Research Article

COMMUNICATIVE COMPETENCE IN A FOREIGN LANGUAGE AS THE GOAL OF TEACHING A FOREIGN LANGUAGE IN A SECONDARY SCHOOL

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ABSTRACT

This article deals with the problems of communicative-oriented teaching of a foreign language, namely formation of foreign language communicative competence, its grammatical component at the middle stage of learning.

KEYWORDS

Communicative competence, grammatical component, stage of learning, foreign language, evaluation, motivational tool, education system.

INTRODUCTION

Monitoring and evaluation of the level of foreign language proficiency achieved student for a certain period of study is the most important component of the educational process. As you know, control provides information to the teacher about the results of the work of a group of students in in general and each student individually, as well as the results of their own activities. Control is an important motivational tool for students and allows the teacher to make the necessary adjustments to his work and training program.

THE MAIN RESULTS AND FINDINGS

For a long time, the main object of control was possession of the language system, and not the speech

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activity of the students. In other words, the education system was dominated by "knowledge" or "KAS" paradigm ("knowledge", "ability" and "skills"). In accordance with the new standards for basic general education, the formation of a foreign language communicative competence in schoolchildren is the main goal teaching a foreign language at school [1]. Nomination of communicative competence as the main practical goal teaching a foreign language has led to the fact that the main object speech skills became the final control, while language proficiency material is considered mainly as one of the objects current and intermediate control. Formation of a foreign language communicative competence in communicating with peers, children more than older or younger, as well as with adults, in the process educational, socially useful, teaching and research, creative and other activities is one of the priorities basic general education [1]. In Uzbekistan educational standard of basic general education also states, that the formation of the communicative competence of students is the main general education school "ensures social competence and taking into account the positions of other people, a partner in communication or activity, skills listen and engage in dialogue, participate in a collective discussion of problems, the ability to integrate into a peer group and build a productive interaction with peers and adults" [1].

According to E.V. Bryzgalina, the transition to a competency-based approach in education has 3 main reasons:

1) Orientation of the results of education for the future (the so-called advance education);

2) Understanding education as a way to increase human capital;

3) Russia's entry into the Bologna process (2003), which has the goal of forming a common educational space among countries, included in its composition [2].

The term competence has become widespread time is actively used in the methodology of teaching foreign languages. This term was introduced into scientific use by an American linguist, professor of linguistics at the Massachusetts Institute of Technology, N. Chomsky and received a detailed study in relation to learning foreign languages in the framework of the research of the Council of Europe [6], is used to indicate the ability to perform a certain activity on the basis of knowledge, skills, abilities, experience acquired during the training work.

An important contribution to the development of the theory of competence was made by D. Hymes, for the first time included culture in the concept of competence. It is in his work that the the interrelation of communication and culture is traced. The author claimed that ten community members behave and evaluate the behavior of others in accordance with a communication system that includes a linguistic code, but is not limited to them. The scientist identified four parameters of rule sets and mechanisms that underlie human communicative behavior and determine whether the statement is: 1) formally possible; 2) real doable; 3) appropriate, adequate to the relevant context; four) actually completed.

As A.V. Khutorskaya, in the content of training, one can single out three main components: subject (distinctive for each specific subject), interdisciplinary (distinctive for some objects) and metasubject (characteristic of all objects) [3]. Based on this, three levels of competencies are distinguished: subject, general and key.

Subject competencies include private competencies, which are formed in the study of only one specific subject. Interdisciplinary competencies include competencies that formed in the study of related subjects. To core competencies, include competencies that are formed in the study of the whole cycle items. Communicative competence, as noted by A.A. Petrova and T.A. Shkerin, has an over subject character and is one of the key competencies of students [3].

In modern foreign, and more recently in domestic method of teaching a foreign language, the concept is more common foreign language communicative competence. In domestic science there is a large number of definitions of foreign language communicative competence. This indicates the relevance of the problem under consideration and indicates for discrepancies in the understanding of the content of this term. foreign language communicative competence, according to domestic researchers (I. L. Bim, N. D. Galskova, R. P. Milrud, V. V. Safonova, E. N. Solovova, etc.), – ability and readiness for foreign language communication with native speakers, eleven perceptions and understanding of partners, adequate and timely expressing their thoughts. In the work of Baguzina E.I. given the following definition of this concept: "Foreign language communicative competence - readiness and the ability of a person to understand and generate foreign language statements and information in accordance with a specific situation, a specific target installation, communicative intention and tasks of professional activities" [1].

The formation of communicative competence is considered, according to many foreign methodologists, the purpose of teaching a foreign language. From development of the concepts of intercultural learning, many foreign authors began to single out "intercultural communicative competence", or "communicative competence in intercultural communications", expanding the concepts of "communication" and "situation" to "intercultural communication" and "intercultural situation".

In domestic science, I.A. Winter considers communicative competence is also a goal of learning, albeit a very distant one, and not achieved during the course of study. At the same time, she interprets the communicative competence both as a result and as a learning goal.

In the history of the development of the concept of foreign language communicative competence. There were many approaches to its structuring. For example, according to the concept of M. Canale and M. Swain, structural components foreign language communicative competence are: linguistic, sociolinguistic and strategic competences [4]. L.F. Bachman and O.S. Palmer believe that the main components of a foreign language communicative competence are linguistic, sociolinguistic, strategic and pragmatic competencies. D. Hymes singled out in the structure of foreign language communicative competence only two components: linguistic and sociocultural. In the Van concept Dyck distinguishes five components of foreign language communicative competencies: linguistic, sociolinguistic, discursive, strategic and sociocultural [4].

In addition, it should be noted that foreign and domestic researchers use to refer to structural components foreign language communicative competence various terms: "components", "components", "sub-competences" or simply "competencies".

Based on the analysis of various points of view on the structural organization of the concept of "foreign language communicative competence" can be talk

about two versions of its component composition: the pan-European and Russian. Comparison of the Pan-European and Russian options shows that the components of foreign language communicative competence have a lot in common. Russian version: language, speech, sociocultural, compensatory, educational and cognitive competencies. Pan-European option: linguistic, sociolinguistic, sociocultural, discursive, strategic, social competences [5].

Formation and improvement of foreign language communicative competence occurs in all its components. Consider the component composition of communicative competence in more detail. Linguistic (linguistic) competence refers to the ability to use grammatically correct forms and syntactic constructions and understand semantic segments in speech, organized in accordance with existing norms of a foreign language. Linguistic competence is the main component of communicative competence. Without knowledge words and rules for the formation of grammatical forms, structuring meaningful phrases, verbal communication is impossible.

Sociolinguistic competence is the ability to choose the desired linguistic form, the way of expression, depending on situation, communicative purpose and intention of the speaker.

Discursive (speech) competence is understood as improvement of communication skills in four types of speech activities (speaking, listening, reading and writing); planning skills their verbal and non-verbal behavior. Students learn to speak fluently to speak fluently and dynamically, to understand audible speech. The main task teachers in the formation of speech competence - to provide a wide speech practice of communication.

Sociocultural competence implies a body of knowledge about national and cultural characteristics of the country of the language being studied, the ability highlights the general and specific in the culture of the native country and the country the language being studied.

Social competence is manifested in the desire and readiness interact with other people, the ability to manage the situation. Strategic (compensatory) competence is a complex of special skills and abilities, which allows you to compensate for the lack of knowledge language when receiving and transmitting foreign language information.

Educational and cognitive competence is a set of general and special educational skills and skills of cognitive activity. Familiarization with the methods and techniques available to students independent study of languages and cultures, including using new information technologies [5].

CONCLUSION

Thus, the formation of foreign language competence, which contains the unity of such components as speech, language, sociocultural, compensatory and educational and cognitive competencies, is the main goal of the process of teaching a foreign language in modern school.

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