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DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN ESP LEARNERS

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Abstract. This article analyzes the development of communicative competence in ESP learners. Currently, the problem of mastering a foreign language at all levels of the educational process is becoming increasingly important. High school is faced with the task of not only updating the content of education, but also introducing new ways of forming communicative competence by developing its constituent components that are necessary for future specialists in any area of their activity.

Key words: *communicative, linguistic, socio-cultural, strategic, discursive, cognitive competences, ESP, socio-cultural environment.*

According to the State educational standards of the higher education system, learning a foreign language is mandatory, its goal is the formation of foreign language communicative competence of a graduate, his preparation for professional communication in a foreign language in various situations. To solve everyday problems in the modern socio-cultural environment, a young specialist needs a level of proficiency in a foreign language that would be sufficient for the implementation of personal and various industrial contacts, for further professional growth and self-development.

The concept of foreign language communicative competence has been repeatedly considered by a number of methodological scientists, and most of them believe that here we are dealing with a complex phenomenon that includes a number of components. [1].

Since communication is a difficult, multifaceted process, therefore, its component composition is heterogeneous and can be determined by the main competencies: linguistic, socio-cultural, strategic, discursive, cognitive. Competence as a result of educational activity implies a complex of interrelated knowledge, skills and abilities in combination with the personal experience of students, obtained in the process of completing the assigned tasks, and emotional attitude to various types of educational activities and methods of its implementation [2].

The flexibility of the competence-based approach to the organization of the educational process makes it possible to introduce elements of the basic educational paradigms (knowledge-oriented, personal, cultural) into the competence-oriented educational environment [3].

Higher education today faces the problem of finding effective ways to form competencies that are part of a foreign language communicative competence. Quite effective methodological techniques include project activities related to the collective solution of the assigned tasks, problem discussions, role-playing games with modeling situations of professional communication.

The formation of communicative competence can be imagined in the form of climbing to the top of pyramid, at the highest point of which is the ability to perform tasks for productive thinking, and the whole process of moving to this point is the daily overcoming of educational difficulties for the transition from simple to complex, from reproduction of knowledge to simple mental actions (description), then to more complex operations (argumentation, explanation), and then to the generation of speech utterances.

The effectiveness of the formation of communicative competence depends on the correct choice of the strategy underlying the teaching process. The optimal didactic strategy is related to how correctly the set of target tasks is defined and whether it takes into account the logic of the development of the assimilation process, that is, it is important to clearly understand what the set of target

competencies should be at each stage of the educational process, and how to correctly emphasize the priority points in their choice [2].

As you know, language competence as one of the main components of communicative competence implies knowledge of vocabulary, grammar and phonetics of a foreign language, as well as the ability to use this knowledge receptively and productively in various types of speech activity.

The development of linguistic competence requires from teacher such an approach to the organization of training, which would give each student the opportunity to develop and open up as a creative person, who understands that his worldview, feelings, interests are significantly important at every stage of language acquisition. To direct the activities of the students come out to the fore, it is reasonable to use such a form as project development. Working on the project helps to form a universal system of students' speech actions, which are applicable not only for solving a specific educational and communicative task in class, but also for real professional tasks in a multicultural environment. It is important for the student to feel not so much a "student" as a full-fledged partner, on whose activities overall success depends, as a result of which the student turns from a passive listener into an active participant in communicative interaction, and the process of communicating knowledge takes the form of interdependent exchange of knowledge.

Project activity as a didactic method is inextricably connected with the development of team work skills, since a project is, first of all, a problem that needs to be resolved. This method is not new, but its effectiveness is undeniable, because it encourages students to actively, creatively, independently acquire knowledge.

The system-forming components of project activities include the selection of topics, in which not only teachers, but also the most active students should take part, while their interests, potential opportunities, creative and professional needs should be taken into account. Important components are also the organization of the workplace and the formation of working teams, within which the planning of

specific directions for the implementation of the project begins, the definition of the role and tasks of each team member, based on his individual linguistic abilities and taking into account the possibility of realizing a subjective position [4].

As an example, we can cite the study of possible unforeseen situations in the intensive care unit and ways to prevent them. The first stage of work in a team is to search for information in various sources. The next stage is work with special dictionaries, study of the found authentic text and video material, accumulation of the necessary vocabulary. The final stage is a role-play game - a "production meeting", at which each team reports on an "incident", asks other teams for help and advice, and then offers their own way to solve this problem. The purpose of this work is to simulate a real situation in the intensive care unit, focusing on the actions of the doctor (anesthesiologist or other specialists), his ability to find a solution and manage the team, as well as the willingness of each team member to do everything possible to find solutions and competent justification of options.

Thus, the project participants are involved in the process, where they are subjects of their own activities, where they are faced with the task of seeing and isolating the problem, formulating and organizing the study and solution of a particular issue, and applying the knowledge gained in speech activity.

It should be noted, that a student, when he obtains knowledge, and does not receive it ready-made, realizes the meaning of educational activity. This contributes to the effective development of his own abilities and general educational competencies. If each subsequent stage is logically based on previous results, it means that the general didactic strategy is defined correctly, and the result is a smooth transition from the formation of skills to the development of competencies that are so necessary for a future specialist.

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