THE ROLE OF AUTHENTIC MATERIALS FOR IMPROVING STUDENTS COMMUNICATIVE COMPETENCE

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ANNOTATION
At present, ensuring the quality of teaching the younger generation in foreign languages, radically improving the system of training specialists fluent in foreign languages, training of qualified personnel who meet international educational standards through the acquisition of foreign languages is carried out in our country. is one of the goals of education reform.
In order to identify and identify opportunities for language teaching, the teacher's knowledge, creativity, ability to inspire students to love their subject, to establish a cooperative relationship with the student requires modern requirements.
The decision is aimed at further development of foreign language teaching, implementation of measures to improve the level and quality of training of highly qualified teachers of foreign languages for secondary schools, vocational colleges and academic lyceums, higher education institutions in accordance with international standards. was adopted to ensure.

Keywords: competence, CEFR, authentic materials, international standards.

At the same time, it should be noted that each language studied has its own rules and secrets. In order to become a professional who meets international standards, the learner is required to ignore the most delicate layers of language.

Reforming the teaching system into CEFR is also the main factor to develop the teaching foreign language. According to decree of the first president of Uzbekistan Islam Karimov "On measures to further improve foreign language learning system" pupil must learn foreign languages from their first grade.

In the last three years several changes in the field of higher education have occurred in the line with other sectors of the country. One of the considerable reforms in 2016 is the full modernization of bachelor and master curricula, in consideration of the best practices of successful universities of the world. The modernization considers new requirements for teaching staff; e.g. they should present good knowledge in foreign languages and IT skills apart from their professional subject(s). Study programmes are revised and updated taking into account changing labour market requirements. Moreover, new study materials have been introduced with translation into Uzbek replacing some old literature. It is notable that Tempus, Erasmus+CBHE project achievements in curricula development are being widely implemented into the higher education system.

Furthermore, another essential document on the issue is the Decree of the President of the Republic of Uzbekistan "On Uzbekistan's Development Strategy for 2017-2021" from 7 February 2017. In the priority areas of development of the social sphere (#IV): Development of education and science refers to all main aspects of the education system of the country like continuous education; strengthening of

the material-technical base of educational institutions; improving the quality and effectiveness of higher education institutions through introduction of international standards; quality of teaching; gradual increase in admission quota in the higher educational institutions.

The term communicative competence refers to both the tacit knowledge of a language and the ability to use it effectively. It's also called communication competence, and it's the key to social acceptance.

The concept of communicative competence (a term coined by linguist Dell Hymes in 1972) grew out of resistance to the concept of linguistic competence introduced by Noam Chomsky. Most scholars now consider linguistic competence to be a part of communicative competence.

Examples and Observations

"Why have so many scholars, from so many fields, studied communicative competence within so many relational, institutional, and cultural contexts? Our hunch is that scholars, as well as the contemporary Western societies in which most live and work, widely accept the following tacit beliefs: (a) within any situation, not all things that can be said and done are equally competent; (b) success in personal and professional relationships depends, in no small part, on communicative competence; and (c) most people display incompetence in at least a few situations, and a smaller number are judged incompetent across many situations."   (Wilson and Sabee)

"By far the most important development in TESOL has been the emphasis on a communicative approach in language teaching (Coste, 1976; Roulet, 1972; Widdowson, 1978). The one thing that everyone is certain about is the necessity to use language for communicative purposes in the classroom. Consequently, the concern for teaching linguistic competence has widened to include communicative competence, the socially appropriate use of language, and the methods reflect thi s shift from form to function." (Paulston)

"We have then to account for the fact that a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. This competence, moreover, is integral with attitudes, values, and motivations concerning language, its features and uses, and integral with competence for, and attitudes toward, the interrelation of language with the other code of communicative conduct." (Hymes)

Canale and Swain's Model of Communicative Competence

In "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing" (Applied Linguistics, 1980), Michael Canale and Merrill Swain identified these four components of communicative competence:

(i) Grammatical competence includes knowledge of phonology, orthography, vocabulary, word formation and sentence formation.

(ii) Sociolinguistic competence includes knowledge of sociocultural rules of use.

It is concerned with the learners' ability to handle for example settings, topics and communicative functions in different sociolinguistic contexts. In addition, it deals with the use of appropriate grammatical forms for different communicative functions in different sociolinguistic contexts.

(iii) Discourse competence is related to the learners' mastery of understanding

and producing texts in the modes of listening, speaking, reading and writing. It deals with cohesion and coherence in different types of texts.

(iv) Strategic competence refers to compensatory strategies in case of

grammatical or sociolinguistic or discourse difficulties, such as the use of reference sources, grammatical and lexical paraphrase, requests for repetition, clarification, slower speech, or problems in addressing strangers when unsure of their social status or in finding the right cohesion devices. It is also concerned with such performance factors as coping with the nuisance of background noise or using gap fillers.

In connection with new trends in development and renewal in education of Uzbekistan, recorded in the Strategy for Development of Uzbekistan, the goal of education has been reoriented towards the formation and development of key competencies of students, communicative competences, including. In pedagogical psychology, general didactics and private methods, much attention is paid to the problem of the formation of communicative competence.

Communicative competence is a multicomponent complex socio-psychological

concept. The essence of communicative competence is the ability to organize speech activities depending on the tasks and specific communicative situation based on the acquired knowledge and skills. The quality of the manifestation of competence in communicative activity we call communicative competence.

The analysis of psychological-didactic literature showed that the problem of the formation of communicative competence is the most discussed. Various methodical schools are looking for ways to form communicative competence. The purpose of our study was to determine the pedagogical conditions that ensure the effective formation of communicative competence in teaching a foreign language.

Competence in a foreign language is the goal and result of special education. The formation of communicative competence of students in teaching a foreign language is carried out through the development in the aggregate of communicative, language competences and linguisticcultural competence, which is carried out through familiarization with material about the country of the language being studied. Communicative competence combines four types of communication skills; reading, speaking, listening, writing. Language competence refers to phonetic knowledge and pronunciation skills, receptive and productive lexical knowledge and skills, receptive and productive grammatical knowledge and skills.

In recent years, the problem of the formation of communicative skills of listening has increasingly attracted the attention of teachers, psychologists,

psycholinguists and methodologists. A serious theoretical search is conducted in the study of this complex process.

The formation of communicative listening skills is of great importance, since the mastery of a foreign language and the development of speech skills is carried out mainly through listening. Therefore, listening should be developed better than other skills, but putting on listening causes great difficulties.

For successful learning, listening requires a didactic and methodical system that takes into account these difficulties and provides for their overcoming [1, 227]. One of the effective conditions for the formation of communicative competence is the definition of a tool or tool, the use of which contributes to a qualitative change in the level of formation of communicative competence in a foreign language in high school students. A generally accepted means of generating knowledge and skills is exercise. Communicative competence is formed through various communication exercises aimed at overcoming communicative difficulties arising in the process of learning a foreign language. Studying a variety of communicative exercises and the role of exercises in the learning process, V. L. Skalkin wrote: "most often, the goal in a lesson is not achieved precisely because there are no bad or good exercises, but there are teachers who either do well or wrongly are using. In other words, in the hands of the master of the exercise, "terrible power". But the use of individual communication exercises can not lead to high results. Consequently, a more versatile tool is needed, the use of which can guarantee the achievement of planned results and ensure the effectiveness of teaching a foreign language as a whole. Such a universal tool is a system of exercises. According to V. A. Onischuk, "skills and abilities are formed on the basis of the fulfillment of a certain system of exercises, they are improved and consolidated in the process of their creative application in changing situations" The exercise system is understood as an organized sequence of learning activities in order of increasing language and operational complexity and aimed at building the necessary skills and abilities. From our point of view, an exercise system is an organization of exercises with gradual complication, interconnected by one theme and arranged in a certain sequence.This is a system that includes a sufficient number of exercises for the formation of communicative skills of students. For the formation of communicative competence in the process of learning a foreign language, it is necessary to develop a system of exercises that, given the difficulties in learning, will ensure their overcoming and lead to the achievement of the goal. More acceptable, in our opinion, is the approach of V. A. Onischuk. We took it as a base with the subsequent adaptation to the formation of communicative competence in teaching a foreign language in high school students. The didactically expedient sequence of exercises in V. A, Onishchuk, adopted by many teachers, is as follows: preliminary, introductory, trial, training, creative, and control.

We have used the communicative exercisesfor the formation of general auditskills and abilities used by modern domestic and foreign methodologists researchers in teaching foreign languages in America, England, Germany and France:

1. Exercises to overcome the phonetic difficulties of perception;
2. Exercises to overcome grammatical difficulties;
3. Exercises to overcome lexical difficulties;
4. Exercises for learning the perception of speech flow;

5. Exercises for learning anticipation, isolation of various categories of semantic information;

6. Exercises for the development of an auditory memory, attention, imagination, logical thinking;

7. Speech exercises.

The formation of communicative competence in teaching a foreign language, should be carried out on the basis of the use of a system of communicative exercises to overcome phonetic difficulties and difficulties in learning anticipation. Anticipation is anticipation or prediction. For listening skills, communication is anticipation of perceived information from a foreign language text to listen to. E.I. Passov believes that in the listening process there is a pre-tuning of the organs of speech, which contributes to the excitation of some models in the brain. Such pre-tuning is the basis for the functioning of the anticipation mechanism. This may be anticipation of the structural side of speech and its substantive side.

The formation of communicative competence of students in learning a foreign language is a long and complex process. It involves the implementation of a competence-based approach aimed at the formation and improvement of not one type of communicative skills, but in the aggregate of all components of communicative competence: communicative skills of listening, reading, speaking and writing. Only then can we talk about the formation of a systemic set of competencies, mastering them in the complex.

Thus, the effectiveness of the formation of communicative competence is achieved through the development of communicative listening skills. Improving the quality of students' knowledge is achieved through the use of a scientifically-based system of communication exercises, which includes exercises to overcome phonetic difficulties and difficulties in anticipation.

Compliance with the formation of communicative competence contributes to the achievement of positive results in the learning process.

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