

COMMUNICATIVE COMPETENCE IN STUDENTS 'FOREIGN LANGUAGE LEARNING AS THE MAIN CONTENT OF THE EDUCATIONAL PROCESS

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Annotation

This article focuses on the development of foreign language competence in students and their inclusion in communicative and professional roles, with the aim of teaching them to be socially, professionally and communicatively successful.

Keywords: student, foreign language, communicative, professional, competence

When applied to the teaching of foreign languages, the concept of communicative competence is developed in detail in the Council of Europe's research to determine the level of foreign language proficiency in foreign language requirements, and includes knowledge, skills, abilities and work experience acquired in vocational training. is defined as the ability to perform on the basis of. According to the project "Pan-European competence in foreign language acquisition", communicative competence has a complex structure and includes linguistic, sociolinguistic, socio-cultural, social, strategic, discursive and scientific competencies:

In the research of many scholars, communicative competence represents the overall goal of language teaching and defines the main content of the learning process. For example, scientist A.V. According to Shepilova, communicative competence is still understood in two senses - in the narrow sense, as a skill of speech communication, and in a broad sense, which includes all other aspects of competence [1; p.44]. Scientist D.A. Ivanov's view, "Communicative competence is a person's ability to communicate in one or more types of speech activity, which is a special quality of speech personality acquired in the process of natural communication or specially organized learning" [2; p.55]. According to the author, communicative competence develops under the interaction of three main, component - language, science and pragmatic competencies.

In linguodidactics, communicative competence is recognized as the most important task of foreign language teaching. Communicative competence refers to the development of the ability to apply the studied language in practice, and the professional competence provided by the course of foreign language teaching methods - Professor A.N. According to Shukin, "the ability to teach a language as a result of familiarity with the techniques and methods of language teaching" [3; p.7]. Consequently, communicative competence is the most important task of foreign language education in both school and higher education institution. It goes without saying that a teacher's communicative competence also differs in the importance of

its scope and the quality of its formation. In addition, communicative competence in the training of a foreign language teacher in a higher education institution is the basis of professional competence, which together constitutes an integrated education - “foreign language professional competence”.

Communicative competence is “the ability to carry out speech activities in accordance with the goals and communication situation in this or that (specific) field of activity through the means of language being studied”, and this ability, Professor A.N. According to Shukin, specific types of competencies include: 1) linguistic (or linguistic); 2) sociolinguistic (speech); 3) socio-cultural; 4) social; 5) strategic (compensatory); 6) discursive; 7) competencies in science [3; p.143]. The right to distinguish such sub-types of communicative competence is explained by the complexity of carrying out speech activities in a foreign language.

Linguistic (or linguistic) competence is the knowledge of the language system, the rules of speech of language units in speech, and the ability to use this knowledge to express their ideas in a foreign language in oral and written form in code and to decode (understand) the judgments of others.

Speech competence provides the conditions for the act of speech: the realization of communicative intentions depending on the situation, communicative goals, and the intention of the speaker, i.e., the ability to use language in speech practice. This type of competence is sometimes referred to as socio-linguistic (sociolinguistic) competence.

Socio-cultural competence National-cultural features of social and verbal behavior of students of foreign languages: their customs, etiquette, social stereotypes, knowledge of the history and culture of the country (knowledge), as well as communication from such knowledge means knowing how to use it in the process. Social competence is manifested in the desire and ability to communicate with other people, in the ability to choose the most effective way of expressing opinions, depending on the communicative conditions and the goal set.

Strategic (or compensatory) competence means flexibility in the ability to use language facts to understand meaning-essence-content in the content of speech works. Such competence indicates the level of development of the learner’s sense of language.

Discursive competence refers to “the ability of a learner to use certain strategies to construct and interpret a text” [3; p.146]. A more precise term that refers to texts intended for communication and generated (developed) in the process of communication, i.e., products of speech that have linguistic features and extralinguistic parameters that describe the communication situation and the characteristics of the communication participants.

Subject competence as one of the types of communicative competence implies comprehension in the context of speech descriptions produced in certain areas of human activity.

In modern methodology, the concept of communicative competence as language competence as knowledge of language units and their mastery, pragmatic competence as participation in speech practice, interpretation of the interlocutor's speech strategy, ability to respond

appropriately, (law, norm) as a willingness and motivation to apply in accordance.

From the point of view of training a foreign language teacher, the author clarifies that among these basic competencies, it is the communicative competence and its one type - bilingual (bilingual) communicative competence, ie the ability to communicate in two (or more) languages. The teacher is constantly communicating in a foreign language that is foreign to him or her, organizing and supporting it. Therefore, there are special requirements for his ability to communicate in a foreign language, because sometimes it is the only source of foreign language (FL) speech for students, and in any case the teacher should act as an example of this speech.

References

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