Communicative competence of teaching language

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Abstract: A foreign language is included in the general educational area "Philology". Language is the most important means of communication, without which the existence and development of human society is impossible. The changes taking place today in public relations, means of communication (the use of new information technologies) require an increase in the communicative competence of schoolchildren, the improvement of their philological training. All this raises the status of the subject "Foreign language" as a general educational discipline.

Keyword: technology, communication, educational, raise, language

Introduction.

The main purpose of a foreign language is to form communicative competence, i.e. ability and willingness to carry out foreign language interpersonal and intercultural communication with native speakers. A foreign language as an academic subject is characterized by:
- inter subject (the content of speech in a foreign language can be information from different fields of knowledge, for example, literature, art, history, geography, mathematics, etc.);
- multilevel (on the one hand, it is necessary to master various linguistic means corresponding to the aspects of the language: lexical, grammatical, phonetic, on the other hand, skills in four types of speech activity);
- polyfunctionality (can act as a goal of learning and as a means of acquiring information in a wide variety of areas of knowledge).

The main purpose and tasks of the article.

Being an essential element of the culture of the people - the carrier of a given language and a means of transmitting it to others, a foreign language contributes to the formation of a holistic picture of the world in schoolchildren. Knowledge of a foreign language increases the level of humanitarian education of schoolchildren, contributes to the formation of the personality and its social adaptation to the conditions of a gradually changing multicultural, multilingual world. A foreign language expands the linguistic horizons of students, contributes to the formation of a culture of communication, contributes to the general speech development of students. This is the manifestation of the interaction of all language school subjects that contribute to the formation of the foundations of the philological education of schoolchildren. The formation of a foreign language communicative competence, that is, the ability and real readiness of schoolchildren to carry out foreign language communication and achieve mutual understanding with native speakers of a foreign language, as well as the development and education of schoolchildren by means of an academic subject, is considered as an integrative goal of learning. A personality-oriented approach, placing the student's personality at the center of the educational process, taking into account his abilities, capabilities and inclinations, presupposes a special emphasis on the socio-cultural component of foreign language communicative competence. This should ensure the culturological orientation of education, familiarizing schoolchildren with the culture of the countries of the studied language, a better understanding of the culture of their own country, the ability to present it by means of a foreign language, and the inclusion of schoolchildren in the dialogue of cultures. Teaching a foreign language in the primary school should ensure continuity with the preparation of students in primary school.

The methodological basis of the article.

This stage of learning a foreign language is characterized by the presence of significant changes in the development of...
schoolchildren, since by the time they start studying in basic school, their horizons and general understanding of the world have significantly expanded, elementary communication skills in four types of speech activity have been formed, as well as general educational skills necessary for studying a foreign language as an academic subject, some knowledge has been accumulated about the rules of speech behavior in the native and foreign languages. At this age, they develop a desire for independence and self-affirmation, and a selective cognitive interest is formed. In the basic school, the importance of the principles of individualization and differentiation of education is increasing, the use of project methods and modern innovative technologies for teaching a foreign language becomes more important. Studying English in basic school is aimed at achieving the following goals: development of foreign language communicative competence in the aggregate of its components - speech, language, socio-cultural, compensatory, educational and cognitive:  
- speech competence - the development of communication skills in four main types of speech activity (speaking, listening, reading, writing);  
- linguistic competence - mastering new language means (phonetic, spelling, lexical, grammatical) in accordance with the topics, spheres and situations of communication;  
- socio-cultural competence - familiarizing students with the culture, traditions and realities of the countries of the target language within the framework of topics, spheres and situations of communication; formation of the ability to represent one's country, its culture in the conditions of foreign language intercultural communication;  
- compensatory competence - the development of skills to get out of the situation in the face of a shortage of language means when receiving and transmitting information;  
- academic and cognitive competence - further development of general and special educational skills; familiarization with the methods and techniques available to students for independent study of languages and cultures, including Techniques for engaging students in interactive activities in English lessons

Heuristic method (or how to make boring grammar interesting and functional) The method of empathy (getting used to an object), the result of which is always educational products created by students: an idea, a text work, etc. This method means "feeling" a person in the state of another object, an attempt to feel and know it from the inside. For example, to get used to the essence of a cat, a pen, a chalkboard, a tree, a cloud and other objects. At the same time, an installation is given to use a specific grammatical structure. At the moment of getting used to it, the student asks questions to the object-himself, trying to perceive, understand, see the answers at the sensory level. The thoughts, feelings, sensations arising from this are the educational product of the student, which can then be expressed by him in an oral, written, drawing form. Objects, like people, contain a lot of interesting information. Students are asked to name and write on the board any items (a pen, a pencil, a book, a copy-book, a cap, a sweet, a ball, a stone, a plastic bag etc.). Each student chooses one subject and, in 10-15 minutes, composes a story that this subject could tell about itself and its owner (an installation is given to use structures: may / might / must / can / could + infinitive; may / might / must + Present Participle; may / might / must / can / could + Have + Past Participle)

For instance:
This stone might belong to a boy. He might have found it when he first went to the Black Sea. He couldn't throw it away because its shape and color were very unusual, so he brought it home, then he wanted to show it to his friends at school and to his teacher on History. Students are invited to imagine what may happen to this subject in the future, how it can be used (an installation is given to use the Future Simple Active / Passive and the going to.

For instance:
It will fall on the floor and break.
It will be eaten for breakfast.

One student leaves the classroom, and the rest of the students think of some inanimate object, such as a banana. The student leaving the class must guess what the subject is. To do this, other students in the class describe the subject using it can / must / should be + V3 structures until the subject is guessed.

For instance:
It can be eaten. It must be eaten fresh. It should be peeled.

In turn, the student who guesses the subject can ask questions: Can it be broken? Should it be eaten?
Brain Storming Method

**Conclusion.**

This method is a simple technology for recording thoughts, ideas, conversations. The recording is fast, associative. The topic is in the center. First, a word, an idea, a thought arises. There is a flow of ideas, their number is unlimited, they are all fixed, we begin to write them down from the top left and end on the right below. The method is an individual product of one person or one group. Expresses individual possibilities, creates space for the expression of creativity.

The uses are varied:
- when systematizing, repeating material;
- when working with text;
- when repeating at the beginning of the lesson;
- when introducing a topic;
- when collecting the necessary language material;
- under control.

**Literature**

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