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Sanobar Yusupova

Tashkent Institute of textile and light industry

Saodat Azamjonova

Tashkent Institute of textile and light industry

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Erratum

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FORMATION OF COMMUNICATIVE COMPETENCE OF STUDENTS IN THE TEACHING ENGLISH LANGUAGE

Yusupova Sanobar Tursunbayevna, teacher
Azamjonova Saodat Shavkat qizi, student
Tashkent Institute of textile and light industry

***Abstract:** This article highlights the importance of communication and technology in the learning process, the purpose, and the communication skills of students in teaching English.*

***Key words:** English, communication, skill, technology of teaching, pedagogical skills, education.*

ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ УЧАЩИХСЯ ПРИ ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

Юсупова Санобар Турсунбаевна, преподаватель
Аъзамжонова Саодат Шавкат кизи, студент
Ташкентский институт текстильной и легкой промышленности

***Аннотация:** В этой статье подчеркивается важность общения и технологий в процессе обучения, цель и коммуникативные навыки студентов при обучении английскому языку.*

***Ключевые слова:** английский язык, общение, мастерство, технология обучения, педагогические навыки, образование.*

INGLIZ TILINI O'QITISHDA TALABALARNING KOMMUNIKATIV QOBILIYATINI SHAKLLANTIRISH

Yusupova Sanobar Tursunbayevna, o'qituvchi
A'zamjonova Saodat Shavkat qizi, talaba
Toshkent to'qimachilik va yengil sanoat instituti

***Annotatsiya:** Ushbu maqolada kommunikatsiya va texnologiyalarning ta'lim jarayonidagi ahamiyati, maqsadi, ingliz tilini o'qitishda talabalarning kommunikativ qobiliyatini shakllantirish kabi masalalar ko'rsatib berilgan.*

***Kalit so'zlar:** ingliz tili, kommunikatsiya, qobiliyat, o'qitish texnologiyasi, pedagogik mahorat, ta'lim.*

The leading methodological principle of a foreign language discipline is the principle of communicative orientation in learning. This principle defines all the components of the educational process in a foreign language.

Considering language as a social phenomenon (it provides communication for people) highlights learning for a communicative purpose — learning how to

communicate in it using both audio and graphic code, highlighting reading in the first place. The principle of communicative orientation determines the content of training - the selection and organization of linguistic material, the specification of areas and situations of communication. And also, what communicative skills are necessary in order to enter into communication, to carry out it in oral and written forms, and with the help of what means one can ensure mastery of the communicative function of the language. The principle of communicative orientation calls for the appropriate organization of training, the use of various organizational forms for the implementation of communication.

The communicative goal of teaching English as a general learning strategy. The implementation of the main directions of reform in the teaching of foreign languages implies ensuring the unity of training and education of students, their firm mastery of the basics of a foreign language, the ability to put it into practice. Thus, the practical - communicative orientation of the educational process in a foreign language is once again emphasized. The program on foreign languages speaks of increasing attention to the labor and moral education of students; The independent work of students in the classroom and after school hours is highlighted, the need to use the language laboratory is emphasized [1].

The specificity of the subject "Foreign Language" is that, firstly, the language - whether native or foreign - serves as a means of communication, a means of receiving and transmitting information about the surrounding reality in the natural conditions of social life. Secondly, the teaching of this subject does not imply a special addition of knowledge about the surrounding reality, at least in conditions of the university, as it happens when students study other subjects, such as botany, biology, physics, chemistry, but the ideas about foreign language are expanding. the culture of the country of the language being studied, and the general outlook is expanding. Learning a foreign language gives students only the opportunity to master the means of perception and expression of thoughts about objects, phenomena, their connections and relationships through a new language for them, which acts in 2 forms: oral and written. Mastering these forms of education should be part of the communicative goal of teaching the subject "foreign language". Thirdly, the language, being a means of learning, needs to be "kept in working condition," that is, always ready for use in situations of communication that arise. Therefore, the mastery of this discipline is necessarily connected with purposeful, well-organized practice in the use of seeded material in oral and written forms of communication in the conditions that students have[2].

Goals of learning a foreign language:

- The development of foreign language communicative competence in the totality of its components - speech. Language, sociocultural, compensatory, educational;

- Speech competence - development of communicative skills in 4 main types of speech activity: speaking, listening, reading, writing;

- Language competence - mastering new language means: phonetic, spelling, lexical and grammatical. In accordance with the themes, areas and situations of communication selected for primary school: mastering knowledge of the linguistic phenomena of the language being studied, different ways of expressing thoughts in the mother tongue and the language being studied;

- Socio-cultural competence - introducing students to the culture, traditions, realities of the countries of the language being studied, within the framework of topics, areas and situations of communication that meet the experiences, interests, psychological characteristics of students at different stages, the formation of the ability to represent their country. Her culture in the context of foreign language intercultural communication;

- Compensatory competence - Development of skills to get out of the situation in the context of a shortage of language means in receiving and transmitting information;

- Educational and cognitive competence - further development, familiarization of the available students with methods and techniques of independent study of languages and cultures using ICT;

- Development and education of students understanding the importance of learning a foreign language in the modern world and the need to use it as a means of communication, cognition, self-realization, and social adaptation; education of the qualities of a citizen, a patriot, the development of national identity.

Striving for mutual understanding between people from different communities, tolerant attitude to manifestations of a different culture. The trends of globalization, world integration in various areas of economic, technical, cultural, social and individual life place high demands on practical knowledge of English. In the context of changing the content of education, information and communication technologies play a priority role in the educational process. The use of information and communication technologies reveals the enormous possibilities of the computer as a means of learning. Computer tutorials have many advantages over traditional teaching methods. They allow you to train different types of speech activity and combine them in different combinations, help you understand language phenomena, form linguistic abilities, create communicative situations, automate language and speech actions, and also provide the ability to account for the leading representative system, the implementation of an individual approach and the intensification of students' independent work[3].

The computer is considered as a tool to increase motivation, develop strong language skills and improve English proficiency. The computer allows the student to use all three channels of perception: auditory, visual and kinesthetic. This allows you to increase the volume and strength of learning the material studied, significantly increases the status of students in the learning process, increases the cognitive activity

of students and maintains interest in the subject, and also expands the field for independent activity of students, allows you to create situations that are personally important for each student, allows you to use the Internet as virtual space immersion tool. In the multimedia educational programs in English, various methodical techniques are used, which allow to introduce, train and control students' knowledge and skills. The use of multimedia programs does not exclude traditional teaching methods at all, but is harmoniously combined with them at all stages of education. Language laboratories features: The language lab is a special classroom with sound engineering equipment that promotes the acquisition of oral speech skills in any language.

The use of a linguaphone study allows you to increase the efficiency of the learning process, determine the degree of material learning by students, and reduce the time spent studying and securing educational material. Listening to broadcast programs develops students' listening skills while deepening their knowledge of the subject. The ability to work autonomously provides for the individualization and differentiation of the learning process, creates a comfortable learning environment. Immersion in the virtual space is a very effective means of developing the sociocultural competence of students. An activity approach to teaching foreign languages using information technology helps to develop students' self-esteem, creates a comfortable interactive learning environment, increases student motivation and activity, helps intensify and individualize learning, creates the conditions for independent work. When teaching English, students come into contact with the history, geography, culture, politics, and literature of the country of the language being studied. In this direction, there is an active search and development of methods and technical means of training, which allow in the shortest possible time to solve the tasks set for the students[4].

Use of Internet resources: Computer and the Internet provide invaluable assistance to the teacher in preparing and conducting lessons on regional studies. Access to the Internet has practically eliminated the problem of the lack of authentic multimedia resources necessary to prepare and conduct interesting and effective activities that take into account current trends in the development of the English language, cross-cultural realities and requirements for educational material in terms of the new educational content. The information obtained on the Internet can be used by the teacher both for preparing the lesson and as an illustrative and educational material in the classroom. The Internet creates a virtual socio-cultural and linguistic environment, providing communication programs, provides an opportunity to virtually visit one country or another, provides an opportunity to participate in various projects, including foreign ones. In addition to using multimedia tutorials, the computer is an indispensable tool for preparing and conducting testing, monitoring the educational process, own content of tool environments for developing computer lessons, preparing didactic material using Internet resources and services for student and independent work, as well as project activities of students.

Analyzing the experience of the lessons of the English language, we can conclude that good results (stable knowledge of the subject, practical skills and formed skills when working with a computer) justify the use of the project method.

Indeed, in the process of designing, the type of relationship changes, the level of responsibility and competence of both the student and the teacher increases, the integration of education and upbringing takes place. Project activity is itself characteristic of the use of ICT. Therefore, this method will make a significant contribution to the student's professional self-determination. In addition, this kind of activity is associated with work in a team and contributes to the development of the ability to interact with other people, take into account the positions and interests of partners, enter into communication, understand and be understood.

So, based on the foregoing, we can draw conclusions:

- The method of projects is always focused on the independent activities of students - individual, steam, group, which they perform during a certain time.

- The method is based on the development of students' cognitive skills, the ability to independently construct their knowledge, orient themselves in the information space.

- The results of completed projects should be what is called "tangible". Work on the project method involves not only the presence and awareness of a problem, but the interest in disclosing it, solving it, which includes a clear planning of actions, a concept or a hypothesis to solve this problem, a clear distribution (if you mean group work) of roles and tasks for each participant subject to close interaction.

- The method is used when an educational, creative task arises in the educational process, which requires integrated knowledge from various fields, as well as the application of research techniques.

- For the method of projects, the question of the theoretical, practical and cognitive significance of the intended results is very important (for example, a report at a conference, a joint publication of a newspaper, an almanac with reports from the scene, etc., in our case, a conference presentation, booklets and calendars.)

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