PECULIARITIES OF DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN ENGLISH

Alaudinova Dilnoza Rustam qizi,
Doctor of philosophy on pedagogical sciences (PhD), Termez state university
http://orcid.org/0009-0007-1704-8501

Abstract. There are four major components of communicative competence. The components are as follows: linguistic competence, sociolinguistic competence, discourse competence, and strategic competence. The term communicative competence was originally defined by a man named Dell Hymes in 1966. He was reacting against the perceived deficiency of an American linguist. His discovery and explanation of how people speak in different situations formed what is known as communicative competence today.

Key words: translation, English, important, exercise, engage in, competence

ОСОБЕННОСТИ РАЗВИТИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ НА АНГЛИЙСКОМ ЯЗЫКЕ

Алаудинова Дильноза Рустам кызы,
Доктор философии по педагогическим наукам (PhD), Термезский государственный университет

Аннотация. Выделяют четыре основных компонента коммуникативной компетентности. Компоненты следующие: лингвистическая компетентность, социолингвистическая компетентность, дискурсивная компетентность и стратегическая компетентность. Термин «коммуникативная компетентность» был первоначально определен человеком по имени Делл Хаймс в 1966 году. Он реагировал на очевидный недостаток американского лингвиста. Его открытие и объяснение того, как люди говорят в разных ситуациях, сформировали то, что сегодня известно как коммуникативная компетентность.

Ключевые слова: перевод, английский язык, важно, упражнение, заниматься, компетентность.

INGLIZ TILIDA KOMMUNIKATIV KOMPETENSIYANI RIVOJLANTIRISHNING O'ZIGA XOS XUSUSIYATLARI

Alaudinova Dilnoza Rustam qizi,
Pedagogika fanlari bo'yicha falsafa doktori (PhD), Termiz davlat universiteti

Annotatsiya: Kommunikativ kompetentsiyaning to'rtta asosiy komponenti mavjud. Komponentlar quyidagilardan iborat: lingvistik kompetentsiya, sotsiolingvistik kompetentsiya, nutqiy kompetentsiya va strategik kompetentsiya. Kommunikativ kompetensiya atamasi dastlab 1966 yilda Dell Xayms ismli kishi tomonidan ta'riflangan. U amerikalik tilshunosning tanqisligiga qarshi munosabat bildirgan. Uning kashfiyoti va odamlarning turli vaziyatlarda qanday gapirishlari haqidagi tushuntirishlari bugungi kunda kommunikativ kompetentsiya deb ataladigan narsani shakllantirdi.

Kalit so'zlar: tarjima, inglizcha, muhim, mashq qilish, shug'ullanish, Malaka

Introduction. Communicative competence is important because it allows people of all different levels linguistically to speak to each other. It similarly allows for more positive interactions amongst one another. For example, teenagers would likely speak differently to their friends than they would to their grandmother or teacher.

The communicative competence definition is the capacity to utilize language in a grammatically correct way in different and appropriate social settings. The model of communicative competence deals with the functional parts of communication. It similarly deals with the correct use of the linguistic system. When both sides are balanced, language fluency comes into play. Simply put, communicative competence refers to how effectively one can communicate with someone else.

Literary review. Dell Hymes initially coined the term in 1966 when reacting against the perceived deficiency of Noam Chomsky's contrast between performance and competence. Chomsky was an American linguist famous for his analysis of the English language. Hymes dived into the ethnographic exploration of communicative competence to address the abstract notion of competence. He discovered that people speak differently in unique situations, which is a fact that most should accept as positive. Hymes' use of the term has evolved into what it is today.

The goal of a competence-based approach is to ensure the quality of education by creating students' competencies that a future graduate can independently apply in professional activities. That is, students receive a large amount of practice during their time in higher education. Besides, they do not only receive a certain amount of theoretical knowledge, but also get opportunity to apply them in real professional conditions. Many scientists believe that competencies are acquired actions that ensure independent and creative implementation of professional activities (Hamitowa, 2017). The federal state standard of higher education defines them as a complex characteristic of the student's readiness to use the knowledge, skills and personal qualities obtained in standard and changing situations of professional activity (Ilyashenko et all, 2018a). B.I. Hassan asserts that competences are goals, competence is a result, and the measure for achieving them is an indicator of competence. That is, to date, there has been a transfer of priorities from the content of training to the results of educational activities, which students must demonstrate at the end of training. The focus of competence is to assess the competitiveness and relevance of graduates in the labor market (Tosolt 2010). The general problem of the formation of competencies has been studied by researchers for several years. This question is presented in the works of E.F. Zeer, G.K. Selevko, G.S. Trofimova, A.V. Farmhouse. The topic of the formation of competences with the use of e-learning tools is addressed by PK Petrov, O.A. Kozlov, T.A. Avalanche, A.A. Andreev, I.V. Sergienko. In our opinion, the acquisition of communicative competences is a prerequisite for the formation of a diverse personality, a competent professional (Garina, 2018). However, the issue of their formation remains open, since compliance with the requirements of the Federal State Educational Standards of Higher Education forces higher schools to reduce the amount of classroom pressure. We cannot fail to note that in order to preserve the quality of the educational services provided, electronic educational resources are important, since the use of traditional learning is losing its relevance (Ilyashenko et all, 2018b). Blended learning (using electronic technologies) has the most positive effect on graduate training in the context of the competence approach. Communicative competence solely depends on a person's age, skillset range, and overall intelligence. It can vary from age to age and from person to person. Below are two different examples of communicative competence.

Discussions. Michael Canale and Merrill Swain developed a model of communicative competence that consists of four distinct components: linguistic, sociolinguistic, discourse, and strategic. Respectively, competence in each area refers to one's ability to understand language and grammar, understand cultural knowledge, have competent conversational skills, and maintain control over language gaps. Depending on the person, one may be communicatively competent in two or three of these components or in all four. A person must be competent in at least one of these components to be considered for Canale and Swain's model.

In the process of acquiring communicative competence, both the teacher and the student go through several stages, to which we can attribute tolerance, understanding and acceptance of a foreign language, as well as ways of behavior in problematic communicative situations, knowledge of grammar and vocabulary. The four components of which any language teaching is based: reading, writing, speaking and listening to speech: we pay special attention to the last two. Communicative competence is the knowledge, skills and abilities necessary to understand others and create their own systems of speech behavior that correspond to the goals and situations of communication. Communicative competence has a complex character, it is a combination of speech, linguistic and educational-cognitive competencies. Communicative learning involves the formation of a communicative concept, that is, internal readiness and ability for verbal communication, orienting students to "enter" another cultural space.

Results. The communicative method, first of all, is designed to remove the fear of communication. It is very difficult to master communicative competence in English without being in the country of the language being studied. Therefore, an important task of the teacher is to create real and imaginary situations of communication in a foreign language lesson using various methods of work. The next method of developing communicative competence is the use of a lesson-excursion. The project method is one of the interactive methods of modern teaching, which makes it possible for students to effectively master foreign language communicative competence. The following stages can be distinguished in the project, corresponding to educational activities: motivational; planning- preparatory; information-operational; reflexive-evaluative. In general, the project method allows students to:

•show knowledge in the field of the language system;

•choose the right linguistic form, method of expression, depending on the communicative purpose and intention of the speaker; We use this method in a generalizing lesson on a specific topic. In order for the process of mastering a foreign language to be more successful, we try to look for new methodological techniques

that develop cognitive interest in learning and form a stable positive motivation for the subject. One of these techniques in English lessons is the "explanation" technique. We should give the students purely material in English and suggest that they determine what is being discussed there, that is, as if we are immersing ourselves in the language, that is, they should guess for themselves. Middle-level students are happy to explain to each other what they saw on the video, thereby developing oral communicative competence.

Conclusion. The methods of communicative methodology help in the formation of communicative competence, where the most common types of works are: pair work, work in small groups, general discussions, exchange of impressions, the use of roleplaying games. In conclusion that communicative competence is one of the most important components in teaching English, and the use of modern computer technologies, various methods and techniques in teaching make this process more successful and exciting.

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