DEVELOPMENT OF PROFESSIONAL COMMUNICATIVE COMPETENCE OF STUDENTS IN FOREIGN LANGUAGES

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ABOUT ARTICLE

Abstract: In the methodological literature of the last two decades, the term "communicative" has been used very often. This is due to the fact that the use of a communicative technique is an objective necessity dictated by the laws of any learning as such. As you know, everything that a person learns, he acquires in order to use it in future activities. The purpose of teaching a foreign language is to teach foreign language communication, which is realized in all types of speech activity, i.e. in the formation of foreign language communicative competence in students in the full scope of this concept.

ТАЛАБАЛАРНИНГ ЧЕТ ТИЛИДАГИ КАСБИЙ КОММУНИКАТИВ КОМПЕТЕНЦИЯСИНИ РИВОЖЛАНТИРИШ

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МАҚОЛА ҲАҚИДА

Аннотация: Сўнгги икки ўн йилликдаги услубий адабиётларда "коммуникатив" атамаси жуда тез-тез ишлатиб келинмоқда. Бунинг сабаби шундаки, коммуникатив техникадан фойдаланиш ҳар қандай таълим қонунлари билан белгиланадиган объектив заруратдир. Маълумки, инсон ўрганган ҳамма нарсани келажакдаги фаолиятида қўллаш учун олади. Чет тилини ўқитишнинг мақсади - нутқ фаолиятининг

барча турларида амалга ошириладиган чет тилидаги мулоқотни ўргатишдир, яъни. талабаларда чет тилининг коммуникатив компетенциясини шакллантиришда ушбу тушунчанинг мазмун моҳиятига етиш мақсадга мувофиқ.

РАЗВИТИЕ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ НА ИНОСТРАННЫХ ЯЗЫКАХ

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О СТАТЬЕ

Ключевые слова: студент, иностранный язык, профессиональная коммуникативная компетентность, развитие, методы, средства.	**Аннотация:** В методической литературе последних двух десятилетий термин «коммуникативный» употребляется довольно часто. Это связано с тем, что использование коммуникативных технологий является объективной необходимостью, определяемой любыми законами образования. Известно, что все, чему он учится, человек использует в своей будущей работе. Целью обучения иностранному языку является обучение общению на иностранном языке, которое осуществляется во всех видах речевой деятельности, т.е. желательно докопаться до сути этого понятия при формировании у студентов коммуникативной компетенции иностранного языка.

INTRODUCTION

N. Chomsky, while studying the problems of generative grammar, first used the term "competence" (from Latin competere - to be capable of something) with reference to W. Humboldt. Initially, this concept meant the ability necessary to perform a certain, mainly linguistic activity in the native language [1].

A number of researchers, including Himes, argue that communicative competence is a means by which any child perceives, classifies communication situations that develop around him, and, in accordance with this, determines what and how to say to him [2].

THE MAIN RESULTS AND FINDINGS

In foreign studies, the study of the concept of "communicative competence" has a special place. This competence is considered as the ability to communicate orally or in writing with a native speaker of the language being studied in real life situations, with special attention being

paid to the transfer of meaning, and the correctness of the use of language means and the form of presentation of information in relation to the meaning of the statement are secondary.

In domestic publications of recent years, the development of the theory of communicative competence as a theory of speech behavior has been reflected, according to which it is supposed to teach the language not so much as a system of rules and not only their use in speech, but also for the purposes of productive communication, to establish relations of cooperation with others, for coordination and consistency of speech acts aimed at mastering social contacts and developing a behavior strategy to avoid conflicts [3].

I.A. Zimnyaya considers communicative competence also the goal of training, although it is very distant and not achieved during the training period. At the same time, she interprets communicative competence both as a result and as a goal of learning. Communicative competence, according to I.A. Zimnyaya, this is "the formed ability of a person to act as a subject of the communicative activity of communication" [4]. But she considers learning to communicate in certain situations regulated and expanding according to the program on topics provided and not provided for by the program as a specific goal of training. Thus, I.A. Zimnyaya believes that communicative competence as an ability can only be formed, developed and diagnosed. And you can only learn to communicate in a foreign language [4].

Modern researchers consider the theory of communicative competence from the standpoint of the multidimensionality of this phenomenon (K.E. Bezukladnikov, L.K. Geykhman, I.A. Zimnyaya, V.V. Safonova, E.N. Solovova, etc.). However, after analyzing a number of works devoted to this issue, we came to the conclusion that there is still no single definition of the components of communicative competence. Representatives of different fields of knowledge approach the description of the structure of communicative competence from the standpoint of their own interests and highlight in it what is most significant for this science.

Recently, the term "communicative competence" has become widely used in the theory of new teaching technologies related to teaching foreign languages.

In the technological interpretation, the concept of "communicative competence" is the ability to predict the scenario and draw up a plan of speech actions, taking into account the individual characteristics of the interlocutors, which are realized in their behavior through fluency, style, speech creation, i.e. through everything that distinguishes a native speaker from a foreigner speaking a foreign language. The main components of communicative competence in the technological aspect are: grammatical competence; sociolinguistic competence; utterance competence; competence of speech strategy.

Grammatical competence (possession of the linguistic code) is expressed in the ability to recognize the lexical, morphological, syntactic features of the language, manipulate them at the word level;

Sociolinguistic competence - consists in knowing the social rules of using the language, understanding the participants in the communication of the information that they exchange;

The competence of the statement is realized through the ability to perceive or reproduce not a separate statement, but a superphrasal unity.

Researchers I.A. Winter, G.V. Kolshansky, L.L. Fedorova, D. Baake, K.D. Buntning, D.C. Kochan, Z. Ulrich agree that communicative competence is the goal of learning. Another group of scientists (E. M. Vereshchagin, M. N. Vyatutnev, V. G. Kostomarov and others) define language and communicative competence as the goal of learning.

The competence of speech strategy is used to "compensate for imperfect knowledge of the rules, imperfect possession of something, when you cannot remember the word and want to let the interlocutor know that you intend to continue communication, did not understand any word" [4].

In the documents developed for teachers of a foreign language, they name: linguistic, sociolinguistic, sociocultural, discursive, strategic competencies.

Modern linguistics has a number of models of communicative competence. Different methodologists describe grammatical and linguistic, subject, professional, regional, strategic, pragmatic and other competencies as components of communicative competence. According to the model proposed in a document of the Council of Europe (1997), communicative competence consists of three components: linguistic (includes phonological, lexical, grammatical knowledge and skills), sociolinguistic (determined by the socio-cultural conditions of language use, is a link between communicative and other competencies) and pragmatic (in addition to general competencies, it includes extralinguistic elements that provide communication (facial expressions, gestures, etc.).

There are studies in which four separate competencies are distinguished as part of communicative competence in accordance with the main types of speech activity: competencies in speaking, reading, listening, writing. M.V. Vyatyutnev distinguishes two competencies - production and perception, in accordance with the processes of generation and reception of speech [4]. Under the communicative competence of M.N. Vyatyutnev understands the ability to choose and implement speech behavior programs depending on a person's ability to navigate in an environment when communicating; the ability to classify situations depending on the topic, tasks, communicative attitudes that arise in the participants before the conversation, as well as during the conversation in the process of adaptation; regional knowledge. A few years later, the author identifies three levels of communicative competence: beginner, intermediate and advanced. He

rightly emphasizes that the level of communicative competence in the native language is also different for different people, that among native speakers there are no two people with the same communicative competence, since their social and communicative activities are not the same. "Starting with elementary competence at an early age, a person in his development passes through intermediate competencies, and already in adulthood he develops a stable communicative competence of the language, but with individual characteristics inherent in each person» [5].

EAT. Vereshchagin and V.G. Kostomarov also single out linguistic and communicative competences. They understand linguistic competence as "the speaker's ability to produce a chain of grammatically correct phrases based on the rules taught to him (even regardless of their content), and communicative competence is a set of social, national and cultural rules, assessments and values that determine both an acceptable form and permissible content in speech in the language being studied" [Vereshchagin, Kostomarov In the treatise by A.A. Leontiev's concept of language competence, or language ability, acts as an element of a three-term opposition - "language ability - language process - language standard" - and is defined as "a specific psychophysiological mechanism that is formed in each native speaker on the basis of neurophysiological prerequisites and under the influence of speech communication" [6].

Jan Van Eck identifies such components of communicative competence as linguistic, sociocultural, sociolinguistic, strategic, discursive, social [Van Eck, 1999], four components are described by J. Savignon: grammatical, sociolinguistic, compensatory and speech strategy competence[7].

V.V. Safonova identifies the following components of foreign language communicative competence: 1) linguistic (grammatical, linguistic); 2) speech (pragmatic, strategic, discursive); 3) sociocultural (sociolinguistic, linguocultural) [8].

N.D. Galskov and N.I. Gez consider the following components of communicative competence: 1) knowledge about the system of the language being studied and skills in operating language means of communication; 2) the ability to understand and generate foreign language statements, formed on the basis of linguistic knowledge and language skills, to combine them in the course of one act of communication in accordance with a specific communication situation, speech task and communicative intention; 3) knowledge of the socio-cultural specifics of the country of the language being studied, as well as skills and abilities that allow for verbal and non-verbal communication with native speakers of this language in accordance with the specifics and norms governing verbal interaction in the corresponding linguo-ethno-cultural community [7]. R.T. Bell defines communicative competence as "the knowledge, skills and abilities necessary to understand others and generate their own programs of speech behavior, adequate to the goals,

areas, situations of communication, the ability formed in the interaction of a person with the social environment, in the process of acquiring social and communicative experience"[8].

From the point of view of Yu.V. Eremina, the communicative competence of the future teacher of a foreign language implies compliance with the following basic requirements:

- be able to express orally (taking into account the addressee) in dialogic and monologue speech at a normal pace their thoughts on everyday, social and scientific-pedagogical topics in accordance with the lexical and stylistic norms of the language being studied;

- understand original literary and artistic texts, as well as modern social and political literature;

- be able to expressively read texts of different styles and genres in a foreign language;

- be able to correctly express their thoughts in writing in graphic, orthographic and stylistic terms;

- be able to abstract, annotate texts;

- be able to conduct a linguistic analysis of artistic, journalistic and other texts;

- be able to adapt original texts for students of different grades of secondary school;

- to make educational written and oral translation from a foreign language into a native language and from a native language into a foreign one [9].

Of undoubted interest are the views of another group of methodologists on communicative competence as a complex system of interrelated components, for example, linguistic, paralinguistic, linguosociocultural, subject and some. etc., the possession of which means that the individual has knowledge, skills and abilities in the field of the language, including the sublanguage of the specialty, as well as in the field of the studied specialty, regional studies, etc. [ten].

Some researchers go even further, highlighting the individual components of communicative competence into independent types. At the same time, competence, as the goal of training, is understood as "... the totality of knowledge, skills, abilities formed in the process of teaching a particular discipline, as well as the ability to perform any activity." The authors distinguish four types of competence, which are the content of teaching a foreign language: 1) linguistic / linguistic competence, which is knowledge of the language system; 2) communicative competence, or skills, the possession of which allows communication in the language; 3) methodological competence, which is specific for future language teachers; and 4) regional competence, or knowledge about the country of the language being studied [10].

The cognitive orientation of the teacher's personality is manifested in the need for new knowledge, in the readiness and ability to set cognitive and search tasks on their own initiative, in the ability to apply the acquired knowledge and skills in new situations, in practical activities.

The moral upbringing of a teacher implies a high level of development of collectivism, duty and responsibility, exactingness towards oneself and other people, honesty and truthfulness, modesty, simplicity and other moral qualities.

Labor upbringing of the teacher is characterized by a high degree of diligence, skills and habit to work - mental and physical, creative attitude to professional activities.

CONCLUSION

Aesthetic upbringing of a teacher means a high degree of aesthetic development of his feelings, intellect, activity and behavior. It manifests itself in understanding the essence of the aesthetic in real life and in art, in the presence of aesthetic ideals that correspond to generally accepted standards, in the sufficient development of artistic abilities.

The didactic role of a foreign language teacher consists in the implementation of the pedagogical functions we have identified. The relationship of these functions with other elements of the system of professionally oriented training of a foreign language teacher will be considered by us in the following paragraphs of the study.

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