

USE OF COMMUNICATIVE COMPETENCIES IN LANGUAGE LEARNING CULTURES

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Abstract: The paper points out the types of communicative competencies and their importance in learning language and culture. The usage of communicative competencies is illustrated with examples.

Key words: competence, communicative, linguistic, sociolinguistic, strategic,

Linguistic competence refers to the knowledge of grammar and vocabulary. Traditionally, English language teaching focused on mechanical grammar drills. This focus is influenced by the idea that grammar and vocabulary are the basic building blocks of a language. Other aspects of communication, such as culture and interpersonal relationships were neglected in this traditional model. For most teachers and researchers, there is no question about the importance of grammar instruction. Also linguistic competence is the system of linguistic knowledge possessed by native speakers of a language.

Sociolinguistic competence is the ability to communicate appropriately by using the right words, expressions, and attitude towards a specific topic, setting, and relationship. Many English learners can do well in class but not necessarily have sociolinguistic competence [3]. It refers to the ability to use language that is appropriate to social contexts, explains that social context refers to culture-specific contexts that include the norms, values, beliefs, and behavioral patterns of a culture. For example, thanking a friend in a formal speech is different from how it is done over a meal. It also refers to the ability to select topics that are appropriate for a communicative event. For example, expressing strong views about politics and religion over dinner is generally avoided. This rule is also moderated depending on the relationship between the guest and the host. If politics and religion are their favorite topics and if they know each other very well, these topics might well be appropriate.

As I mentioned above “Please eat” – in linguistic competence understands in a right way, but from the concept of Uzbek culture “олинг-олинг” this means the aesthetic of Uzbek hospitality. And therefore a complete correct sentence (grammar) does not give a complete concept of situation or speech. In a grammar a sentence has a certain derivation, a sequence of structures determined by the rules of the grammar, including the particular structures that characterize the linguistic knowledge a speaker has about that sentence. If the grammar is correct, a concrete realization of the structures in that sequence should occur in the mind of the speaker when he uses or understands that sentence.

Learners need to be able to interpret common cultural gestures and social features of the environment that surrounds them. For instance, teacher gives the class an article about personal space in American culture. This way, students learn that it is not okay to touch strangers or to get too close when speaking to people. Once English learners have awareness of social and cultural features, they are capable of understanding why certain social situations occur in a given way and responding to situations in the appropriate manner.

Strategic competence, an aspect of communicative competence, refers to the ability to overcome difficulties when communication breakdowns occur. Rather than viewing communication breakdowns as a deficit, teachers should take them as an opportunity for learners to develop their strategic competence. There are a lot of strategies for identifying whether a breakdown has occurred include paying attention to body language and frequently checking listener comprehension. [1]

A sound understanding of communication can prevent learners from feeling discouraged when they encounter communication breakdowns. Teachers can develop and teach language patterns to help prevent and repair breakdowns. For example, the ability to paraphrase what the speaker has said and to ask checking questions is a very useful skill, and one that is very common among competent

speakers. Paraphrase can consist of definitions and descriptions, examples and circumlocutions:

A non-native speaker was trying to describe an object to a native speaker. Try to guess what object she was referring to. She said: "Well it ~ er uhm ... how would you say, it's a piece of furniture which is just near your bed, er where er a bedlamp is staying on it and where I can put my books for example, my jewellery and all my things ..." She was obviously referring to a bedside table. Notice that in her description she started off with a definition, using a general word like piece and a superordinate like furniture: It's a piece of furniture ..., but then she went on mentioning the position of the object: ... which is just near your bed ... She added a typical context: ... where a bedlamp is staying on it ... and the function of the object: ... where I can put my books, for example, my jewellery and all my things ...

A lack of strategic competence may account for situations when students with a firm knowledge of grammar and a wide range of vocabulary get stuck and are unable to carry out their communicative intent. Knowing that communication breakdowns occur in authentic speech, teachers should prepare learners to respond to such situations. It is important for learners to be aware that communication breakdowns are not uncommon among competent users of English.

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