledge of the basic concepts of speech linguistics - styles, types, methods of connecting sentences in the text, etc.; "text analysis skills and abilities and communication skills - skills and abilities for oral communication in various areas and situations of communication, taking into account the recipient and the purpose."

DISCUSSION AND RESULTS

The process of communication in a foreign language is not only a process of transmitting and receiving information, but also a process of regulating relationships between people, assessing the state of communication, analyzing the competence, assessing the communicative potential, and making the necessary decisions.

Communicative competence in a foreign language is a certain level of linguistic, verbal and socio-cultural knowledge, skills and abilities, which allows the student to change his verbal behavior in accordance with the conditions of communication, so that it is communicatively acceptable and appropriate for the purpose.

Communicative competence in a foreign language creates the basis for communicative cultural development.

At the end of the last century, a new direction emerged in the theory and practice of teaching foreign languages. This direction, which received the name

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"communicative method", was later called "communicative method", "teaching communication", "education focused on communication" and began to be increasingly popular as an important factor in organizing students' educational activities in interactive methods. While in traditional teaching methods the main goal of teaching foreign languages was to teach students four types of speech activity: speaking, listening comprehension, reading and writing, in communicative education the main goal was to teach students communication. As a result, the linguodidactical, psychological, methodological foundations, principles, tools and methods of teaching communication (communication) began to be widely and thoroughly studied in methodological literature.

Today, competence represents the set of knowledge, skills, abilities and personal qualities necessary for a person to work in various fields. Linguistic competence involves the acquisition of knowledge about language material (phonetics, lexicon, grammar) and skills in the types of speech activity (listening, speaking, reading and writing).

Closely related to the concept of communicative competence is the concept of the communicative core of the individual. The concept of "communicative core" appeared recently and was first used in scientific research by the modern psychologist A.A. Bodalev. Considering the communicative core of the individual as a psychological phenomenon provides a basis for more successful communication in each person. Such a basis exists in any adult, as well as in the personality of children, and personal characteristics and qualities can enter the communicative core. It is they who ultimately determine the method and direction of communication. On the other hand, the low level of professional communicative competence of a teacher does not allow him to realize himself as a professional, and as a result, can cause dissatisfaction with life in general. Therefore, future teachers are required to be able to correctly choose the methods and directions of communication that allow for the successful implementation of communication. The development of communicative competence is organized in

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the process of teaching speech activity through communicative tasks that teach speech activity methods. Such tasks are prepared by the teacher, and the psychological and methodological factors of their implementation are determined.

CONCLUSION

A careful study of the essence and structure of communicative competence allowed us to distinguish two, interrelated and interconnected levels: the first level determines the manifestation of communicative competence directly in communication itself, that is, in the communicative behavior of a person; the second, through the specific features of the student's educational activity, his special need for communication, should include pedagogical-communicative values.

It is precisely communicative behavior that covers the specific psychological and pedagogical competencies necessary for communication. However, the leading place here generally belongs to communicative values, which represent the need of the respondent to communicate in order to determine and justify the direction of the student. Also, communicative competence is considered in the scientific and pedagogical literature as a separate system of internal capabilities of the individual, necessary for the qualitative and useful organization of communicative actions in certain situations.

Modern foreign language didactics (especially the experience of Great Britain, the USA and the European Union) has completely abandoned the traditional grammatical-translation model of language teaching and has switched to the principle of "learning through communication". The widely used Task-Based Learning and CLIL (Content and Language Integrated Learning) methodologies in international experience have been proven to harmoniously develop not only linguistic (grammar, vocabulary), but also strategic and discursive competencies in students. Scientific observations show that "tasks" based on real-life situations

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increase the student's internal motivation and create an environment for natural language acquisition. The experience of developed countries shows that introducing authentic materials (original newspaper articles, podcasts, live dialogue videos) into the teaching process is the most effective tool for overcoming the "language barrier" in students. This method accelerates the student's transition from academic language to live speech situations.

In order to develop communicative competence in the Uzbek education system, it is necessary not to simply copy foreign experiences, but to adapt them to the national-cultural context. In this case, the main attention should be paid to changing the role of the teacher from "knowledge provider" to "communication coordinator" (facilitator), and to transferring the assessment system from tests to a format aimed at determining speech competence. In general, the systematic introduction of foreign innovative methods into the educational process is a fundamental factor in ensuring the integration of students into the global information space and increasing their competitiveness in the international labor market.

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