

5-10-2019

THE DEVELOPMENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

Malika Abduvaitovna Abdujabborova
teacher Tashkent Institute of textile and light industry

Follow this and additional works at: <https://uzjournals.edu.uz/namdu>



Part of the [Education Commons](#)

Recommended Citation

Abdujabborova, Malika Abduvaitovna (2019) "THE DEVELOPMENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE," *Scientific Bulletin of Namangan State University*. Vol. 1 : Iss. 5 , Article 64.

Available at: <https://uzjournals.edu.uz/namdu/vol1/iss5/64>

This Article is brought to you for free and open access by 2030 Uzbekistan Research Online. It has been accepted for inclusion in Scientific Bulletin of Namangan State University by an authorized editor of 2030 Uzbekistan Research Online. For more information, please contact sh.erkinov@edu.uz.

THE DEVELOPMENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

Cover Page Footnote

???????

Erratum

???????

THE DEVELOPMENT OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

Abdujabborova Malika Abduvaitovna, teacher
Tashkent Institute of textile and light industry

***Abstract:** The article deals with the problem of development of foreign language communicative competence in teaching a foreign language, defines the concept of "communicative competence", traces the formation and development of the idea of the importance and methods of teaching communication in a foreign language.*

***Key words:** foreign language communicative competence, teaching method, constructivism, principles of teaching.*

РАЗВИТИЕ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ

Абдужабборова Малика Абдуваитовна, преподаватель
Ташкентский институт текстильной и легкой промышленности

***Аннотация:** В статье рассматривается проблема развития иноязычной коммуникативной компетенции при обучении иностранному языку, определяется понятие «коммуникативная компетенция», прослеживается формирование и развитие идеи о важности и методах обучения коммуникации на иностранном языке.*

***Ключевые слова:** иноязычная коммуникативная компетенция, метод обучения, конструктивизм, принципы обучения.*

XORIJIY TILNI RIVOJLANTIRISHDA KOMMUNIKATIV QOBILIYAT

Abdujabborova Malika Abduvaitovna, o'qituvchi
Toshkent to'qimachilik va yengil sanoat instituti

***Annotatsiya:** Maqolada chet tilini o'rganishda xorijiy kommunikativ qobiliyatni rivojlantirish muammosi ko'rib chiqilgan bo'lib, "kommunikativ qobiliyat" tushunchasi, chet tilida muloqotni o'rganishning ahamiyati va usullari haqida fikrning shakllanishi va rivojlanishi o'rganilgan.*

***Kalit so'zlar:** xorijiy kommunikativ qobiliyat, ta'lim usuli, konstruktivizm, ta'lim tamoyillari.*

In modern conditions of increasing integration of higher education in the world educational space, one of the most important requirements for graduates of almost any sphere is the knowledge of a foreign language, providing effective professional interaction in the modern multicultural and multilingual world. This trend in the development of modern society is reflected in the normative documents in the field of higher education.

The condition for the formation of a multilingual and multicultural personality of the future bachelor and master in a professionally-oriented foreign language space is the mastery of a certain level of foreign language communicative competence, which is

considered as a key educational competence in teaching a foreign language. As you know, learning a foreign language has several goals: practical, educational and educational. The practical purpose is the formation of students' foreign language communication skills and abilities; educational involves the enrichment of horizons, culture of thinking, foreign language communication, which in turn is aimed at the formation of a multilingual and multicultural personality of the student.

The formation of students - future bachelors and masters of foreign language professional communicative competence ensures the implementation of educational, educational and developmental learning objectives. Studying foreign language communicative competence as one of the components of the General system of formation of professional competence of future bachelors and masters, it is important to note that as part of the system, competence is a certain structure. Let us dwell on the functions of individual components of the communicative competence. Thus, foreign language communicative competence is demonstrated and practical knowledge of the language, ensuring the achievement of communicative goals in oral and written, productive and receptive, monological or dialogic form. In communicative linguistics, methods of teaching foreign languages made many attempts to systematically describe the structure of foreign language communicative competence of students[1]. With all the variety of approaches to the description, it can be concluded that – foreign language communicative competence is considered as "knowledge" not only declarative (demonstration of knowledge in the form of the use or recognition of language rules and examples), but also procedural (use of language to achieve communicative goals and results);

- all components of foreign language communicative competence are connected with each other, "serving" speech activity, determining the success of communication and showing the level of practical knowledge of a foreign language in students;

- in the components of foreign language communicative competence is the possession of both lexical and grammatical means of language and methods of communicative use of language means;

- components of foreign language communicative competence are not only linguistic in nature, but also include the ability of students to build and understand meaningful texts, effectively transmit and accurately perceive the communicative content, achieve the goal of speech communication and interact with representatives of another culture. This means that students who have learned the content of learning a foreign language, speak lexical and grammatical means, can use them to transmit and receive information, as well as know how to organize a friendly or business, role or discussion communication in the household or professional sphere, taking into account intercultural differences.

Numerous attempts to study the composition of foreign language communicative competence as a linguo-didactic construct have shown that an integral part of this practical knowledge is the possession of the means of the studied language[2]. The linguistic component is the only component of communicative competence, which is more or less unambiguously interpreted by researchers. Linguistic component of foreign

language communicative competence of students is knowledge of linguistic means, including grammar, vocabulary and phonetics and willingness to use them in oral or written communication. The problem is that the use of language for communicative purposes is a more complex phenomenon than the mental possession of means of a foreign language in the form of rules or the use of linguistic means in the process of communication.

Therefore, the linguistic component of communicative competence is considered among other components of linguodidactic nature, providing effective communication. In all models of communicative competence there is a component describing the construction of texts (Dialogic and monological, oral and written, from the minimum to a significant amount) in order to achieve this goal. The construction of the text as a finished work of speech in terms of meaning is the deployment of mental content in an independent or interactive form. This process is called discourse. It is in the discourse that the language "lives", providing the transmission and reception of information that is recorded and stored in the texts. The discursive component of foreign language communicative competence of students is the construction of the text in the process of formation and formulation of their own thoughts. This component provides for the construction of coherent, meaningful and logically organized texts in oral or written, dialogical or monological form directly in the process of ideas[3].

Pragmatically competent students are able to effectively solve communicative and receptive tasks, accurately conveying and clearly perceiving the meaning of oral or written communication. Pragmatic competence involves the implementation of speech functions (communication, attitude, desire, persuasion, apology, etc.), social interaction with other participants in communication. A sign of pragmatic competence is not so much a "communicative product", that is, the created text, as a "communicative result", that is, an adequate response of the listener or reader. The process of verbal communication in both oral and written form is usually not smooth. This is due to the fact that communication activities often have complications in the form of difficulties in thinking, lack of linguistic means and violations of communicative interaction. Successful overcoming of communicative difficulties depends on the strategic component of communicative competence. The strategic component of communicative competence provides decision-making on the best way to achieve a communicative goal in a situation that requires flexibility in the use of language means, adaptation to the individual characteristics of other participants of oral or written communication, as well as speech interaction. This definition shows that the function is a strategic component extends beyond the simple provision of compensation in the conditions of deficiency of language, and directly related to the development of the purpose, plan, means and speed of communication to avoid communication failures. The strategic component of communicative competence performs a specific role in situations of communication complicated by cultural differences of participants. Intercultural component of communicative competence combines sociolinguistic and socio-cultural knowledge, contributing to the comprehensive development of the personality of students, strengthening the sense of national identity,

enriching the communicative experience of contact with other cultures, forming a tolerant attitude to cultural diversity and creating a basis for fruitful interaction with representatives of other cultures through the studied language. The new social order of modern society to teach a foreign language not only as a means of communication, but also to form a professionally competent multilingual and multicultural personality, ready for intercultural professional communication, necessitated the formation of a professional component of foreign language communicative competence of future bachelors and masters [4].

Many researchers of psychological readiness for certain types of professional activity distinguish dynamic and static aspects in its structure, considering it as a complex education consisting of a set of qualities, properties and States that allow the subject to carry out specific activities. The researchers of this scientific phenomenon [5], noting the systemic nature of readiness for professional activity as an integrative personal education, distinguish in it a long-term and situational subsystem. Under the long-term or personal subsystem refers to the category of the theory of personality, and under the situational - the category of the theory of activity. This approach allowed scientists to identify the components of the readiness structure and characterize them. Another important issue that researchers are considering is the problem of the formation of the professional component of the competence of a University graduate in the logic of level education - the urgent need for the formation of bachelors and masters readiness and ability to research activities, which, in our opinion, can be correlated with the category of research competence.

Higher education should be based on research, thus contributing to the innovative and creative process in society. The formation of foreign language professional communicative competence will contribute to the involvement of students in research activities, as the unity of the communicative and professional components of the competence we study opens wider horizons of intercultural professional and academic interaction and helps to remove linguistic and psychological barriers between members of international professional and academic communities in the organization of joint research.

References:

1. Anan'ev, B. G. Selected psychological works: in 2 V. -Moscow: Pedagogy, 1980. -Vol.1. - P. 16.
2. Asmolov, A. G. Activity and installation. -Moscow: Moscow state University Publ., 1979. -P.151.
3. Milrud R. P., Matienko A.V. Alternative testing of communicative competence of pupils// English at school. 2007. No. 1.
4. Novoselov. M. Foreign Language professional communicative competence: definition of the concept in the logic of level education (bachelor and master)// Fundamental research. No. 11-6. 2013. -P. 143–170.



5.Derkach, A. A. Acmeological basis of development of professional -M.: Publishing house of Moscow psychological-social Institute; Voronezh: NPO "MODEK", 2004. –P.752.