Developing Students’ Communicative Competence in the Framework of the Competence-Based Approach

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Abstract: The article describes issues based on developing students’ communicative competence in the framework of the competence-based approach. The main goal of learning a foreign language is communicative competence. Communication, communication lies at the basis of all human activity, is an incentive for action, the basis of our judgments and ideas about the world, contributes to the effective interaction of people. As well as, in the context of teaching foreign languages, we should talk about the dialogue of cultures and intercultural communication, where the communication process becomes more complicated, since the participants may have different views of the world, which leads to a misunderstanding of information.

Keywords: educational process, foreign languages, intercultural communication, communicative competence, competence-based approach.

INTRODUCTION

The main goal of teaching a foreign language at the present stage is the formation of a foreign language communicative competence. Communicative competence enables a person to enter a foreign culture, receive, analyze, transmit information and receive an answer. The use of information and communication technologies plays a significant role in the formation of communicative competence, since they not only implement a personality-oriented approach in education of the 21st century, but education of the 21st century is impossible without computer tools in the era of informational development of society, widespread use of computers and taking into account the creation of worldwide computer information network Internet. A wide range of computer training materials allows you to implement information and communication technologies in various forms of education (classroom, extracurricular, distance, combined). Students devote a lot of time to the Internet; the teacher's task is to teach them to use its resources for learning a foreign language.

METHODS AND ANALYSIS

Rapid socio-economic progress dictates high requirements for the level of teaching a foreign language in higher educational institutions. Changes in the socio-cultural context of a foreign language, new demands of students in relation to the level of proficiency in it necessitate a qualitative change in the professional training of students. One of the ways to intensify the educational activities of students, increase their level of motivation to learn a foreign language, develop activity and creativity, the ability to work in a team is a competence-based approach to teaching foreign languages.

The formation of key competencies of students is one of the most important tasks facing a technical university in connection with the modernization of national education. That is why the issue of the competence-based approach in education becomes relevant.

The current level of development of society, the level of development of the world educational system imposes strict requirements on a person as a person. He must have the skills of independent work: be able to analyze and find the right solution without outside help; have critical thinking; be creative in problem solving; objectively assess the current situation; reflect
on the accumulated knowledge and skills; be able to apply this knowledge and acquired skills in new, sometimes non-standard situations.

Currently, the teacher's task is not only to equip students with modern knowledge, but also to teach students to acquire this knowledge on their own, to be able to assimilate it, relying on what has already been studied.

The competence-based approach in education is understood as a teaching method that is aimed at developing the student's ability to solve a certain class of professional tasks in accordance with the requirements for personal professional qualities: the ability to search, analyze, select and process the information received, transmit the necessary information; possession of the skills of interaction with people around, the ability to work in a group; possession of the mechanisms of planning, analysis, critical reflection, self-assessment of one's own activity in non-standard situations or in conditions of uncertainty; possession of heuristic methods and techniques for solving problems.

The competence-based approach in teaching a foreign language is developing as an alternative to traditional teaching, in the process of which there is a mastery of knowledge, abilities, skills that limit their practical application in the future professional activities of students and do not sufficiently take into account the essence of the competence of a modern person in a competitive environment free market. For the competent use of the competence-based approach, significant preparation is required the creation of a solid language base for students, which is carried out in the educational system at the university.

DISCUSSIONS

The study of foreign languages at a university should be aimed at the development of communicative competence, including speech competence, i.e. the ability to effectively use the studied language as a means of communication and cognitive activity;

The competence-based approach to teaching foreign languages allows the modern student to be transformed from a passive element of the educational system into an active participant in the educational process, where he learns to form his own worldview, comprehending the experience accumulated by mankind with the help of traditional sources of information and new technologies, and the teacher acts as an adviser, assistant, opponent and consultant. It is the competence-based approach that allows not only obtaining a certain amount of knowledge, but also teaches the student the most important thing - the ability to think independently and independently acquire knowledge.

Thus, the competence-based approach puts forward in the first place not the student's awareness, but the ability to solve professional problems.

For students of non-linguistic universities, the main goals of training are the formation of foreign language speech competence, which is one of the main components of foreign language communicative competence, as well as the ability to work with information.

Within the framework of the competence-based approach, there are technologies that, we believe, contribute to the formation of foreign language speech competence, and also allow developing the ability to work with information, think critically and solve problems, while working in a team. Among these technologies, the “Development of critical thinking through reading and writing technology” stands out, because its purpose is to use those means of reading and writing that are necessary for the development of foreign language speech competence.

The purpose of this technology is to develop critical thinking skills through the interactive inclusion of trainees in the educational process.

One of the most effective ways to solve this problem is to introduce the technology for the development of critical thinking into the educational process. In this regard, the problem of the methodology of teaching a foreign language in non-linguistic universities is actualized, taking
into account the use of active teaching methods, and in particular, the pedagogical technology “Development of critical thinking through reading and writing”.

This technology is based on the communicative-active principle of teaching, which provides for a dialogue, interactive mode of training. For the effective application of this technology, group forms of work are used. Such techniques are actively used as "Basket" of ideas, concepts, names etc., "Composing a cluster", "Marking in the margins", "Writing syncline", "Writing an essay", "Six thinking hats", "Reader's conference, etc."

To manage the process of development of students' foreign language lexical competence, it is extremely important to take into account a certain sequence in the assimilation of linguistic material, which consists in the fact that first functional and then structural relations of language elements are acquired (G.I.Bogin, N.G. Vasilieva, A.A. . . Leontiev and others). This becomes possible only if the methodology proposed by the teacher will provide students with a transition from the ability to use language material in rigidly specified conditions of speech activity to the ability to independently build a speech utterance as part of a holistic message (P.Ya. Galperin, I. A. G. A. Kitaigorodskaya, L. N. Landa, N. F. Talyzina and others).

The main condition for the development of foreign language lexical competence is the speech orientation of training. It can be created with a specially designed system of communicative exercises, which can be divided into three types in accordance with the three main levels of control of speech learning activity - rigid, partial and minimal control. [5]

Since under the conditions of a higher educational institution the study of a foreign language by students takes place in an artificially created language environment, we consider it expedient to take as a basis a model of mastering foreign language communication, specially developed by G.A. Kitaygorodskaya for the conditions of teaching foreign language communication in the environment of the native language. This model assumes movement from acts of speech activity when using communicative blocks through understanding linguistic structures and again to acts of speech activity, but already at a higher level, which can be schematically expressed as speech1 - language - speech2 or synthesis1 - analysis - synthesis 2 (Kitaygorodskaya 2009: 150). This path ensures the presence of "end-to-end" motivation in the educational process and creates conditions for the best memorization of linguistic and speech material, "storing the specific in the memory within the general." In addition, the organization of educational material according to the principle from general to specific is a backup factor in overcoming student overload and uncertainty.

The implementation of the model for teaching foreign language communication is carried out according to the stages of material introduction, communication training and communication practice developed in the Method of Activation, where communication exercises that reflect the two-dimensionality of educational activities (teacher's plan and student's plan) and consisting of three components are the methodological means of managing educational activities: communicative task, communicative task and control (self-control).

The communicative tasks of the introduction stage are aimed at the formation of students' primary lexical skills. They can be characterized as aspect, orienting students to memorize new lexical units in the unity of their form, meaning and features of use. Partly at this stage, special communicative tasks with a linguistic dominant are used, which contribute to the development of a sense of language, in particular, linguistic guesswork and linguistic observation.

Communicative tasks of the training stage in communication are characterized by rigid and partial control frameworks that predetermine the choice and use of specific linguistic and speech units of the training material being worked out. They are formulated by the teacher in such a way as to ensure the need, motive and purpose of the student's speech action in the acceptance and solution of a communicative task by specific linguistic means. In this way, the automated use of speech blocks is gradually achieved, which are then easily reproduced and combined by students in an environment of real communication.
At this stage, communicative tasks provide for the creation of a stable communicative core for students, the formation and improvement of lexical skills in communicative conditions that are as close as possible to natural situations of communication.

This stage also involves the use of communicative tasks with a socio-cultural dominant. They are aimed at developing students' skills of interaction with their communication partners, recognition of their opinions (socio-psychological component); the formation of students' ability to carry out their speech behavior in accordance with knowledge about the national and cultural characteristics of the countries of the target language (linguistic and regional component), about the rules of speech and non-speech behavior in typical communication situations (sociolinguistic component).

At this stage, it is also possible to use communicative tasks with a linguistic dominant, which provide freshmen with the opportunity to concentrate their attention on the syntagmatic and paradigmatic connections of units with other linguistic phenomena and, on a conscious basis, develop an understanding of the language system as a whole, due to which the skills formed are flexible and durable. Tasks of this type allow students to analyze the lexical and grammatical material being studied and develop the ability to explain the studied linguistic phenomena, which contributes to the formation of the methodological competence of future teachers of a foreign language.

Communicative tasks at the stage of practice in communication involve a freer use of educational material, while not only the lexical units being studied are involved, but also the lexical and grammatical material of the previous thematic blocks.

The situation described by the teacher as a communicative task does not dictate strictly defined communicative behavior and the use of specific speech and language means: the choice is made at the discretion of the students, which contributes to the development of their desire to create new statements and use the language material creatively.

The communicative task reflects the teacher's plan; it contains the goal and certain objective requirements for the result of the upcoming actions, which can be formulated openly for the student or in a veiled form. If the goal and the required result are realized by the students, they acquire the properties of an internal psychological regulator of activity in accordance with the actual motives of the students, and the communicative task of the teacher is transformed into the communicative task of the student, thus realizing the learning plan. Under these conditions, "a communicative task, being realized in a communicative task, acts as a means of controlling the student's speech behavior in a specific situation and at the same time is a stimulus for students' speech actions."[5]

In our opinion, such work is very close and understandable to students of a technical university, who perceive well the schematic structuring of information (the "cluster" method). As the final stage, students write an essay, summarizing their thoughts on a given topic, which contributes to the awareness of the work done. Admission "Cluster" activates students and diversifies educational activities, which contributes to increasing motivation to study foreign languages at a technical university.

In the course of the experimental work, we noted that students willingly participate in such forms of work, which undoubtedly affects the degree of success in mastering foreign language communication.

CONCLUSIONS

Thus, the considered technology of teaching a foreign language in a non-linguistic university within the framework of the competence-based approach makes it possible to turn a modern student into an active participant in the educational process capable of solving a certain class of professional problems, and, as we assume, contributes to the formation of foreign language speech competence.
References: