



INTERNATIONAL SCIENTIFIC AND PRACTICAL ONLINE CONFERENCE

TEACHING FOREIGN LANGUAGES

TSUL ICON FLT



TASHKENT 2021



THE MINISTRY OF JUSTICE OF THE REPUBLIC OF UZBEKISTAN

TASHKENT STATE UNIVERSITY OF LAW

An international scientific and practical online conference on the topic
**TSUL INTERNATIONAL CONFERENCE ON
TEACHING FOREIGN LANGUAGES
(TSUL ICON - FLT)**

Foreign languages department

Tashkent – 2021

THE IMPORTANCE OF COMMUNICATIVE COMPETENCE IN TEACHING PROCESS

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DOI <http://dx.doi.org/10.5281/zenodo.4955935>

Abstract. At the present stage, in teaching a foreign language, tasks aimed at the formation of communicative competence that contribute to the achievement of the most important goal, consisting in the formation of a secondary linguistic personality, who are able to fully communicate in this language, become especially relevant. Developing competencies become especially significant when it comes to the use of literary texts in the training of future philologists and translators.

Key words: *competence, intercultural competence, discursive competence, foreign language, pragmatics, linguistics.*

Now, more than a decade into the new millennium, the effects of globalization are widely felt. Today, more people around the world have direct and indirect contact with each other than ever before. With the rapid globalization and science advances, the communication between various cultures has become closer and more frequent.

There is growing recognition within the field of teaching foreign languages that it is important to focus not only on developing learners' linguistic skills, but also on advancing their communicative competence, or their ability to communicate effectively and appropriately in English within a culturally diverse society. Essential elements for building communicative competence include discourse, strategic, functional, linguistic, and socio-cultural competencies. These elements are interconnected and each helps build communicative knowledge and skills when integrated into curriculum and practice in intentional ways.

M. Byram in his book "Teaching and assessing intercultural communicative competence" classified the following types of competences:

- Linguistic competence: the ability to produce and interpret meaningful utterances which are formed in accordance with the rules of the language concerned

and bear their conventional meaning... that meaning which native speakers would normally attach to an utterance when used in isolation.

- Sociolinguistic competence: the awareness of ways in which the choice of language forms... is determined by such conditions as setting, relationship between communication partners, communicative intention, etc. it covers the relation between linguistic signals and their contextual – or situational – meaning.

- Discourse competence: the ability to use appropriate strategies in the construction and interpretation of text.

- Strategic competence: when communication is difficult we have to find ways of ‘getting our meaning across’ or of ‘finding out what somebody means’; these are communication strategies, such as rephrasing, asking for clarification.

- Socio-cultural competence: every language is situated in a socio-cultural context and implies the use of a particular reference frame which is partly different from that of foreign language learner; socio-cultural competence presupposes a certain degree of familiarity with that context

- Social competence: involves both the will and skill to interact with others, involving motivation, attitude, self-confidence, empathy and the ability to handle social situations. [1]

The role of language learning is to achieve communicative competence. Communicative competence has four parts, which we call language competencies.

1. Grammatical competence is how well a person has learned that features and rules of the language. This includes vocabulary, pronunciation, and sentence formation.

2. Sociolinguistic competence is how well a person speaks and is understood in various social contexts. This depends on factors such as status of those speaking to each other, the purpose of the interaction, and the expectations of the interaction.

3. Discourse competence is how well a person can combine grammatical forms and meanings to achieve different types (genres) of speaking or writing.

4. Strategic competence is how well the person uses both verbal forms and non-verbal communication to compensate for lack of knowledge in the other three competencies.

The act of communication among the human beings has been subject to consistent evolution and up gradation from time to time. In the pre-historic times, people used to communicate with their fellow beings through grunts, barks and roars just like the animals. But gradually they developed an elaborate set of sounds to express their feelings and convey their messages. Now it is a systematic use of language that differentiates human beings from animals. Only human beings have been blessed with the gift of language.

The different languages used by human beings do differ from the other codes used by them to communicate among themselves. Human language has the property of reclusiveness and creativity which suggests that there are signals within signals within signals but each signal has its own significance. In any language, with a definite set of graphic symbols and their corresponding phonological symbols it is possible to form and communicate infinite number of messages. On the other hand, other codes only permit a limited number of messages.

In learning English, students need to be constantly alert for shifts in meaning as participants use varying systems and principles of interpretation. Different contexts lead to different expectations which in turn lead to different interpretations of the same object. Similarly, the context of our own culture may lead us to interpret another person's words, behaviour or attitude quite differently from the way in which that person intends them to be interpreted. We may not be aware of the patterns of interpretation which members of a particular culture use.

In addition, English teachers must be capable of mastering the knowledge contained in the teaching material completely and deeply. Mastering the knowledge contained in the teaching material and the supplementary knowledge was the minimum requirement of a good teacher. Besides, he must be good at supplying the theory of education and teaching, give consideration to the student's psychological

characteristic and receptivity, choose the most appropriate teaching method and make students master knowledge. Teachers should also train students' internal motive of study.

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