

Development of communicative competence in the process teaching a foreign language

Dilnoza Jaksulikova¹

Abstract

The article discusses the issue of the competence of a teacher of a foreign language. The main purpose of teaching a foreign language is to form communicative competence. On this case, development of communicative competence in the process teaching a foreign language has been investigated both methodologically and theoretically. In conclusion, research has undergone to different research points to make better development.

Key words: competence, competence, communicative competence, communicative culture.



¹ 3rd year student, Faculty of Foreign Languages, specialty: Theory and Practice of Translation, Karakalpak State University. Uzbekistan, Nukus

Introduction

Nowadays, when knowledge of foreign languages is becoming more and more importance in society, the Resolution of the first President of the Republic of Uzbekistan, aimed at further expanding and deepening knowledge in this area, is of particular relevance [1]. The Resolution emphasizes that the analysis of the current system of organizing the study of foreign languages shows that educational standards, curriculum programs and textbooks do not fully meet modern requirements, especially in terms of the use of advanced information and media technologies. Teaching is conducted mainly by traditional methods[2].

The organization of the continuity of learning foreign languages at all levels of the system requires further improvement education, as well as work to improve the qualifications of teachers and their provision with modern teaching materials.

Now more than ever it is necessary that people speak foreign languages. However, the difficulty of solving this the task is connected with the fact that for the majority of students a foreign language is a potential value, not a real one. This contradiction must be removed by the teacher, who serves as a mediator between society and the student[3]. A foreign language helps to expand not only the philological, but also the general outlook of students. When studying a foreign language, students not only master new means of communication, but also learn about the peculiarities of the country of the studied language: its history, geography, science, literature, art - and thereby become familiar with the system of its cultural values. In recent years, the question of the use of new information technologies in educational institutions has been increasingly raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal of teaching foreign languages is the formation and development of the communicative culture of students, teaching the practical mastery of foreign languages. Let's do well in more detail on the concepts "Competence", "competence", "communicative competence". The word "competence" goes back to Latin "Compete", which translates as "I meet", "I achieve", "I'm coming up." The concept of "competence" has long been used in psychological and pedagogical science, however, increased interest in him has shown itself only recently. This is due to the fact that it meets the needs of the rapidly changing modern reality. Currently, competence is an independently realized ability based on the student's acquired knowledge, his intellectual and life experience, values and inclinations, which he developed as a result of cognitive activity and educational practice. Competence is a category that belongs to the sphere of the relationship between knowledge and human practice. Competence is the quality of a person who has completed education at a certain stage, expressed in the ability, on its basis, to successful, productive and effective activity, taking into account its social significance and social risks that may be associated with it. The competence of the individual is, in fact, potential. It manifests itself in human activity and is, to a certain extent, relative, for its assessment, as a rule, it is given by other subjects (for example, employers), whose competence, in turn, may be questionable[4].

Main part

Competence presupposes a whole range of personal qualities of a person, including not only cognitive and operational-technological components, but also ethical, motivational, social, and behavioral ones. Competence is always personally colored by the qualities of a certain specific person. As you know, language is a "mirror" of culture. It reflects not only the world around a person, but also the national character, mentality, lifestyle, traditions and vision of the world.

Language is also the custodian of the cultural values embodied in folklore in various forms of written and spoken speech. One of the goals of teaching a foreign language is the development of foreign language communicative competence, which means that the main purpose of teaching a foreign language is to form communicative competence, that is, the ability and willingness to carry out foreign language interpersonal in intercultural communication with native speakers. The process of learning a foreign language is complex, constantly developing system. Currently, the teacher, the teacher is faced with an important task - the creation of real and imaginary situations of communication in a foreign language lesson using various methods and techniques of work (information technology, role-playing games, discussions, creative projects, etc.). In this regard, the question of how to develop communicative competence is one of the most pressing problems of modern methods of teaching a foreign language[5].

Discussions

Colloquial speech is characterized by the ease of relations between communication partners, the unpreparedness of the speech act and the absence of an attitude towards a message that has an official character. Researchers of speech problems note that different authors interpret the concept of "communicative competence" not entirely unambiguously. In order to verify this, let's compare several definitions of communicative competence.

1. "For the theory of speech, the most important is communicative competence, which covers not only speech - speaking, but also listening, and writing, and reading in the target language. Communicative competence means not only theoretical knowledge, but also practical skill, fluency in speech "
2. "Communicative competence is the knowledge, skills, and abilities that are necessary to understand strangers and generate their own programs of speech behavior, adequate to the goals, areas, situations of communication. It includes the following: knowledge of the basic concepts of linguistics of speech (speech knowledge) - styles, types, ways of connecting sentences in the text, etc .; the skills and abilities of text analysis, as well as the actual communication skills - these are the skills and abilities of verbal communication in relation to various spheres and situations of communication, taking into account the addressee, the goal "
3. I. L .Bim considers communicative competence as the readiness and ability to carry out foreign language communication within the limits determined by the program, as well as the upbringing, education and development of the student's personality by means of a foreign (German) language

Conclusion

An analysis of the above definitions shows that in modern methodological science, communicative competence is understood as a formed ability for the practical application of language skills based on the required amount of theoretical knowledge, that is, mastery of speech. In the process of learning a language, a student must acquire the skills of verbal communication in a foreign language, learn to choose language means, taking into account the various spheres and situations in which communication takes place, as well as taking into account the addressee of speech and the purpose of communication. This means that a modern teacher of a foreign language needs to clearly understand: it is not enough to give a student a set of knowledge about grammar and vocabulary - it is necessary to teach him to apply this knowledge to solve communication

problems. This will make proficiency in a foreign language not potential, but real valuable for students.

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