

LINGUISTIC AND SCIENTIFIC ANALYSIS OF METHODS THAT INCREASE COMMUNICATIVE COMPETENCE IN TEACHING ENGLISH LANGUAGE

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Abstract

Communicative competence really includes linguistic competence, as well as a set of facts that are part of socio-linguistic pragmatic competence, in an uncertain shape or form (rules and conventions of using language objects in context and other factors, such as relationships, etc.). Dell Hymes says that a language learner should have the following capabilities.

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"It should be taken into account that an ordinary child knows sentences not only grammatically, but also purposefully. He knows when to talk, when not to, and what to talk about, with whom, when, where, in what form. In short, the child acquires all the skills and others that a person has and can use in order to participate in a speech act and evaluate its performance by others.

According to Chomsky, linguistic competence can be studied in isolation from the rest of communicative competence, but sociolinguists such as Dell Hymes believe that the concept of language competence is unrealistic and that serious progress in linguistics is impossible. ways to use them. First, social interaction is actually skilled work that requires a lot of effort. It is not innate (born or genetically gifted). It should be learned from others. A person who confronts and constantly kills in order to learn and annoy himself and others, is the wrong person. Dell Hymes states that authority is dependent on the following pre-existing characteristics:

1. Whether something is possible and to what extent.
2. Whether something is visible and to what extent relative to available tools.
3. What and how appropriate is sufficient depends on the context in which it is used.
4. Whether and to what extent something is actually done and what needs to be done.

All this shows that linguistic competence is mainly a component of communicative competence. A criticism of Dell Hymes's concept of linguistic competence is that it is an abstraction that has nothing to do with practical application. The same criticism is directed against the concept of communicative competence. According to Widdson, if language knowledge is an abstraction of grammatical knowledge, communicative competence is an abstraction of social behavior. The concept of communicative competence does not include in its competence one's activity or sphere of influence, the actual procedure that language users adopt to participate in activity-based language. Thus, along with language competence and communicative competence, pragmatic competence should be the focus. Pragmatic competence refers to the ability to use language in conjunction with a conceptual framework to achieve a specific purpose or goal. This determines how the tool can be used effectively: it is user-oriented.

A. Linguistics and paralinguistic dictionaries:

- (i) verbal elements (sentences, clauses, phrases, etc.)
- (ii) non-verbal elements (aspects of communicative behavior, for example: facial expression, body movement, eye contact, gesture, proximity, etc.).
- (iii) Discourse elements and their connective organization in speaking and writing.

(iv) Range of possible options (variations and their organizations).

(v) Meaning of options for a particular situation.

B. Interaction Skills:

(i) Norms of Interaction and Interpretation.

(ii) Strategies for achieving desire goals.

(iii) Perceptions or characteristics (verbal and non-verbal) in a communication situation (communication situation).

(iv) Understanding the appropriateness in any situation.

C. Cultural knowledge:

(i) Social structure.

(ii) values and attitudes.

(iii) knowledge schema (oral as well as verbal) and cultural transmission processes.

The sphere of interaction (meaning: place) is also an important factor in determining the situation, for example, if you deal with someone in a church, temple, mosque, classroom, or market, the nature and variety of the interaction. you contribute. language use. Another concept useful in understanding communicative competence is the concept of phatic unity. One of the purposes of phatic association is not to remain silent, as this may unnecessarily imply hostility or embarrassment. For example, silence in a synagogue may be a sign of respect, but when two acquaintances meet and remain silent, their silence may be interpreted as hostility or at least indifference. Some phrases like "hello" and "good morning" are very common, but their violation has a negative impact on communication patterns, in most cases it leads to the discomfort (lack of comfort) of the participants of the interaction. Communicative competence introduced by Dell Hymes concept led to changes in the method and technique of language pedagogy. Linguists say that 'there are rules without which the rules of grammar would be useless. There is a difference between grammatical rules that allow users to construct correct sentences and rules that use language to accomplish some communicative goal. Some socio-linguistic principles, not some socio-linguists, became the guiding principle of language teaching. The European Common Market favored a communicative approach (something that motivates or encourages something). In order to increase interaction, the need to teach adults the main languages of the European common market has increased. In his book Notional Curriculum (1976), Wilkins promoted the Eastern-Functional Curriculum. He taught about the functions in which language is used: For example, one can plan to ask for information, in another to apologize, and in a third lesson to express gratitude. Linguists have made inventories of functions, concepts, and structures, but have not proposed a gradation of materials for use. Evaluating functional complexity for the simple reason that syntactic complexity and function are separated or divided into different parameters did not make sense of them. In contrast to the audio-lingual method, the main distinctive features of the communicative approach are as follows:

1. Meaning is more important than content and form.
2. If used around communicative functions, conversations should not be memorized.
3. The language element must be contextual. They do not need to be taught separately, as in the voice-lingual method.
4. Language learning does not mean learning structures, sounds and words, but learning to communicate.
5. Effective communication is sought and emphasized instead of skill and more learning.
6. Drilling is not central, but peripheral (secondary or insignificant).
7. Pronunciation should be comprehensive, not native.

8. Grammatical explanation is not allowed; Any device that students have will vary according to their age and interests.
9. Attempts to communicate should be made from the beginning, not just during long exercises.
10. A reasonable use of the mother tongue is acceptable if possible.
11. Translation may be used when the student has a privilege.
12. It is not necessary to read and write, to perform the speech skillfully. They can start from day one.
13. The target linguistic system is learned in the process of learning to communicate, not by learning the structure of the system.
14. Communicative competence rather than language competence is the desired goal.
15. Linguistic variation is taken as a central condition in style and materials.
16. The sequence of units is determined not by the principle of language complexity, but by taking into account the content, task and meaning that maintain interest.
17. The teacher helps students in any way that motivates them to work with the language (regardless of any conflict theory).
18. Language is not a habit; it is created by the individual through trial and error.
19. Fluent and acceptable language is not the main goal in terms of formal correctness; accuracy is judged in context rather than abstractly.
20. Students should not be allowed to use language through machines or controlled materials. They should be encouraged to interact with people in real life by working in pairs or groups.
21. The teacher should not tell the students which language to use. In fact, he does not know or can't guess which language the reader will use.
22. Intrinsic motivation does not arise from interest in the structure of the language, but depends on what is dealt with in the language.

The main material of speech and activity includes phonetic, grammatical and lexical materials. Language materials play an important role in teaching English. It is the main material for all speech and activities. Language, speech tools can include the sound system, tone, grammatical structure, and vocabulary of the language. The high school program specifies phonetic or pronunciation, grammatical, and lexical materials for the implementation of speech activities. Listening to and understanding these types of materials, speaking, learning winter is an important part of writing. When teaching language materials, it is necessary to take into account the conditions of schools, academic lyceums, vocational colleges, the nature of the materials, and the methodical side. In order for the student to acquire and perform speech activities, English vocabulary, grammar, and the phonetic system of the English language are selectively taught. The reasons for the selection are as follows: First, there are many language materials, it is difficult to teach them all. Second, secondary general education is given. Not all language materials are needed for this. Third, there is little time (less class hours). Third, the methodology is scientific From a methodological point of view, it is easier to teach a small number of materials selected for a special purpose instead of teaching many language materials. The features of the Uzbek and Russian languages that a student or student is studying the English language material are affected by. This effect will be positive and negative. The mother tongue, Russian language and English have a positive and negative effect. The student transfers the language skills and abilities activated by the above languages to the English language without taking them. It is called in the scientific language. The positive effect of languages is called transposition, and the negative effect is interference. Each language material has its own teaching characteristics, methods, methods, principles of

selection, and interference. 1) English vowels and consonants and their pronunciation; 2) their long (long, pronunciation; 3) to compare English sounds with Uzbek sounds, the structure of the syllabic system of the English language; the stress and tone of words; the division of sentences into meaningful groups (syntagms); the weakening (reduction) of vowels when the stress does not fall. At the present time, learning pronunciation in high school is mainly used as a means of forming, growing, shaping, subjugating speech activity. The main purpose of speech is to create pronunciation and rhythm. Features of the phonetic system of the English language. During the observations, we were convinced that there are several advantages of using multimedia tools in the teaching of English speaking competences. But it should also be said that during the teaching of language competences through multimedia tools, we also witnessed some shortcomings. Instead of using multimedia tools as an additional tool in teaching English, the fact that some of our teachers use them from the beginning to the end of the lesson reduces their dominance in the lesson. If teachers become completely dependent on technology during the lesson, they become "tech assistants" and lose sight of their language teaching goals and roles in front of students. In addition, excessive use of multimedia tools can lead to forgetting the advantages of using some traditional methods in the lesson. That is why teachers should use multimedia tools as an auxiliary tool, it cannot be turned into the main tool. While observing the English classes, we found that there is very little communication between students and students, and between students and teachers. Usually, teachers teach students how to pronounce words correctly, how to form sentences, how to summarize ideas, as well as oral and written communication skills.

CONCLUSION

Language teaching in foreign language training centers should be organized with a focus on communication, because the main goal of language learning is to use it in the process of speech communication. This requires the purposeful use of modern pedagogical technologies, technical tools, didactic games aimed at increasing the activity of course participants in the lesson process and increases the motivation of language learners to learn a foreign language. Uzbekistan, which has entered the ranks of developing countries and is not inferior to anyone in any field, has created great opportunities and conditions for every creative person, and the number of scientists is expanding day by day. It is known that along with learning a foreign language, the way of life, customs, rituals, culture of the people who speak that language, as well as the contribution of this people to the world civilization, and other things are also studied. Nations will be interested.

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