

The role of communicative competence in teaching foreign languages in ESP classes

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Abstract: Communicative competence is the ability to carry out speech activity by means of the target language in accordance with the goals and situation of communication within the framework of a particular field of activity. This article deals the role of communicative competence in teaching foreign languages of the higher education system in Uzbekistan.

Keywords: *educational paradigm, competence-based approach, communicative competence, foreign languages, ESP, acquire, skills.*

Introduction

In the modern educational paradigm, the competence-based approach is a priority methodological basis for the development of goals, objectives and content of professional training of future specialists. This led to the high theoretical and practical significance of the development of the problem of competence, the concept of which is associated with a certain area of activity, in connection with which various types of competence are distinguished. The essence of one of them is “to learn how to work in order to acquire not only professional qualifications, but also, in a broader sense, competence, which makes it possible to cope with various numerous situations and work in a group”. Working in a group, managing a situation involves the implementation of interaction, communication, which requires a specialist with higher education to possess such a type of competence as communicative.

In order to identify the essence and specifics of communicative competence, it is necessary to consider the indicated phenomenon from the standpoint of various areas of socio-humanitarian knowledge operating with this concept.

Sociologists I.A. Vinogradova, T.M. Dridze, A.V. Sokolov etc. understand such a level of assimilation of the experience of interacting with others, which ensures the personality adequate (within the framework of their abilities and social status) functioning in society. At the same time, communicative competence turns out to be determined primarily by the changes taking place in society, the requirements that it presents to its members [2, p. 7-8].

From the standpoint of psychology, communicative competence is defined as “integral, relatively stable, holistic psychological education, manifested in individual psychological, personal characteristics in the behavior and communication of a particular individual” [1, p. 15-17].

In connection with the development of the methodology and methods of social psychology, as well as the theoretical and methodological foundations of social and psychological training, communicative competence, its essence, social nature, ways of development and improvement have been studied in detail by a number of authors who consider communicative competence “as a system of internal resources necessary for building effective communicative action in a certain range of situations of interpersonal interaction” [3, p. 4].

With this approach, communicative competence is a component of the socio-psychological competence of an individual, defined as the ability of an individual to effectively interact with the

people around him in the system of interpersonal relations, which includes the ability to navigate social situations, correctly determine the personal characteristics and emotional states of other people, choose adequate ways to handle them and implement these ways in the process of interaction. At the same time, skill is understood as "a method of performing an action mastered by a subject, provided by a set of acquired knowledge and skills" [8, p. 873].

From the standpoint of linguistics, the linguistic aspect of the study of communicative competence acquires a priority role, namely the development of the language system, the ability to use language means in speech interaction, etc.

In the psychological and pedagogical aspect, communicative competence is considered by N.N. Pyzhova as "a set of communicative abilities, knowledge and skills adequate for solving communication problems." At the same time, the author understands communicative tasks as problematic situations that arise in the interaction between people [5, p. 4-5].

The pedagogical interpretation of communicative competence is given in the works of E.M. Sidorenko, L.N. Timashkova and others. The authors consider this concept as:

- complex holistic personal education, which includes humanistic orientations, communicative values, a set of personal qualities that ensure readiness for dialogical communication, knowledge of the basics of communication, the culture of interaction, manifested in the process of pedagogical interaction [9, p. 23-24];

- a set of communicative abilities, communicative skills and communicative knowledge, adequate to communicative tasks and sufficient for their solution [7, p. 59-60].

Substantively communicative competence includes the following components: knowledge in the field of communicative disciplines; communication and organizational skills; empathy; self-control; culture of verbal and non-verbal interaction.

Thus, in the system of socio-humanitarian knowledge, communicative competence is presented as an integral characteristic of a person, which includes:

- (from the standpoint of psychological knowledge) a holistic psychological education, which conditions an adequate reflection and prediction of the mental states of another person;

- (from the standpoint of social psychology) the system of internal resources, the level of assimilation of the experience of interaction with the environment;

- (from the standpoint of pedagogy) a set of humanistic orientations, communication skills and personal qualities that provide a culture of interaction and the solution of professional problems.

The pedagogical context of communicative competence presupposes the mastery by students of a wide range of communicative skills necessary for the implementation of their future professional activities. The educational standard of the first stage of higher education provides a complete list of such skills. Here are just a few of them: the ability to use the knowledge gained in the process of interaction with the main social organizations and institutions of society, social groups and communities; the ability to carry out and organize productive interpersonal and professional communication; the ability to use psychological and pedagogical knowledge, methods and modern teaching technologies to solve educational, professional, managerial tasks, conduct training sessions with staff; the ability to analyze the features of intracultural and intercultural communication and take them into account when solving social and professional problems [4, p. 12-15].

Consideration of communicative competence in an interdisciplinary aspect makes it possible

to define it as an integral characteristic of the professionally and personally significant qualities of a specialist with higher education, reflecting the level of his knowledge, skills and experience and allowing constructive interaction in the changing social conditions of professional activity.

A comprehensive analysis of the essence of communicative competence made it possible to assume that it can be attributed to metasubject (key) competencies and, having a cross-cutting penetrating property, helps a future specialist to be mobile and competitive in the labor market, to act constructively in rapidly changing social conditions. In order to prove this statement, let us turn to domestic and foreign documents and author's positions.

Researchers consider communicative competence as one of the key that a graduate of a higher education institution should possess.

Of the 37 types of competencies identified by J. Raven, most of them exhibit a communicative component: "the ability to make the right decisions; the ability to work together; the ability to encourage other people to work together to achieve a set goal; the ability to resolve conflicts and mitigate disagreements; the ability to work effectively as a subordinate, etc. It is obvious that the communicative component "colors" all the listed competences [6, pp. 257-258].

Communicative competence, clearly spelled out in the educational standard of higher education of Uzbekistan, can be found by meaningfully analyzing both the goals of training future specialists and the requirements for the level of training of a graduate. The main goals of the social and humanitarian training of students, according to the educational standard, are "the formation and development of social and personal competencies that ensure the solution and implementation of civil, social and professional, personal tasks and functions." At the same time, it is obvious that the implementation of the designated goals presupposes the organization of interaction, contacts, communication in the social and professional spheres. Further, the standard indicates that one of the directions of development of social and personal competencies is the development of a culture of social communication of a person, i.e. accumulation of experience, skills and abilities to live in society, interact with other people, cooperate, work in a team. Thus, the educational standard actualizes the social nature of communicative competence, the development of which is designed to ensure the adaptation and mobility of a university graduate in rapidly changing socio-economic conditions. It is also noted here that a university graduate in the process of social and humanitarian training must develop metasubject competencies, one of which is the ability to work in a team [4, p. 7-8]. At the same time, the ability to work in a team, to interact with others, to manage them is the essence of the professional activity of a specialist with a higher education. And if the ability to work in a team is referred in the educational standard to the level of metasubject competences, then we believe that communicative competence in its social aspect can be considered as such.

Conclusion

The above allows us to assert that communicative competence is one of the meta-subject (key) competencies of a future specialist, has a penetrating property and allows synthesizing the results of psychological, sociological, linguistic and pedagogical analysis. Being a complex, multifaceted phenomenon and at the same time an integral characteristic of a person, communicative competence can rightfully be considered as a multifaceted phenomenon.

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