

THE NOTION OF COMMUNICATIVE COMPETENCE

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Annotation. The importance of the topic is to develop students' performance by using CLT. CLT is affirmed to be the most used and well-known approach to help students communicate effectively. It is an approach with many distinctive characteristics. One of these distinctive attributes is that the teaching process is learner-centred and experience-based. Moreover, CLT has several unique features, such as making genuine communication the target of learning English as well as giving students' opportunities to reflect upon their experiences and what they know. The thesis illustrates the analysis and understanding of CLT approach how it is implemented in the foreign language-teaching context.

Key words: communication, orientation, adequate, competence, skill, ability, approach, manner.

Introduction. Communicative competence is the possession of complex communicative skills and abilities, the formation of adequate skills in new social structures, knowledge of cultural norms and restrictions in communication, knowledge of customs, traditions, etiquette in the sphere of communication, observance of decency, good manners, orientation in communicative means inherent in the national, class mentality and expressed within the framework of a given social institution (family, work or student collective, profession, party, etc.). This definition is not universal, but it helps to understand the constituent components of the nature of the terminological combination communicative competence. **Discussions.** Communicative competence presupposes knowledge of various languages of communication (not only verbal), it ensures, among other things, the functional linguistic information and technical literacy of a person. From the point of view of psychologists, any competence of an individual is "the possession, possession by the subject of the corresponding competence, including his personal attitude to it and the subject of activity."

Professor E.I. Isaev states: "The advantage of the construct "competence" from a psychological point of view is that it connects the subject with his activity.... There is no such integrity in the construct "knowledge, skills and abilities", which appeals, first of all, to social or professional reality" Speaking about the effectiveness of communication (and one of its components is communication), S.E. Tikhonov refers to Aristotle, who more than two and a half thousand years ago argued that the success of an orator, i.e. a person communicating with others publicly through speech, depends on three conditions:

- 1) "nature, or nature" - i.e. the ability to communicate, which are inherent in a person from birth, a certain predisposition to communicate with others;
- 2) training - a purposeful process of acquiring knowledge about the patterns and rules of communication and mastering the techniques and means of non-violent interaction, including speech, with people under the guidance of a specialist and / or independently;

3) exercises - practical mastering of rules, techniques and methods of communication with the purpose of developing skills and abilities, organized both by one of the more experienced people and with his (their) help, and directly by the one who wants to improve his (her) communication.

Therefore, in order to master communicative competence, it is necessary to have certain knowledge about etiquette norms, about the culture of peoples, about the general and specific features of a particular person, a given social institution, etc. However, practice shows that knowledge alone, not converted into skills and abilities, is not a panacea for troubles, and research by psychologists shows that a subject with a certain level of communicative competence must have a personal attitude towards it. In order for knowledge not to be a burden, communication practice is needed, a person must be motivated for productive (during which the parties come to a mutually acceptable result) communication.

The effectiveness of communication also depends on other components: partners, the environment, the goal and the attitude, as well as the communicators' abilities to communicate. These considerations about communicative competence can be reflected in the diagram:

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competence = abilities + knowledge + skills + abilities, adequate to communicative tasks and sufficient for their solution.

Conclusion. So, we can say that communicative competence is a complex systemic formation, including motivational-targeted (readiness to demonstrate competence; motivation sets the framework for individual development, growth of competence; a goal that directs activity), cognitive (possession of knowledge of the content of competence; various categories of knowledge, planning, determining the possibilities of obtaining knowledge), behavioral (experience of demonstrating competence in standard and non-standard situations; operational-technical component), value-emotional-volitional (regulation of the process and result of communication); analytical (sharpness of analysis and perception, allowing to get to the essence of the concept) components.

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