



Formation of Communicative Competence as the Ability to Communicate in a Foreign Language

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ABSTRACT

In the presented article, the author studies the process of formation of communicative competence in teaching foreign languages. Communicative competence is considered as a broad term that includes not only the structural features of the language, but also its social, pragmatic and contextual features.

Keywords:

Communication, Foreign Language, Competence, Teaching, Method, Ability.

Introduction

With the development of cultural and economic ties between countries and peoples, the role of learning foreign languages is increasing. Every year the demand for specialists who speak foreign languages is increasing. The most important directions in the development of education today include the use of a competency-based approach. We are talking about the formation of skills and abilities related to the practical application of a person's communicative abilities, his cultural, social and informational competencies. This issue is widely discussed in the scientific and pedagogical literature, however, in universities the cognitive approach prevails, and students have to memorize a large amount of information instead of developing the basic competencies necessary for successful activity¹.

Materials And Methods

The concept of modernization of world education defines new social requirements for

the formation of life attitudes of the individual. There is a reorientation of the assessment of the results of education from the concepts of "preparedness", "training", "education" to the concepts of "competence", "competence" of students.

Results And Discussion

The concept of "competence" has long been used in psychological and pedagogical literature, but increased interest in it has appeared only recently, which can be explained by the rapidly changing realities in society. Today, competence is considered as an ability independently developed as a result of cognitive activity and educational practice, based on the acquired knowledge of the student, his intellectual and life experience, values and inclinations².

The category "competence" belongs to the sphere of relations between knowledge and practical activity of a person and implies a whole range of personal qualities of a person, including cognitive, operational-technological,

¹ Galskova N.D., Gez N.I. Theory of teaching foreign languages. Linguodidactics and methodology: textbook. allowance for students. lingu, unt and fak. in. lang. higher ped. textbook establishments. - 3rd ed., erased. - M.: Publishing Center "Academy", 2016. - 336 p.

² Golovanova I.A. Ways of forming intercultural communicative competence at the faculty of improving linguistic qualifications // Actual problems of intercultural communication. - M: MSLU, 2019. - 188 p. - P. 3238.

motivational, ethical, social, and behavioral components.

Competence is a set of knowledge, skills, abilities, formed in the process of teaching a foreign language. Consequently, the language is a mirror of culture, which reflects not only the world around a person, but also his mentality, national character, way of life, traditions and vision of the world.

One of the goals of teaching a foreign language is the development of foreign language communicative competence, therefore, the main purpose of teaching a foreign language is to form communicative competence, i.e. ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers.

Communicative competence implies the knowledge, skills and abilities necessary to understand a foreign language participant in the dialogue and generate their own model of speech behavior that is adequate to the goals, areas, and situations of communication. It requires knowledge of the basic concepts of linguistics (styles, types, ways of connecting sentences in the text, etc.), the skills and abilities of text analysis and proper communicative skills, i.e. verbal communication skills in relation to various areas and situations of communication, taking into account the addressee, purpose.

So, communicative competence as an integrated goal of teaching a foreign language should be understood as foreign language interpersonal and intercultural communication with native speakers within the limits specified by the standard. The concept of communicative competence

The concept of teaching foreign languages provides for the formation of students' knowledge, skills and abilities that allow them to join the ethno-cultural values of the country of the language being studied and practically use a foreign language in situations of intercultural understanding and cognition. The totality of such knowledge, skills and abilities constitutes the communicative competence of students.

The use of a communicative approach in teaching foreign languages contributes to the formation of the ability to communicate in a foreign language, i.e. acquire communicative competence - the ability to use all types of speech activity: reading, listening, speaking, writing.

Communication in a foreign language is not only the process of transmitting and receiving information, but also the regulation of relations between partners, the establishment of various kinds of interaction, the ability to assess, analyze the situation of communication, subjectively assess one's communication potential and make the necessary decision³.

The main component of communicative competence (i.e., speech (communicative) skills) is formed on the basis of language skills, as well as linguistic and cultural knowledge.

In accordance with the state educational standard in foreign languages, communicative competence should include the following essential skills:

- read and understand simple, authentic texts (with understanding of the main content and with full understanding);
- verbally briefly tell about yourself, the environment, express an opinion, give an assessment;
- communicate orally in standard situations of educational, labor, cultural, everyday spheres;
- the ability to write and convey elementary information (letter).

Foreign language communicative competence as a certain level of proficiency in linguistic, speech and sociocultural knowledge, skills and abilities allows the student to build his speech behavior depending on the situation of communication, namely, on situations of everyday, pedagogical, scientific, business, political and socio-political communication.

The structure of foreign language communicative competence includes a number of competences. First of all, it is linguistic

³ Grushevitskaya T.G., Popkov V.D., Sadokhin A.P. Fundamentals of intercultural communication: a textbook for universities / Ed. A.P. Sadokhin. - M.: UNITIDANA, 2012. - 352 .

competence - one of the main components of communicative competence. Linguistic competence is understood as the ability of a person, in accordance with the norms of a particular language, to correctly construct grammatical forms and syntactic constructions. Linguistic competence includes language and speech competence⁴. Language competence is knowledge in the field of the language system (within the program minimum) and skills in operating this knowledge. Speech competence is the possession of the norm of speech behavior (in all types of speech activity). An important role in mastering language and speech competencies is played by educational competence - the ability and readiness of a person to effectively carry out educational activities when mastering a foreign language as an educational subject. Educational competence organizes and optimizes students' independent work on the language, reduces time, physical and mental costs when learning a foreign language, promotes high-quality mastery of foreign language communication, and increases interest in the subject. The process of formation of educational competence involves the acquisition of knowledge about the methods of rational performance of educational work, options for performing educational actions in the absence of a given algorithm, skills for diagnosing one's own level of rational organization of educational activities; the ability to choose a method of learning activity that corresponds to individual personal characteristics, to form a set of individual learning skills and actively use it, to independently control the correctness of this choice.

To master foreign language communication

special training skills are required. The student needs to be taught how to rationally organize the memorization of foreign language material, independently activate the language material, trace interdisciplinary connections,

⁴ Koryakovtseva N.F. Teaching and learning foreign languages: traditions and innovations. Materials of the scientific-practical conference dedicated to the 100th anniversary of the birth of Professor Z.M. Tsvetkova. - M.: MGLU, 2012. - 95 p.

work in pairs when performing foreign language actions, and see difficulties when working on language elements.

Sociocultural competence is of great importance in the development of communication skills - the ability to build verbal and non-verbal behavior, taking into account the norms of societies that speak the language being studied. Sociocultural competence presupposes knowledge of the national mentality, worldview; removal of cultural difficulties; expansion of one's own worldview, ideas about a different socio-cultural community.

In the process of communication, the orientation towards the social characteristics of the speech partner (his status, position, situational role) is manifested in the choice of speech means corresponding to a specific communicative situation.

Based on the foregoing, communicative competence can be defined as a means necessary for the formation of a speech situation in a social context, and the goal of forming communicative competence can be defined as an accomplished communicative act. To achieve this goal, communicative competencies are required - language knowledge and skills, speech skills, linguistic and cultural component of the content of education.

In communicative competence, the most important role is assigned to linguistic competence, which, thanks to a certain amount of knowledge, ensures the construction of grammatically and syntactically correct forms, as well as understanding the semantic segments of speech built in accordance with the norms of a foreign language.

Conclusion

It should be noted that without knowledge of the grammatical structure of a foreign language, it is impossible to solve communicative tasks. But the assimilation of the grammatical system of the language occurs only on the basis of familiar vocabulary. Hence the conclusion: both grammatical and lexical skills and abilities serve as the center of

language competence, on which speech skills and abilities are based.

Today, every person and the state as a whole is interested in the practical mastery of a foreign language, which provides access to the world market, familiarization with world culture. Therefore, communicative competence becomes a priority goal.

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