

DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN SECOND LANGUAGE LEARNING

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Annotation: In this article discusses about development of communicative competence in second language learning and gives some important information

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The field of learning foreign languages has long been a contentious issue. Various theories and methods of language learning have been introduced. The method of translating grammar has been problematic in the field of language learning for many years and continues to this day. The field has also been dominated by the idea that another nation is nothing more than a social behavior that can be studied like any other behavior through language theory and the process of language habit formation; and many language exercises have been developed for this purpose. Communicative competence means having the “ability to communicate”.

This competence can be oral, written, and even non-verbal. It is an inclusive term and refers to the knowledge of a language as well as the ability to use language in real life situations to meet communicative needs. According to many researchers, language is a means of communication that includes four basic skills; listening, speaking, reading and writing.

To acquire these language skills, one must not only learn grammatical rules, but also apply them in practice until one has mastered them all. When he has language skills and is able to use them effectively and appropriately according to the context in which he is involved, we can say that he achieves the required level of communicative skills.

In Uzbekistan and many other countries where English is taught as a foreign language, the development of communicative competence in English as a foreign language is a goal that students are striving to achieve. Achieving this goal depends on many factors, including the students, the curriculum, the learning environment, the environment, and the students themselves. There are many learning strategies or activities that are usually chosen to enhance language learning. These activities that enhance language learning are typically communication-based activities and task-based activities. These exercises typically play a major role in the development of communicative competence and provide the ability to communicate compared to imitation, memorization, and repetition strategies that are primarily concerned with language and its structures rather than language use.

In the last third of the last century, a new trend was the emergence of a communicative language teaching approach that recommended teaching English through communication or use. This section is an attempt to summarize some of the activities based on the researcher’s many years of experience in learning English as a foreign language at Andijan State University and his recent research in learning English as a foreign or second language. , which can help develop students ’communicative competence.

The communicative approach to language learning has been widely recognized in the print media for thirty years in the field of second language acquisition (SLA). Currently, language learners and curriculum researchers at various language institutes around the world, including universities and colleges, advocate a communication-oriented learning program, recognizing that these are effective ways to improve learners ’communication skills.

Thus, boring and ineffective methods such as grammar-translation methods were rejected. In this article, we will first look at what communicative competence is, and then consider the importance of communicative language teaching and its role. Communication is an important language skill in the learning and teaching process. This includes how the learner conveys the message and meaning, and how

students communicate their ideas to the learner or other students. Many tasks involve verbal interactions where speech ability is important.

Other basic English language skills, such as writing and reading, are also important because teaching and learning, especially language learning, requires the ability to write and comprehend texts, and the ability to write or read is related to the activity. zi functions are available.

Listening skills are just as important and necessary as other skills. Students need to understand what the speakers are explaining and the speakers need to understand what the students are saying and expressing. While the importance of the four basic English language skills is well recognized, there is an idea of the communication aspect required in the tasks.

According to the researchers, meaning is also important in the process of learning and teaching. In real communication, the purpose and method of communication are important in the process of learning and teaching. In other words, the goals of conveying and understanding meaning are important. All students in the interview agree.

They see the delivery of meaning or information as key. The delivery of information emphasizes meaning, and the way the learner and students communicate depends on the needs of the learner. In many cases, even if learners make grammatical errors in their speech during the communication process, the speaker will still tolerate this, and here the learner will make some corrections to the mistakes.

The way we communicate and convey meaning or understand meaning in teaching and learning is important. This is consistent with the educational perspective, in which the expert emphasizes that methods of conveying meaning and understanding and communicating are equally important in teaching and learning. According to the expert, teaching and learning a language program should also include clarity and fluency.

These views on communication and meaning between specialist and teacher highlight the need for a curriculum that incorporates communication skills and linguistic features. In the future, based on qualified language teaching tasks, tasks can be developed in the classroom to combine communication skills and language features.

Tasks required students to use language resources to engage in language to achieve communication goals. Task-based language teaching recognizes the importance of language forms that can be introduced into the mind by providing teacher feedback. Speakers are more concerned with conveying information, and their shortcomings in language use are offset by non-linguistic aspects such as contextual support or gestures. Hence, this can lead to lexicalized forms of communication that emphasize fluency at the expense of language structures.

Both adults and children develop their communication skills at different rates. How can we help them achieve their communication goals, regardless of their skill level?

I will focus on two strategies that will help not only fast-paced students, but all language learners:

1. Study the relationship

We can take a month-long language course or a full four-year university course; In both scenarios, we can establish and support relationships that can motivate learning. As Mandler (2001) points out, personal relationships contribute to an environment of trust, in which teachers can easily provide strategies that help students believe in them and what they can do.

2. Set short-term goals

Learning another language involves a variety of language skills such as listening, speaking, reading, and writing. For some learners, learning a foreign language can be a major challenge, and they may face these challenges and try to overcome them.

However, if we guide them by setting short-term goals, they build bridges to link their actions to language goals. It is valuable for them to know where they are and what is expected of them. Similarly, teachers can develop a set of strategies, monitor students' progress in using these strategies, and modify them so that learners are active and committed to their learning.

I will describe these thoughts in terms of how my five-year-old student's confidence in learning English has increased. At the beginning of the school year, he observed the environment and our interactions; he didn't want to talk and was afraid to make a mistake.

Although most of the class has started reading by mixing some sounds, she is still working on recognizing sounds in the initial, middle, and final position. Her beautiful face showed distrust and a call for help. I observed his interactions with his peers and his preferences throughout the centers.

I noticed that he loves to punch pieces of paper to make little books. At first he didn't write anything to them, he just drew pictures. Then when he was playing with the little books, I joined him and he told me he had created a book about cats. Then he asked, "How do you spell the word 'gato' 'in English?" Can you write here?" I had to admit it: his interest in English and writing! Then I could tell him the letters and he could write it like his own book. She agreed, and her face lit up every time she wrote a letter. When he finally read the word cat, he couldn't hide his feelings and a big smile covered his face.

I shared her happiness and it was a great time to set a goal. We talked about what he wanted to do when he was learning English, and he said he wanted to write more words in his little book and make even more little books. So a short-term goal was set: he wanted to create a book about animals, so he worked on identifying them to record the sounds of the names of the animals in his little book. He felt enthusiastic and then said he wanted to write a letter.

As a learner, I couldn't hide my joy at seeing learners believe that they can be successful learners, regardless of age or language proficiency. By taking the time to build a level of trust through our interactions with friends and setting short-term goals, students like us develop their language and communicative competencies.

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