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## PROFESSIONAL AND COMMUNICATIVE COMPETENCE OF A FOREIGN LANGUAGE TEACHER AND ITS DIDACTIC SIGNIFICANCE

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### ABSTRACT

This article deals with the professional and communicative competence of a foreign language teacher and its didactic significance and the use of a communicative technique dictated by the laws of any learning as well as the formation of students' foreign language communicative competence in the full scope.

### KEYWORDS

Communicative competence, professional competence, didactic significance, didactic significance, foreign language, objective necessity.

### INTRODUCTION

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 you know, everything that a person learns, he or she 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 students' foreign language communicative competence in the full scope of this concept.

### THE MAIN RESULTS AND FINDINGS

N. Khomsky, in the study of problems of generative grammar, for the first time used the term "competence" (from Latin *competere* - to be capable of something) with reference to W. Humboldt. Initially under this concept implied the ability necessary to perform a certain, predominantly linguistic activity in the native language [1].

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

In foreign studies, the study of the concept of "communicative competence" is given a special place. This competence is considered the ability to communicate orally or in writing with a native speaker of the target language real life situations, with special attention paid to the transfer meaning, but the correctness of the use of linguistic means and the form of presentation information in relation to the meaning of the statement are secondary.

Domestic publications of recent years have reflected the development theory of communicative competence as a theory of speech behavior, in accordance to which it is supposed to teach the language not so much as a system rules and not only using them in speech, but also for the purposes of productive communication, to establish cooperative relationships with others, to coordination and consistency of speech acts aimed at mastering social contacts and the development of a behavior strategy to avoid conflicts [3].

I.A. Zimnyaya considers communicative competence also a goal education, although very remote, and not achieved in the period of study. Wherein she interprets

communicative competence both as a result and as a goal learning. Communicative competence, according to I.A. Winter, it's 'formed the ability of a person to act as a subject of communicative activities of communication' [4]. But the specific purpose of learning is considers learning to communicate in certain regulated and expanding according to the program, situations foreseen and not provided for by the program topics. Thus, I.A. Zimnyaya believes that communicative competence as an ability can only be formed, developed and diagnosed. But one can only teach communication 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, OK. Geikhman, I.A. Winter, V.V. Safonova, E.N. Solovova and others). However, after analyzing a number of works devoted to this issue, we came to concluded that there is still no single definition of the components communicative competence. Representatives of different fields of knowledge are suitable to 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 be used in the theory of new learning technologies related to learning foreign languages.

In the technological interpretation, the concept of "communicative competence" is the ability to predict the scenario and make a plan of speech actions taking into account the individual characteristics of the interlocutors, who 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



technological aspect are: grammatical competence; sociolinguistic competence; utterance competence; competence of speech strategy.

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

Sociolinguistic competence - is the knowledge of social rules for using the language, understanding the participants in the communication of information, which they exchange;

The competence of utterance 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 the 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 speech strategy competence is used to "compensate imperfect knowledge of the rules, imperfect possession of something, when not you can remember the word and want to let the interlocutor know that you intend continue communication, did not understand any word" [5].

The documents developed for foreign language teachers call: linguistic, sociolinguistic, sociocultural, discursive, strategic competence.

Modern linguistics has a number of models communicative competence. Different methodologists describe the grammatical and language, subject, professional, regional studies,

strategic, pragmatic and other competencies as components of communicative competencies. According to the model proposed in the Council of Europe document (1997), communicative competence consists of three components: linguistic (includes phonological, lexical, grammatical knowledge and skills), sociolinguistic (determined by sociocultural terms of language use, is the link between communicative and other competencies) and pragmatic (in addition to general competencies includes extralinguistic elements that provide communication (facial expressions, gestures, etc.).

There are studies in which, as part of the communicative competencies distinguish four separate competencies in accordance with main types of speech activity: competencies in speaking, reading, listening, writing. M.V. Vyatutnev identifies two competencies - production and perception, in accordance with the processes of generation and speech reception [5]. Under the communicative competence M.N. Vyatutnev understands the ability to choose and implement programs speech behavior depending on the ability of a person to navigate in communication environment; ability to classify situations according to topics, tasks, communicative attitudes that arise among the participants before the conversation, as well as during a conversation in the process of adaptation; knowledge of regional character. A few years later, the author identifies three levels of communicative competencies: 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 communicative activity is not the same. "Starting with elementary competence in early age, a person in his development goes through intermediate

competencies, and already in adulthood he forms a stable communicative language competence, but with individual features” [5].

EAT. Vereshchagin and V.G. Kostomarov also distinguish linguistic and communicative competence. By language competence they mean “the ability of the speaker to produce, on the basis of the rules taught to him, a chain grammatically correct phrases (even regardless of their content), and under communicative - a set of social, national and cultural rules, assessments and values that determine both acceptable form and permissible content in speech in the target language” [5].

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

## CONCLUSION

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

The labor upbringing of the teacher is characterized by a high degree industriousness, skills and habit to work - mental and physical, creative attitude to professional activity.

The aesthetic upbringing of the teacher means a high degree aesthetic development of his feelings, intellect, activity and behavior. She is manifested in the understanding of the essence of the aesthetic in real life and in art, in the presence of aesthetic ideals that correspond to generally accepted norms, in the sufficient development of artistic abilities.

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

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