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Article



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METHODOLOGICAL APPROACHES TO THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE

Abstract: *The purpose of this article is to study the essence of the communicative approach in education and its methodological foundations. The article substantiates the importance of the implementation of communication-oriented education at the present stage of the development of world society in order to increase the level of communication skills of future specialists, the formation of students' communicative competence, the communicative culture of an individual and society as a whole. To substantiate the need for the implementation of communicative-oriented education, the main methodological aspects of the communicative approach in education are analyzed in the work.*

Key words: *approach, approach in education, communicative approach, communication, pedagogical communication, communicative-oriented learning, communicative method, communicative competence, communicative culture, communicativeness, principles of implementation of the communicative approach in education.*

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Introduction

The main theoretical recommendation of the Council of Europe, which concerns the development of communicative competencies, are the following provisions: 1) learning a foreign language should primarily contribute not to the exercise of intelligence, but to mutual communication and mutual understanding of peoples; 2) the learning process should be aimed at mastering the "borderline level" of a foreign language, while it is teachers who play a significant role in choosing methods and means of teaching.

We believe that the training and advanced training of a student at a pedagogical university will be more effective if the following is done:

- when the following methodological approaches are used: personality-oriented, culturological, creative approach, which serves as a means and condition for the development of communicative competence;

- when implementing the above approaches, the principles of intensive foreign language teaching are used (G.A. Kitaygorodskaya).

The individual-oriented approach is the main one in the professional training of a student-a future teacher, associated with the formation of his personal and professional qualities. In the process of developing communicative competence, a foreign language is defined as a tool and conditions. The implementation of this approach allows teachers to communicate with each other at the level of personal content, expressing and realizing themselves as individuals.

In the process of developing communicative competence, the personality-oriented approach provides for the organization of the necessary conditions for the growth of the intellectual level of students based on their individual abilities. Realizing himself as a subject of activity in this process, the student will be able to fully develop his individual abilities. As a result, students develop the skills of

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mental actions and operations, their transmission, develop attention, will, creative imagination, mind, develop independence in cognition, the ability to discover new knowledge and find new ways of acting.

As M.V.Bulygina pointed out, "a foreign language by its nature is aimed at certain types of work: the absence of a natural environment for communication in a foreign language requires individualization in the formation and correction of reading skills, speaking, listening comprehension, human mental health, and without taking into account its features and specific features (mastery, efficiency, pace of development), an important principle is violated in teaching a foreign language - the principle of communication. age characteristics should be taken into account as much as possible.

In this case, the implementation of the principle of a personality-oriented approach requires the definition of conditions and compliance by the teacher with a number of rules: friendly relations and cooperation, the organization of an environment of joint management and self-government, joint creative activity of teachers and educators, the development of activity and independence of each student.

The effectiveness of interaction in this case depends on the knowledge and understanding of communication partners, who are instilled an opinion about a foreign language, which, accordingly, contributes to the development of their communicative competence. The implementation of this approach to the development of communicative competencies in teaching a foreign language involves the use of:

- the type of problem-based learning and the principles of developmental learning using heuristic methods;
- authentic texts for reading and understanding by ear;
- author's video recordings.

The culturological approach requires strengthening the positions of the humanities. For this reason, V.V.Safonova argues that a foreign language "forms teachers' own 'image' as a carrier of national culture, becoming a means of cognition in the context of communicative-oriented learning, as well as a means of socio-cultural education.

A foreign language occupies a special place in the system of professional and pedagogical training, enriching the culture of the group, and then society, determines the development of creative and cultural capabilities of the future teacher.

Taking into account this approach, in the process of teaching a foreign language, the emphasis is on the development of the future teacher's communicative competence, which implies the ability to involve students in a dialogue of cultures, to acquaint them with the achievements of national cultures in the development of universal culture, to understand their native language and culture in expression.

With the use of knowledge (linguistic, socio-cultural, subject, psychological and pedagogical) in communication situations in order to achieve cultural understanding with native speakers of culture, the use of socially and culturally related scenarios, adopted communication techniques in ethnocultural skills of national-specific behavior models lead to the development of tolerance to a native speaker of a foreign language, people, foreign culture.

The choice and organization of language and speech material, areas of communication, communication situations, the transition from a model of reproductive foreign language teaching to a productive, culturally oriented, contributing to the development of communicative competence, allows students to feel connected, to join the cultural, scientific and technical achievements of Uzbekistan and the whole world. We believe that this can be achieved by involving the student in activities related to cognition, that is, in a situation of "dialogue of cultures".

Comparing the elements of cultural identity of different peoples associated with the uniqueness of economic, political and social development helps to realize that this culture is considered one of the forms of cultural diversity of the world.

The creative approach should be the sphere of realization of the creative activity of the teacher and educator in the process of developing communicative competence when teaching a foreign language, should be aimed at the formation of creative individuality, the formation of a creative style of activity, non-standard solution of pedagogical tasks, the ability to introduce innovations.

G.S. Batishchev believes that creativity "primarily concerns the sphere of human relations, not the sphere of preparation of subjects and subjects" and is associated with the presence of certain qualities in a person.

For example, in psychology, creativity is understood as the ability of a subject to creativity, constructive and non-standard solutions and behavior, as well as the ability to understand and develop their own experience.

Creativity of communication, a professionally significant quality of the personality of a future teacher, is expressed in his ability to creatively solve communication problems that arise in the process of developing communicative competence, corresponding to tasks, partners, communication conditions in the process of communication. Communicative creativity makes it possible to effectively apply the knowledge, skills and abilities acquired by students to solve non-standard communicative tasks in new situations. It is with the help of communicative creativity that a student will be able to compose new ways of communication, discover new facets of this process, form the basis for

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acquiring new knowledge and forming new skills and abilities.

In the development of communicative competence, the creative activity of students has a wide scope of application, namely:

- when working with authentic texts while solving a cognitive task (studying understood and transmitted material, ways of storing information received, ways of implementing acquired knowledge, skills and abilities);

- communication is a type of communication (real conversation, discussion, lecture, communicative role-playing game, etc.).

During the development of communicative competence, in the process of implementing the above approaches, much attention is paid to taking into account the personal characteristics of the teacher, the motivation of communication of the educational process.

The main advantage of the communicative learning method is that the learning process is built adequately to the real process of speech communication, that is, the learning process is a model of the process of speech communication.

The use of the communicative method in the context of the implementation of the communicative approach in education involves the development of the level of communication of students, the formation of their communicative competence, improving the level of their communicative culture.

The substantiation of the communicative approach as one of the methodological foundations of educational activity provides for taking into account

the principles of the implementation of this approach in education. Based on the analysis of the works of Russian theorists of the communicative approach in education, we see that in modern pedagogical science there are a number of approaches to determining the principles of implementation of the approach analyzed in this study. Thus, N.S. Khmilyarchuk based on the generalization of the positions of E.I. Passov, V.V. Safonova, N.K. Sklyarenko defines as the leading principles of the implementation of the communicative approach in education:

- the principle of situativeness;
- the principle of speech-thinking activity;
- the principle of novelty;
- the principle of functionality;
- the principle of individualization;
- the principle of the dialogue of cultures [8].

Conclusions. Thus, the realization of the goals and objectives of education at the present stage of socio-cultural development of society provides for the formation of both the communicative culture of an individual and society as a whole. Qualified specialists should also have a high level of communication skills and the formation of components of communicative competence. All this justifies the need to implement a communicative approach in education, the essence of which is to ensure the real situational nature of educational communication, within which the above-mentioned personal qualities are formed by applying a communicative method and taking into account the principles of implementing a communicative approach in education.

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