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Using Communicative Competence to Develop Speaking Skills in Higher Education

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Annotation: In accordance with the concept of modernization of education in Uzbekistan, surveys of communicative teaching of the language acquire special significance, since communicative competence acts as an integrative one, focused on achieving a practical result in mastering the foreign language, as well as on the education, upbringing and development of the student's personality. This constitutes the relevance of this research and this article is devoted to this urgency and its solutions.
Keywords: competence, communicative competence, grammatical competence or linguistic competence, higher education system, ability, intrinsic motivation.

I. INTRODUCTION

In modern local pedagogy of higher professional education, many different approaches are used, which are the basis for the training of a professional. Among them are already well-known and well-formed (traditional - knowledge-based, systematic, activity-based, complex, person-centered, person-active) and relatively new ones (based on competence) that have recently entered scientific circulation, situational, contextual, polyparadigmatic, informational, ergonomic, subject-activity, etc.). Modern higher education is characterized by a shift in focus from a knowledge-based approach to a competency-based approach.

A competency-based approach to the training of professionals in higher education has been announced as one of the important conceptual rules for updating the content of education and improving the quality of education. The concept of this approach is based on the ideology of interpreting the content of education formed from “outcome”. A competency-based approach is a set of methodological, paradigmatic components aimed at the formation of competencies and skills based on theoretical knowledge, skills, abilities, professional balance and the optimal balance of personal qualities.

With regard to a foreign language, the Council of Europe's materials consider two types of competences in the field of a foreign language: General competences and Communicative language competence [5, 35.]

A. General Competencies Include

1) Ability to learn
2) Existential competence,
3) Declarative knowledge,
4) *Skills and know-how*

B. Communicative Language Competence, Includes

1) Linguistic component (lexical, phonological, syntactical knowledge and skills),
2) Sociolinguistic component,
3) Pragmatic component (knowledge, existencial competence and skills and know-how relating to the linguistic system and its sociolinguistic variation).

As a result of many years of work under the auspices of the Council of Europe, linguo-didactic descriptions of living European languages have been created in the mainstream of communication-oriented teaching of foreign languages.

The introduction of a communication-oriented approach into the practice of teaching foreign languages was undertaken with the aim of preserving and multiplying the rich linguistic and cultural heritage of different peoples, for an intensive exchange of technical and scientific information, achievements in the field of culture, ideas, labor, to increase people's mobility. The key principle of this approach was the orientation towards language acquisition as a means of communication in real life situations that are relevant for

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students. (Council of Europe. Modern Languages: Learning, Teaching, Assessing. Common European Framework of Reference for Languages Strasbourg 1996) [7, 56 - 80].

N.I. Geuze understands communicative competence as “the ability to correctly apply language in different socially determined circumstances” [4]. In addition to knowledge of the language, communicative competence includes the ability to compare speech utterances with the goals and situation of communication, as well as the ability to properly build communication, taking into account the cultural and social norms of communicative behavior.

We believe that the most complete definition of communicative competence proposed by M.R. Lvov, who claims that “communicative competence is a concept that denotes knowledge of a language (native and non-native), its phonetic features, lexical and grammatical units, stylistics, speech culture, possession of these language means and types of speech activities - speaking, listening, reading, writing - within the social, professional, cultural requirements of a person, and communicative competence is acquired as a result of natural speech activity and as a result of special training” [9, 92].

Communicative competence is interpreted by a number of scientists as “the ability to implement interaction with the help of language, that is, to express their thoughts and share them in different conditions in the process of communicating with interlocutors, to correctly apply the system of linguistic and speech norms, preferring communicative behavior, which is quite suitable for those or other conditions of communication” [10, 104], as “the ability of a person to correctly interpret for himself and use a foreign language in accordance with a sociolinguistic task in real life” [6, 74].

An analysis of the interpretations of the concept of "communicative competence", proposed by various domestic and foreign authors, allows us to define communicative competence. We believe that communicative competence should be understood as mastering by students a complex of communicative skills and abilities, knowledge of cultural and ethical norms of communication, including a complex of customs, traditions, rules of etiquette, a competent choice of means of communication and speech. formulas inherent in the national mentality and manifested in the culture of the country of the language being studied, which implies the ability and readiness of communicants to implement effective intercultural communication.

Communicative competence is not considered as a personal characteristic of this or that person; its formation is manifested in the process of communication.

The following components of communicative competence are distinguished:

a) *Grammatical Competence or Language Competence* - systematic knowledge of grammatical rules, vocabulary units and phonology, transforming lexical units into meaningful statements;

b) *Sociolinguistic competence* - the ability to choose and use adequate language forms and means, depending on the purpose and situation of communication, on the social roles of the participants in communication, that is, on who is the communication partner;

c) *Discursive competence* - the ability to build coherent, coherent and logical statements of different functional styles in oral and written speech based on understanding different types of texts when reading and listening; involves the choice of language means depending on the type of utterance;

d) *Sociocultural competence* - knowledge of the cultural characteristics of a native speaker, their habits, traditions, norms of behavior and etiquette and the ability to understand and adequately use them in the process of communication, while remaining a bearer of another culture; the formation of socio-cultural competence presupposes the integration of the individual in the system of world and national cultures [8, 107].

Communication in foreign languages is included in a number of key competencies that every person needs today for self-realization and development in a rapidly changing world. Consequently, one of the priority tasks of a modern school is to improve the quality of teaching foreign languages to the level of free communication in it for school graduates. Often, students, having a sufficiently high level of knowledge of a foreign language, unfortunately, are not always ready and able to apply this knowledge in practice, i.e. in verbal communication. Obviously, the time has come to teach a foreign language in a new way, using communication-oriented methods and forms that contribute to the achievement of the general goal of language education in our country - the formation of a multicultural multilingual personality capable of intercultural communication, i.e. dialogue of cultures.

The main action by which a foreign language is mastered is the process of communication, speech communication. In the process of communication, there is not only an exchange of thoughts and feelings, but also the development of linguistic means, giving them a generalized character.

It should be noted that competence includes more than ability. It also includes intrinsic motivation.

The use of communicative methods is an objective necessity dictated by the laws of any teaching. As you know, everything that a person learns, he acquires in order to use it in future activities. It is also known that the use of knowledge, skills and abilities is based on transfer, and the transfer depends, first of all, on how adequate the learning conditions are to the conditions in which these knowledge, skills and abilities must be implemented. used. Therefore, it is necessary to prepare students to participate in the process of foreign language communication in the conditions of foreign language communication created in the classroom.

The process of communicative foreign language learning (lesson) is built as a model of real communication, so that the student has the opportunity to learn and develop himself, to master a foreign language culture, and not to be memorized.

Communicativeness also means that the student has a personal meaning of his participation in the educational process, in mastering a foreign language culture in order to become him as an individual, as a subject of his native culture and as a participant in the future dialogue of cultures.

The formation of the communicative competence of students in foreign language lessons is

- Motivation of any student's action, its performance from internal motivation, and not external stimulation;
- Speech-thinking activity, i.e. constant involvement in the process of solving problems of real communication;
- Communication of communication with all other types of students' activities - social, sports, art, etc;
- Communication in situations, understood as a system of relationships between communicating - teacher and students;
- Functionality, meaning that any action of the student is performed in the presence and awareness of the speech function;
- Constant novelty and heuristic, when voluntary memorization and reproduction of memorized is excluded, when constant variability of all exercises, materials and conditions is ensured;
- Meaningfulness of all materials used, their communicative value and authenticity.

In accordance with the communicative orientation of training, the educational process is built. Much attention is paid to creating a communicative atmosphere. The role of the teacher is changing qualitatively. He becomes a strategist who implements the concept of textbooks and supplements them with communication materials. Of great importance is the behavior of the teacher, who organizes foreign language communication, gives time for reflection without requiring an instant response, performs flexible error correction, etc. For the successful implementation of the ideas of the communicative method, an appropriate material base and technical equipment is required.

In accordance with the communicative method, teaching varies depending on the level of the trainees. First of all, the educational process is focused on content that helps to navigate in the world of a foreign culture, develops its own vision of the world of a different culture. Students act as active partners in communication, they are invited to consciously and independently use language and speech means. Classes are social in nature, frontal work is replaced by partner, individual and group work.

Work on the communicative method, the active use of textbooks and manuals with a communicative orientation in the educational process gives positive results in teaching a foreign language.

When teaching students foreign speech, it is necessary to proceed from an understanding of the nature of language as a sign system used in communication. This means that mastering the formal side of the language (phonetics, vocabulary and grammar) and the language system should be carried out for the purpose of communication and in the process of communication. Thus, the communicative-cognitive approach in the study of foreign languages becomes dominant in teaching.

In accustomed terms, the communicative approach is the implementation of such a method of learning, in which an ordered, systematized and addicted teaching of the English language as a means of communication is accomplish.

The main principles of organizing the content of training using the communicative method are:

- Speech orientation. Learning foreign languages through communication. This means the practical focus of the lesson. Only language lessons are legal, not about language. You can only learn to speak by speaking, by listening by listening, by reading by reading. First of all, this applies to exercises: the more the exercise looks like real communication, the more effective it is. In speech exercises, there is a smooth, dosed and at the same time rapid accumulation of a large amount of vocabulary and grammar with immediate implementation; not a single phrase is allowed that could not be used in real communication.
- Functionality. Speech activity has three sides: lexical, grammatical, phonetic. They are inextricably linked in the process of speaking. It follows that words cannot be learned in isolation from the forms of their existence (use). Functionality assumes that both words and grammatical forms are acquired directly in the activity: the student performs some speech task - confirms the thought, doubts what he heard, asks about something, encourages the interlocutor to act, during which he learns the necessary words or grammatical forms.

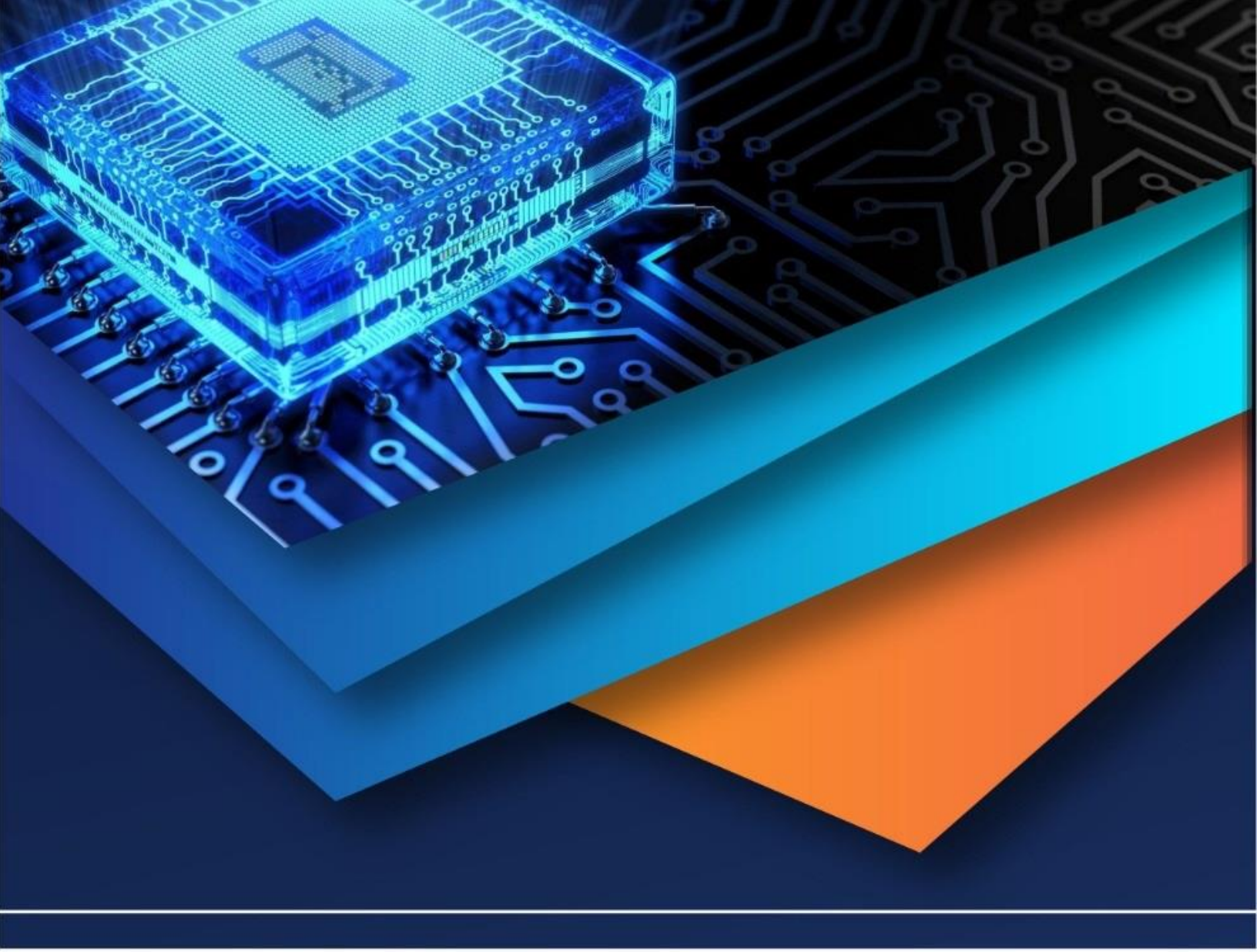
- Direction. It is fundamentally vital to select and systematize object based on situations and communication problems that interest students of any age.
- Novelty. It shows itself in various components of the lesson. This is, first of all, the origination of speech situations (change of the subject of correspondence, problems of confabulation, speech partner, conditions of communication, etc.). This is the novelty of the material used (its information contentment), and the novelty of the organization of the lesson (its types, forms), and the variety of working techniques. In these cases, students do not receive direct disciplines for memorization - it becomes a by-product of speech activity with the material (involuntary memorization).
- Personal orientation of communication. Faceless speech does not appear, speech is always particular. Any person differs from another both in his natural properties (abilities), and in his capability to carry out educational and speech activities, and in his characteristics as a person: practicality (each has his own), context of activity (each student has his own set of activities that he does) and which form the basis of his relationship with other people), a set of certain feelings and emotions (one is proud of his city, the other is not), his concerns, his condition (position) in a team (class). Communicative training involves taking into account all these personal characteristics, because this is the only way to create conditions for communication.
- Collective cooperation – a way of organizing a process in which students actively communicate with each other, and the condition for the success of each is the success of others.
- Design. The volume of regional and linguistic knowledge is very large and cannot be assimilated within the framework of a school system. Therefore, it is necessary to select the amount of knowledge that will be necessary to represent the culture of the country and the language system in a concentrated, typical form.

As can be seen from the above, the technology of communicative teaching of English seems to be the most effective. At the school level, it is necessary to lay the foundations of English proficiency as a means of communication, which allows you to move from considering English as an object of study to using it in practice as a useful tool.

The purpose of teaching a foreign language in school is to form communicative competencies that are realized in the ability of students to communicate orally. The key to students ' successful speaking activities are non-traditional forms of English lessons, during which students become acquainted with the culture of the language countries they are studying, as well as expand their knowledge of their country's cultural heritage.

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