

COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE TEACHING

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Abstract. The article considers general tendencies in world and national education, and also both principles and methods of forming professional, communicative, intercultural competences and in the process of teaching foreign language for professional purposes in the conditions of engineering, economic and other non-linguistic specialties at technical university. The article views some essential issues of this competence including awareness of pedagogical values, the construction of the pedagogical process, pedagogical communication ; pedagogical technology, its essence, structural components, requirements for the design and engineering of pedagogical technologies.

Key words: teaching foreign language, education, pedagogical process, language teaching, communicative competence, foreign language for professional purposes.

I. Introduction

Radical transformations of society and the formation of a market-type economy have necessitated the modernization of the education system, the main task of it is to train high-class professionals - specialists of a new formation, capable of independent highly qualified activities and focused on further increasing professional competence.[3].

Learning a foreign language contributes to the development of communicative competence, forms the student's ability to use it as a communication tool, which is especially appreciated today among graduates of universities [2]

Today, it is much easier to realize oneself professionally by speaking a foreign language, as employers prefer workers who already have the necessary knowledge, rather than those who need to be trained. The opportunity to know another world while traveling and relaxing also increases when a person speaks a foreign language [2].

In the sphere of interpersonal relations in the dialogue of cultures, English, in particular, being the language of international communication today, plays an important role, which is due to the needs of social and working life and the informatization of society as a whole. Learning a foreign language, students overcome the cultural, linguistic distance, reach a new level of intercultural development [4]. The language - English, being one of the most popular in the world, is the international language of scientific and technological progress, knowing which you can feel extremely comfortable in any country in the world. Knowing English, a person can safely travel around different countries without fear of being without an interpreter, communicate with their foreign business partners without any problems, make new acquaintances, work and study in educational institutions of absolutely any country in the world. In the learning process, it is possible to single out some tasks that ensure the formation and improvement of professional communication in a foreign language:

- updating the knowledge of units and grammatical rules;
- formation of the ability to choose and use adequate language norms depending on the purpose and situation of communication;
- improving the ability to understand various types of communicative statements, as well as to build coherent, coherent and logical statements;

- development of abilities to choose verbal and non-verbal means in case of communicative failure;

II. Literature review.

One of the main requirements of a modern program in foreign languages for non-linguistic universities is the implementation of communicative competence in the learning process. The goal of teaching a foreign language is not only business communication in four interrelated types of speech activity (listening, speaking, reading and writing), but also mastering the language as a means of expressing one's thoughts. At the same time, the modern concept of teaching foreign languages at a university is to comply with the requirements of the basic standard and is communicative in purpose and technology.

The possibilities of implementing a communicative approach in a specialized university are significantly higher than in a non-linguistic educational institution.

With considering situations of communication, social, psychological, information circumstances, the choice of communication means, communication activity are made. Naturally, communication assumes that the partners have a certain stock of common prior knowledge of the world and communication skills [8].

III. Materials and methods,

When teaching a foreign language to students of a non-linguistic university should be guided by the technologies of a professionally oriented and student-centered education. At the core of cognitive orientation of the personality is a system of motives, which is generated by cognitive needs. One of the incentives acquiring knowledge, expanding horizons, increasing cognitive activity is interest. [7,8].

In our opinion, students of technical universities should be given the opportunity to develop communicative competence at a new level and offer linguocultural problems related to business and personal intercultural communication as a subject of study. Such an experience is especially interesting in a university where students from different countries of the world study.

The theoretical significance of the study is as follows:

- the structure of communicative competence (components of communicative competence) is determined;
- the levels of development of communicative competence are determined;
- the features of the development of communicative competence are revealed;
- high school students in the process of communication-oriented teaching of a foreign language;
- the pedagogical conditions for the formation of the communicative competence of high school students are determined and disclosed [4].

The practical significance of the study lies in the fact that the results obtained can serve as the basis for the creation of textbooks, teaching aids, built on the basis of communication-oriented teaching of foreign languages [6], for the creation of fundamentally new models of teaching high school students; in diagnosing the communicative competence of students.

Research results

The teacher of a university should determine ways to solve the above difficulties. To stimulate students' intrinsic motivation, the teacher can:

- influence direct behavior in relation to specific goals (career prospects);
- stimulate perseverance in learning activities (additional bonuses);
- increase cognitive activity (students interested in professional activities use information from foreign sources, professional websites), which in turn will lead to the development of communicative competence.

The solution to the problem associated with the difference in students' knowledge can be carried out through a tiered approach to the formation of groups, which involves:

- formation of student groups according to the level of knowledge (group A, B, C);
- planning the educational process through the degree of activation of the student's speech activity;
- the possibility of subsequent transfer of the student to a group with a higher level of knowledge.
- the organization of group work in foreign language lessons is a very important stage in the development of students' communicative skills (discussion).

IV. Discussion and conclusion.

The communicative development of learner by means of languages of international communication is aimed at:

- the formation and development of bilingual communicative competence (speech, sociocultural and linguistic) necessary for communicatively acceptable communication in a foreign language with foreign guests, providing communicative assistance to compatriots when communicating with foreigners in educational, everyday - household, administrative spheres, employment and business organization, leisure activities;

In conclusion, we want to note that attracting students to the art of business communication aims not only to form their verbal culture, but also contributes to the development of activity, initiative, and the ability to effectively defend personal interests using speech. To solve this problem, it is expedient, in our opinion, to use a foreign language as an academic discipline as a means of developing business communication skills.[5]. The personality and professional competence of a specialist is the "cumulative product" of all pedagogical systems that operate and interact in higher education. Each of them, fulfilling its special purpose, is a component of an integral system for the formation of a student's personality as a future professional.

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