COMMUNICATIVE COMPETENCE IN EFL CLASSES AND TEACHING IT

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The communicative approach to learning a new language makes the teacher the facilitator. The interaction between student and teacher is paramount as well as collaborative learning. This type of learning uses techniques that help to convey the ideas, thoughts, feelings and information to reach others. The given article is devoted to the study of the effective way of developing the students communicative competence.

Yangi tilni o'rganishning kommunikativ yondashuvi o'qituvchiga etakchilikni, bowqariwni yunaltiruvchilikni beradi. Talaba va o'qituvchi o'rtasidagi o'zaro hamkorlik juda muhim ahamiyat kasb etadi. Ushbu turdagi ta'lim g'oyalarni, fikrlarni, his-tuyg'ularni va axborotni boshqalarga etkazish uchun yordam beradigan usullardan foydalanadi. Ushbu maqola o'quvchilarning kommunikativ ko'nikmalarini rivojlantirishning samarali usulini o'rganishga bag'ishlangan.

Коммуникативный подход к изучению нового языка делает преподавателя ведущим. Взаимодействие между учеником и преподавателем имеет первостепенное значение, а также совместное обучение. Этот тип обучения использует методы, которые помогают передавать идеи, мысли, чувства и информацию для достижения других. Данная статья посвящена изучению эффективного способа развития коммуникативной компетентности студентов.

Key words: *facilitator, communicative, approach, learning a new language.*

At a present moment higher education institutions are given big responsibility to prepare high skill personnel for developing social, economical, political, scientific and cultural life of the Independent Republic of Uzbekistan. As, the First President of our Republic I.A.Karimov said in the meeting dedicated for opening Tashkent International Westminster University: "Today we stopped such level of the world development, that it cannot be mistake if we say now knowledge and enlightenments, countries and every nation's opportunities and possibilities".

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The aim of the article is developing communicative competence and its effective ways.

The effective way of developing Communicative competence beginning with Noam Chomsky (1967) and his distinction between competence - 'aspeaker's intuitive knowledge of the rules of his native language', and performance - 'what he actually produces by applying these rules', the theory of communicative competence has gone through a serious development so far. Brown (1994) refers to several theories of communicative competence as they developed through periods of time, of which the most notable ones include the studies by Hymes (1967, 1972), Savignon (1983), Cummins (1979, 1980), or Canale and Swain (1980). evertheless, as Brown suggests, the newest views are probably best captured by Lyle F. Bachman (1990) in his schematization of what Bachman calls 'language competence'. (Brown 1994, 227-229) For the purpose of the thesis, I drew upon Lyle F. Bachman's Fundamental Considerations in Language Testing (1994). As a useful source of information for helping with the interpretation of Bachman's framework of communicative competence, I made use of Douglas H. Brown's Principles of Language Learning and Teaching (1994). According to Bachman (1994, 84), communicative competence, 'communicative language ability' (CLA), comprises two basic features – firstly, knowledge, competence in the language, and, secondly, the capacity for implementing or using the competence. Bachman proposes three components that in his view 'communicative language ability' framework includes, they are: language competence, strategic competence, and psychological mechanisms. While language competence is a set of specificknowledge components that are utilized in communication via language, strategic competence isthe term that Bachman uses to characterize the mental capacity for implementing the components of language competence in contextualized communicative language use; the third component, psychophysiological mechanisms present the neurological and psychological processes involved in the actual execution of language as a physical phenomenon. (Bachman 1994, 84) Bachman divides language competence into two categories: organizational and pragmatic competence. Organizational competence, further splitting into grammatical and textual competence, presents those abilities involved in controlling the formal structure of language for producing or recognizing grammatically correct sentences, comprehending their propositional content,and ordering them to form texts. (Bachman 1994, 87)Grammatical competence includes the knowledge of vocabulary, morphology, syntax, and phonology and graphology all of which govern, according to Bachman, the choice of words toexpress specific significations, their forms, arrangements in utterance, to express propositions, and their physical realization. Textual competence, on the other hand, includes

the knowledge of the conventions for joining utterances together to form a text structured according to rules of cohesion and rhetorical organization, Bachman says. As the field of second language pedagogy has developed and matured over the past few decades, we have experienced a number of reactions and counter-reactions in methods and approaches to language teaching. We can look back over a century of foreign language teaching and observe the trends as they came and went. How will we look back 100 years from now and characterize the present era? Almost certainly the answer lies in our recent efforts to engage in **communicative language competence in teaching** (CLT). The "push toward communication" (Higgs & Clifford 1982) has been relentless. Researchers have defined and redefined the construct of communicative competence. They have explored the myriad functions of language that learners must be able to accomplish. They have described spoken and written discourse and pragmatic conventions. They have examined the nature of styles and nonverbal communication. With this storehouse of knowledge we have valiantly pursued the goal of learning how best to teach communication.

• One glance at current journals in second language teaching reveals quite an array of material on CLT. Numerous textbooks for teachers and teacher trainers expound on the nature of communicative approaches and offer techniques for varying ages and purposes. In short, wherever you look in the literature today, you will find reference to the communicative competence nature of language classes.

• CLT is best understood as an *approach,* not a method. (For some comments on the difference between a method and an approach, see Brown 2000 and the vignette at the end of Chapter 6.) It is therefore a unified but broadly based theoretical position about the nature of language and of language learning and teaching. It is nevertheless difficult to synthesize all of the various definitions that have been offered. From the earlier seminal works in CLT

up to more recent teacher education textbooks we have definitions enough to send us reeling. For the sake of simplicity and directness, I offer the following four interconnected characteristics as a definition of CLT.

• Classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence.

• Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.

• Fluency and accuracy *are* seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use. 4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

• These four characteristics underscore some major departures from earlier approaches. In some ways those departures were a gradual product of outgrowing the numerous methods (CLL, the Natural Approach, etc.—see vignette at the end of Chapter 4) that characterized a long stretch of history. In other ways those departures were radical. Structurally (grammatically) sequenced curricula were a mainstay of language teaching for centuries. CLT suggests that grammatical structure might better be subsumed under various functional categories. In CLT we pay considerably less attention to the overt presentation and discussion of grammatical rules than we traditionally did. A great deal of use of authentic language is implied in CLT, as we attempt to build fluency .It is important to note, however, that fluency should never be encouraged at the expense of clear, unambiguous, direct communication. Finally, much more spontaneity is present in

communicative classrooms: students are encouraged to deal with unrehearsed situations under the guidance, but not control, of the teacher.

• The fourth characteristic of CLT often makes it difficult for a non-native speaking teacher who is not very proficient in the second language to teach effectively. Dialogs, drills, rehearsed exercises, and discussions (in the first language) of grammatical rules are much simpler for some non-native speaking teachers to contend with. This drawback should not deter one, however, from pursuing communicative goals in the classroom. Technology (video, television, audio-tapes, the Internet, computer software) can come to the aid of such teachers. Moreover, in the last decade or so, we have seen a marked increase in English teachers' proficiency levels around the world. As educational and political institutions in various countries become more sensitive to the importance of teaching foreign languages for communicative purposes (not just for the purpose of fulfilling a "requirement" or of "passing a test"), we may be better able, worldwide, to accomplish the goals of communicative language teaching. Communicative language teaching classrooms.

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