

SOME WAYS OF DEVELOPING COMMUNICATIVE COMPETENCE

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***Summary:** The article is devoted to the issues of developing communicative competence. When teaching foreign languages, the formation of communicative competence acts as a leading one. The author presents recommendations for improving communicative competence.*

***Key words:** communicative competence, teaching foreign languages, the project method, video lessons, web-quest.*

One of the main problems of the learners of foreign languages is an effective communication. They are used to know grammar and vocabulary, but aren't able to speak and express themselves in a particular situation. The content of the state standard is focused not only on teaching spelling and punctuation, but also on the formation of students' linguistic and spiritual culture, the ability to think, speak and write competently in different communication conditions. In accordance with the modernization of education system in our republic the issues of oral and written speech communication (communicative competence) in a foreign language are of particular importance, since communicative competence acts as an integrative one, focused on achieving practical results in mastering English, as well as on the education, upbringing and development of the student's personality.

Communicative competence is the main concept of the communicative approach to language teaching. It is the ability to use a language appropriately in social environments: knowing how to begin or end a dialogue, how to behave and what to say. Communicative competence is not considered as an individual characteristic of a person; its formation is manifested in the process of communication. There are distinguished the following components of communicative competence:

- Linguistic (vocabulary, syntax, grammar)
- Socio-linguistic (socio rules of language, behavior, expressions)
- Strategic (planning effective conversation, overcoming language gaps)
- Discourse (coherence and cohesion)

Already in the 60s, in the field of teaching foreign languages, attention was paid to the development of communicative skills in oral and written speech: at the

level of both reception and production. Nevertheless, many subjects of the school curriculum, including the "foreign language", are still focused on the transfer of formal knowledge, and not on the formation of practical skills for their use in activities [3].

A characteristic feature of the current stage of education development is the requirement to integrate various components of educational goals in order to achieve basic competencies that can be formed only through the joint efforts of all teachers and students.

When teaching foreign languages, the formation of communicative competence acts as a leading one. There are many ways to develop communicative competence offered by various methodologists and scientists. So, for example, Polat E.S. turns to the method of projects. He defines the project method as "a certain way organized search, research activity of students, individual or group, which provides not just the achievement of a particular result, framed in the form of a specific practical output, but also the organization of the process of achieving this result"[4]. The project method is always focused on the independent activity of students – individual, pair, group, which students perform for a certain period of time. This method is organically combined with group (collaborative or cooperative learning) methods. The project method always involves solving some problem. The solution of the problem involves, on the one hand, the use of a combination of various methods and means of teaching, and on the other, implies the need to integrate knowledge, skills to apply knowledge from various fields of science, technology, creative fields. The results of completed projects should be visible, i.e., if it is a theoretical problem, then its concrete solution, if practical - a concrete result ready for use (in the classroom, at school, in real life).

Some methodologists in their work describe the use of a video lesson for the development of communicative competence. 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. For these purposes, authentic materials, including videos, are of great importance. The use of the video also helps the development of various aspects of students' mental activity, first of all, attention and memory.

Today, teachers strive to actively apply the latest technical achievements for educational purposes. An example is the invention of a web quest, which is carried out using the Internet.

For the first time, web quest as an educational technology was proposed in 1995 and supplemented in 1997 by Bernie Dodge, Doctor of Educational Technology at the San Diego Institute. "A quest, he called a website that has a problematic task and involves an independent search for information on the Internet" [1]. "An educational quest is a pedagogical technology that includes a complex of problematic tasks with elements of a role-playing game, which will require any resources, and primarily Internet resources. Quests are being developed for the greatest integration of the Internet into all kinds of academic subjects at different levels of education in the educational process. They can cover a separate problem, an academic subject, a topic, and can also be interdisciplinary"[2].

Using such kind of technology makes the learning process more exciting and entertaining. Such activities can aid learners to improve the following competencies:

- ability to work in a team;
- the usage of computer technologies for solving various tasks;
- ability to perform in a public;
- ability to find suitable ways for solving different tasks.

Improvement of communicative competence doesn't happen naturally, but with the help of special approaches and techniques. It is difficult to state the most effective way of developing communicative competence. It depends on how a teacher apply it in teaching process, how learners are motivated and interested in that technology. All active methods have one goal: to have a socio-psychological impact on the personality, contributing to the development and improvement of its communicative competence.

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