



COMMUNICATIVE COMPETENCE IN LANGUAGE TEACHING

Ikromova Maksuda Bakoyevna

Teacher of the Uzbek and Literature Department,

Bukhara Branch of Tashkent Institute of Irrigation and Agricultural Mechanization Engineers

Abstract

This article is about the usage of communicative competence in teaching process and its usefulness in language learning environment.

Keywords: communicative competence, Pragmatic competence, Sociolinguistic competence, Strategic competence.

Communicative competence – an ability and knowledge of a language user about how, what and where to speak appropriately from the view point of culture, traditions, shared rules and norms. An ability of understanding social meaning and being understood within a social context. It consists of four aspects: linguistic, sociolinguistic, pragmatic/discourse, and strategic competence.

Linguistic or grammatical competence is the ability to be able to apply grammatical, lexical, syntactical, and stylistic rules to oral and written utterances. Linguistic competence is important since it explains how utterances and sentences are structure. Linguistic competence constitutes the knowledge of language but that knowledge is implicit. It means that people do not have conscious access to the principals and rules that govern the combination of sounds, words and sentences. Shortly speaking linguistic competence is understanding and using vocabulary, grammar, spelling, sentence structure, e.g., **There is my house, Hi, I am Matt, He has a dog, Hello, nice to meet you, What's your job?** Teachers should encourage students' linguistic competence all the time, and be-sides their limitations to use language fluently and accurately, they should provide them with spaces to interact with others or to immerse them in speaking activities that enhance their ability to use the target language.

The author hopes that providing students with real communicative contexts is the best option teachers can make, because students can exchange real information, so language and phrases will emerge according to the situation. It is also necessary that students have a lot of exposure to the language, the linguistic input they receive should provide them with opportunities to produce and use the language at any situation. Motivation plays a very important role in encouraging students to verbally communicate during the class. Pragmatic competence is the ability to use language appropriately in a social context. It is the key to effective communication in a second language. While communicative competence and grammatical competence are explicitly taught and developed in the EFL classroom, developing pragmatic competence is often overlooked.

However, it is actually the skill which native speakers subconsciously use to define a non-native speaker as a successful communicator and, hence, as someone they would like to talk to, help, be friends with. While communicating people not only exchange meaningful structures and semantics but they transfer intentions. An utterance carries within itself such intentions of a speaker. This intention is tied to time, space, and social context. To be able to interpret these intentions in communications is to possess a



pragmatic/discourse competence. So, pragmatic competence or the ability to interpret and convey meaning in context can also be transformed in the described lesson. Firstly, authentic video material gives learners the chance to immerse fully into real British English. Secondly, the given material was especially prepared for practicing Present Simple tense, making up sentences, dialogues, questions for interview, role playing.

Finally, they could interpret and express the meaning of the context easily as they have already acquainted with sentence structure, elementary verbs, conversational formulas for delivering oral speech, **e.g., What's your name? What's your job? Where are you from? Can you cook? What musical instruments can you play? That's great, Fantastic! Hi, nice to meet you.** As EFL teachers, we need to be aware of the different ways in which pragmatic transfer manifests itself as it can have a profound impact on our students, their experiences within English speaking environments and on their language progress. Using English in an appropriate way is vital for effective communication and for immersion into an English-speaking society and culture. This is why the role of EFL teacher and his understanding and awareness of L2 pragmatic competence and development are paramount. Sociolinguistic competence – being aware of how culture(s), shared social rules and norms affect the way we describe things, objects, and processes within a society. Sociolinguistic competence targets at developing students' ability to understand how different cultures choose different grammar, syntax, semantic, stylistics in describing the same objects, subjects, and processes. It also tries to understand how something is spoken appropriately in a social context. Sociolinguistic competence refers to the ability to use language that is appropriate to social contexts. Social context refers to culture-specific contexts that include the norms, values, beliefs, and behavior patterns of a culture. Sociolinguistic competence also refers to the ability to select topics that are appropriate for a communicative event. In general having awareness of social rules of language, non verbal behaviors, cultural references.

Sociolinguistic competence can be met in compiling my lesson plans. Video Presentations show daily life of the British, their manner of conducting oral speech, stress, intonation in making up question, behavior, facial expression during the inter-view. It is important for learners to be aware that communication breakdowns are not uncommon among competent users of English. Teachers can develop and teach language patterns to help prevent and repair breakdowns. For example, the ability to paraphrase what the speaker has said and to ask checking questions is a very useful skill, and one that is very common among competent speakers. One of the ways to draw learners to this feature of authentic communication is to show them recordings of TV interviews and talk shows. Then, learners can identify strategies that interviewees and interviewers use to compensate communication problems. A follow-up activity could be a role play.

Strategic competence is knowing how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language and how to learn more about the language and in the context.

While communicating with different people in a foreign language we are not always aware of certain words. To be able to deliver the meaning of these unknown words without using these words themselves



implies the possession of strategic competence. Strategic competence, an aspect of communicative competence, refers to the ability to overcome difficulties when communication breakdowns occur [1, 27]. Knowing that communication breakdowns occur in authentic speech, teachers should prepare learners to respond to such situations. It is important for learners to be aware that communication breakdowns are not uncommon among competent users of English. A sound understanding of communication can prevent learners from feeling discouraged when they encounter communication breakdowns. Teachers can develop and teach language patterns to help prevent and repair breakdowns. For example, the ability to paraphrase what the speaker has said and to ask checking questions is a very useful skill, and one that is very common among competent speakers. Using techniques for overcoming language gaps, plan and assess the effectiveness of communication, achieve conversation fluency, modify text for audience and purpose.

To sum up, that there are some characteristics to make classes successful. Learners should talk aloud as much as possible during the lesson time. Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieving task objective. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily, comprehensible, to teach other, and of an acceptable level of languages accuracy

References

1. Chiesa D.L. Reconceptualizing Language teaching: An in-service teacher Educational course in Uzbekistan. -T: 2020.-237p.
2. . Richards J.C. Approaches and Methods in Language Teaching. -Cambridge: Cambridge University Press, -1999.-45p.
3. Radjabova Lyubov Usmanovna. (2021). STATUS AND TRENDS OF INTERNET USE IN THE EDUCATION SYSTEM OF UZBEKISTAN. *Academia Globe: Inderscience Research*, 2(6), 102–105. <https://doi.org/10.17605/OSF.IO/CKZGH>
4. Jumayeva, S. (2018). COMPARISON OF UZBEK AND GERMAN COMPOUND NOUNS. *Теория и практика современной науки*, (4), 50-52.
5. Jumayeva Sh. Sh. (2021). COMPARATIVE TYPOLOGICAL ANALYSIS OF HOMONYMY AND POLYSEMY IN ENGLISH, RUSSIAN AND UZBEK. *Academia Globe: Inderscience Research*, 2(6), 93–97. <https://doi.org/10.17605/OSF.IO/85GXT>
6. Bozorova Muhabbat Abdurahmonovna. (2020). PROVERBS IN SHAKESPEARE’S WORKS. *International Engineering Journal For Research & Development*, 5(7), 4. <https://doi.org/10.17605/OSF.IO/BSFJQ>
7. Bozorova Muhabbat Abdurahmonovna. (2021). INTERACTIVE METHODS AND THEIR ROLE IN EDUCATION IN THE UNIVERSITY. *Academia Globe: Inderscience Research*, 2(6), 90–92. <https://doi.org/10.17605/OSF.IO/EP8TB>
8. Ismatovna, I. L. (2020). THE CONCEPT OF LEXIS AND THE LEXICAL SYSTEM. *International Engineering Journal For Research & Development*, 5(SPECIAL ISSUE), 3-3.



Academicia Globe: Inderscience Research

ISSN: 2776-1010 Volume 2, Issue 6, June, 2021

9. Idiyeva Lola Ismatovna. (2021). HUMOUR IN THE UPBRINGING AND EDUCATION OF THE MODERN TEENAGER. *Academicia Globe: Inderscience Research*, 2(6), 98–101. <https://doi.org/10.17605/OSF.IO/TJFKG>
10. Mirxanova Matluba Sadikovna. (2021). THE ORIGIN OF PROVERBS AND SAYINGS. *Academicia Globe: Inderscience Research*, 2(6), 106–110. <https://doi.org/10.17605/OSF.IO/8M6Q2>
11. Sadikovna M. M. IMPROVEMENT OF MECHANISMS FOR TEACHING THEORY AND PRACTICAL SKILLS OF FUTURE RUSSIAN TEACHERS USING MEDIA TECHNOLOGIES //International Engineering Journal For Research & Development. – 2020. – T. 5. – №. 7. – C. 4-4.