



## Conventionalized Language Forms and the Development of Communicative Competence

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### ABSTRACT

The article corresponds to the current state and prospects for the development of science, in its content it meets the tasks and requirements of modern education, since knowledge of the native and state languages, learning a foreign language expands the horizons of the individual, contributes to its multifaceted development, contributes to the formation of an attitude towards tolerance and a three-dimensional vision of the world.

With the entry into the common European home, the question arose in a timely manner of introducing the inhabitant of the coming century to world culture, of bringing his educational level closer to the European standard, of his command of at least two foreign languages. The authors of the Interim State Educational Standard for a Foreign Language put forward an expanded interpretation of the goal of teaching a foreign language in Uzbekistani institutes - the formation of communicative competence.

### Keywords:

Communicative competence, multi-stage training, convertibility, research methods, translate, memorize, actualization, self-realization.

### Introduction

Education is one of the social tools for integrating Uzbekistan society into the world society (multi-stage training of specialists, convertibility of Uzbekistan diplomas). Having studied the progressive views of modern scientists, we can conclude that only multilingual education is one of the most effective ways to reform the teaching of foreign languages at institute. It is multilingual education that is in the focus of attention of language researchers and is considered as a very promising direction. The most radical model of multilingual education is multilingual teaching of a second language from the very beginning of institute.

Based on the concept of ethno cultural education in the Republic of Uzbekistan, we consider our topic to be relevant, since by

developing linguistic abilities in students we create a multicultural personality.

Inclusion in the target setting of teaching a foreign language, as a full-fledged component, will ensure that students learn the realities of another national culture, expand their general outlook, which will also lead to an increase in interest in the studied foreign language and strong motivation.

The functions of the teacher in the educational process have changed significantly. The teacher-mentor, teacher-dictator was replaced by a teacher-observer, teacher-intermediary, teacher-"pacifier" and "leader"., increases.

In this regard, knowledge of the history of the methodology of teaching foreign languages will help the novice teacher to navigate freely in the choice of teaching methods, rationally combine them in their work, consciously and creatively

apply the recommendations of leading teachers.

Now no one doubts that the methodology of teaching foreign languages is a science. The very first definition of the methodology was given by E.M. Rytom in 1930, who wrote: "the method of teaching foreign languages is a practical application of comparative linguistics."

Progress and fundamental changes in the methods of language learning are undoubtedly associated with innovations in the field of personality and group psychology. Now there are noticeable changes in the minds of people and the development of new thinking: there is a need proclaimed by A. Maslow for self-actualization and self-realization. The psychological factor of learning foreign languages is being promoted to a leading position. The authenticity of communication, balanced demands and claims, mutual benefit, respect for the freedom of other people - this is a set of unwritten rules for building constructive relationships in the "teacher-student" system.

The democratic changes of recent years, the legally enshrined right to freedom of pedagogical creativity have freed artificially restrained creative potential from prohibitions for many years. Many educational institutions began to implement the most intimate projects of their best teachers and leaders.

Hypothesis : if innovative technologies are used in the process of teaching a foreign language, this will help to achieve success and effective results in teaching a foreign language.

Awareness of the need to speak at least one foreign language has also come to our society. For any specialist, if he wants to succeed in his field, knowledge of a foreign language is vital. Therefore, the motivation to study it has increased dramatically. Unfortunately, almost all foreign language textbooks are developed with the average student in mind. It is possible and necessary to compensate for this shortcoming through the methods, approaches and technologies developed in the methodology for teaching their study and practical application.

Considering all of the above and understanding the increased interest of teachers in this topic, we consider the topic of this thesis to be relevant today. In this thesis, we speak and cover such issues as description, analysis, practical application of modern technologies. So in chapter 1 we give a description of the most relevant technologies for teaching a foreign language. We show the positive aspects of this or that technology in teaching. It contains a description of the practical application of some technologies, as well as the analysis and results of this work. Accordingly, the main subject of research in our work is modern technologies for teaching a foreign language.

Modern technologies for teaching foreign languages in high educational institute

Student - centered approach to learning  
Personality- oriented education - education that ensures the development and self-development of the child's personality with the identification of his individual characteristics as a subject of cognition and objective activity. It is based on the recognition of each student's right to choose their own path of development through the creation of alternative forms of education.

Student-centered learning provides each student, based on his abilities, inclinations, interests and subjective experience, the opportunity to realize himself in cognition and learning activities

The student, as you know, perceives only what he wants and can, refracting educational influences through the prism of his integral individuality, that is, as a subject.

The cultural environment of the institute is the basis for the formation of a person, since a person is the highest value and the highest goal of education and upbringing. The process of forming a human personality, revealing the creative potential in each child, developing the child's ability to make his own choice, creating conditions for varied education are the main features of the pedagogy of the future, a student-oriented institute environment.

In the minds of modern high institute students, an image of a institute has developed that is

fully consistent with the goals of humanistic, student-centered pedagogy.

Currently, language learning is considered from the point of view of teaching communicative activity, communication. It seems logical to turn to reading in a foreign language, including individual home reading, as one of the important sources of students' cognitive needs and as a means for teaching student-centered communication.

The possibility of developing oral speech on the basis of reading has never been in doubt. Many modern methodologists and practicing teachers recommend and successfully use reading as a means of teaching speaking at all stages and in different conditions.

Let us dwell briefly on the characteristics of the concept of personality-oriented communication. We call personal forms of communication in which there is no object of activity external to the interaction of partners, or this object plays only an instrumental role. The driving force of such communication is the value that its partners represent for each other, and the objects that are involved in this process play the role of intermediaries or signs, in the language of which the subjects reveal themselves to each other. By personality-oriented communication in the educational process, we mean communication based on a person's interest in a person, on a benevolent, tactful, respectful attitude of interlocutors, on knowledge and consideration of the individual psychological characteristics of their character and temperament.

Such communication, expressed in the appropriate speech form, contributes to the self-expression of the individual. One of the sources for developing the structure of personality-oriented foreign language communication is various intensive methods of teaching foreign languages.

### Conclusion

A characteristic feature of most forms of personality-oriented communication is the orientation of the subject of communication to immediately receive an answer from the interlocutor, perceive his reaction and, in accordance with this, decide in which direction

to proceed. In this case, the transformation of the process of mastering the language into a personal process becomes important. The transfer of personally significant information will stimulate additionally new statements of students, which is explained by the ambiguity of the perception of such information. In other words, in this case it becomes possible to transfer speech activity to the area of mental processes. With this approach, the main task of the methodology is to increase the intellectual and mental activity of students.

A student-centered approach to learning makes it possible to provide each child with effective assistance in becoming a mature and comprehensively developed personality. The implementation of the priority of morality presupposes the formation of a person's moral orientation, the development of his moral and creative attitude to reality. It is important to form in children a sense of belonging to the world around them, the ability to take care of its preservation and improvement.

Thus, the orientation towards the priority of creativity is a universal mechanism that ensures the entry of a young person into the world of culture and the formation of a way of existence in this world. A living perception of time, its comprehension is impossible without self-awareness, understanding one's place in the world, striving for the future.

Innovative requirements for the design of a lesson in teaching a language, including non-native language, require the teacher to organize the educational process in such a way that the student takes an active position, is not an object, but a subject of learning. The educational system of the Republic of Uzbekistan is undergoing a period of reform, the content of education is being enriched, new approaches are being developed in the methodology of teaching various subjects, the requirements for the final result - the level of graduate education - are changing.

A graduate of the institute must have the necessary knowledge, skills, carry out various activities, be able to use new information technologies, be ready for cooperation, trying to avoid and overcome conflicts. All this can be achieved only with a personality-oriented

approach to education and upbringing, when the needs and abilities of the student are taken into account.

A student-centered approach affects all components of the education system and the entire educational process, contributing to a favorable environment. A student-centered approach implies flexibility in setting goals, takes into account the personal interests of students and their individual characteristics, and creates the prerequisites for greater learning effectiveness. With this approach, special relationships are created between students and the teacher, between the students themselves, and diverse teaching and upbringing environments are formed, often going beyond the classroom and institute. Learner-centered learning includes project-based learning, collaborative learning, contextual learning, intensive learning, and multi-level learning

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