

Formation of Communicative Competence as a Means of World Communication

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The formation of communicative competence is one of the main means of implementing a foreign language as a means of world communication and interpenetration of cultures. The following essential skills are included in the communicative competence: to read and understand simple, authentic texts (with understanding of the main content and with full understanding); orally communicate in standard situations of educational, labor, cultural, everyday spheres; orally, briefly talk about yourself, the environment, retell, express an opinion, assessment; the ability to write and convey elementary information (letter).

This is how the minimum level of communicative competence is determined in the state educational standard for foreign languages.

Communicative competence	
Language competence	Socio-cultural competence
Speech skills: speaking, writing, listening, reading	Language knowledge and skills: grammar, lexical skills and abilities

Language competence is rightfully recognized as the most important component of communicative competence.

It is not possible to prioritize grammar over vocabulary, just as it is impossible to prioritize vocabulary over grammar. Without knowledge of the grammatical structure of the language, it is impossible to solve communicative tasks in a foreign language. However, the assimilation of the grammatical system of the language occurs only on the basis of familiar vocabulary.

Thus, both grammatical and lexical skills and abilities represent the center of language competence, on which speech skills and abilities are based.

Perhaps no other aspect of language learning has been the subject of such intense discussion and debate over the years as grammar. Grammar was understood in different ways, it played and continues to play an unequal role not only in teaching native or foreign languages, but in general in the education system of individual countries of the world.

Grammar has become an independent field of knowledge even before our era.

The concept of grammar (Greek *grammatike*) originally meant the art of reading writing. In the Middle Ages, "free art" - *grammatika* (lat.) - was considered one of the components of any education and aimed to teach knowledge of the Latin language (sometimes other languages), to provide information on philology, including when reading texts, to exercise the mind. The teaching of any language was

carried out by means of a grammar, usually built on the model of Latin. Grammar was studied as a special subject and as an end in itself.

In the subsequent period, especially starting from the 19th century, the concept of grammar was filled with new content both in linguistics and in teaching languages. According to the definition of linguists, grammar has come to mean:

a) the grammatical structure of the language; b) a branch of linguistics that studies such a system; c) a set of rules for changing words, their combinations, sentences (sometimes texts); d) a textbook containing a description of the rules.

Currently, in connection with the approval of the leading position of grammar in the formation of communicative competence, the problem of the formation of grammatical skills is one of the most relevant. A grammatical skill is inherently heterogeneous and thus requires an integrated approach that affects all its main aspects.

The formation of communicative competence is the main and leading goal of teaching a foreign language. Its leading component is speech (communicative) skills, which include the ability to speak, the ability to read with understanding, the ability to understand listening and the ability to write.

The problem of students' speech development is central in modern English language teaching at school. The development of a self-sufficient personality, capable of realizing himself in all spheres of life, is one of the leading goals of modern education. The school is designed to educate a person who is ready to realize himself in any life situations, with the help of language means to solve various communicative tasks. This goal is achieved in the process of formation of students' communicative competence.

At present, the competence-based approach, focused on communicative learning, has become widespread in pedagogical activity. According to the state standard of basic general education in English, one of the goals of learning English at school is the development of communicative skills, which is achieved in the process of forming communicative competence. Communicative competence is defined as "mastery of all types of speech activity and the basics of the culture of oral and written speech, the skills and abilities of using the language in various areas and situations of communication that correspond to the experience, interests, psychological characteristics of primary school students at its different stages.

The issue of communicative competence remains relevant and is the subject of research in such sciences as pedagogy, psychology, psycholinguistics, rhetoric, foreign language methodology, and English language methodology. There are different approaches to the definition of the term

"communicative competence". At present, there is no consensus in science about the content of this concept; as well as issues related to the semantic content of the concepts of communicative "competence" and "competence" remain relevant. In a broad sense, competence is understood as "possession, possession by a person of an appropriate competence, including his personal attitude towards it and the subject of activity", and competence "includes a set of interrelated qualities of a person (knowledge, abilities, skills, methods of activity) set in relation to a certain circle objects and processes, and necessary for high-quality productive activity in relation to them.

The formation of the communicative competence of students in English lessons involves the acquisition by students of knowledge about speech, its functions, the development of skills in the field of basic types of speech activity - speaking, listening, reading and writing. The main skill that is formed in the process of developing communicative competence is the ability to create texts, which, according to the classification of skills, M.T. Baranova, is one of the communicative skills [1]. Thus, the basis for the formation of the communicative competence of students is knowledge, skills and abilities. Work on the formation of the communicative competence of students is carried out in the process of studying the entire English course at school. Particular attention is paid to the formation of communicative competence in the lessons of speech development, in particular, in the lessons of teaching description as a type of speech. The formation of communicative competence occurs through the development of certain communicative skills - "sensory and mental actions of students aimed at creating coherent oral and written statements of various functional and semantic types (descriptions, reasoning, and narratives) and functional styles" [2].

These skills are the basis of communicative competence, and their development in English lessons is in the process of mastering such concepts as style of speech, description as a type of speech, compositional structure of description as a type of speech, description function, characteristic feature of description, language features of description, analysis and editing description type text. In the course of assimilation by students of information about the description as a type of speech, the following communication skills are formed:

- determine the topic and main idea of the description text;
- build a text-description using simple and complex compositional forms;
- create a text-description in various styles of speech;
- use language means of expression characteristic of the description;
- improve and edit the created text.

For the most effective formation of communicative skills, and, consequently, the communicative competence of students, it is advisable to use analytical tasks in English lessons (define the main idea of the text, title the text, draw up a compositional scheme of the text, etc.); tasks that require the creation of a text based on this sample (write a summary, prepare an oral statement); tasks aimed at creating your own text (writing an essay, preparing an oral presentation, etc.); tasks aimed at editing the text (find and

correct errors in the content, composition and language design of the text, and others). The analysis of scientific and methodological literature made it possible to determine the main ways of forming communicative competence in the work on the description.

Teaching students to describe can be based on two ways:

1. work on the description as a type of speech in parallel with the study of sections of the school English course;
2. special work on the development of speech, the study of the description as a type of speech in the lessons of speech development. Traditionally, work on the development of speech in English lessons, including the description, is carried out simultaneously with the study of the main course of the English language, which is reflected in the program for a comprehensive school in English. Creating a description type text by students is one of the most difficult types of speech development work. In order for students to cope with it, they must know vocabulary, grammar, spelling, punctuation, have knowledge of the style and culture of speech. Teaching students to describe and compose a type of description should be based on the following principles of the English language methodology: the relationship of grammar and style, the conditionality of the main direction in teaching the native language by the very essence of language communication in all its manifestations.

There are different approaches to defining description in school. At present, the school has adopted an approach in accordance with which the description is considered as a functionally semantic type of speech. This approach is the most appropriate for the school, as it allows organizing work on the description on a conceptual and terminological basis: to select the necessary concepts related to the typological structure, compositional form and language means of description; to form speech skills and abilities by providing students with theoretical information and performing grammatical and stylistic exercises (discover the topic and main idea of the text being created; collect and systematize material; build the text in a certain compositional form; select and appropriate use of language means; edit the written text).

Grammar and stylistic work includes various types of grammatical and stylistic exercises:

1. determination of the type of speech according to typological features;
2. search, analysis and comparison of texts belonging to different types of speech;
3. building a working plan and a compositional scheme for texts of all types of speech;
4. definition of the topic and the main idea of the text such as description;
5. highlighting micro-themes of text such as description;
6. drawing up a plan and a compositional scheme of a text such as a description;
7. analysis and selection of appropriate figurative and expressive means characteristic of description-type texts, determination of their role in the text;

8. construction of a description type text in accordance with its typological features, compositional structure and language design;
9. analysis, editing and reviewing texts such as descriptions.

Thus, the formation of communicative competence in the process of working on a description-type text will be effective if teaching a description-type text is carried out on a solid theoretical basis, which involves familiarizing students with the concepts of "text", "description", "typological features of description", "compositional structure of description". ", "language means of description" and accompany theoretical training with the formation of communicative skills. This is possible by combining two ways: parallel work on the text in the process of learning English and special work on the description in the lessons of speech development. The main principle in the work on the description is the relationship between grammar and style.

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