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**CHET TILNI O'RGANISHNING BOSHLANG'ICH BOSQIQCHIDA
KOMMUNIKATIV KOMPETENTLIKNI RIVOJLANTIRISH BO'YICHA
PSIXOLOGIK-PEDAGOGIK TADQIQOTLAR.**

Annotatsiya: Zamonaviy ta'lim paradigmasida maktab bitiruvchilari uchun asosiy talablardan biri samarali og'zaki muloqot uchun chet tilini muvaffaqiyatli bilishdir. Chet tilini o'rganishning boshlang'ich bosqichida kommunikativ kompetentsiyani rivojlantirish bo'yicha psixologik-pedagogik tadqiqotlar muhim ahamiyatga ega, chunki aynan shu davrda asosiy muloqot qobiliyatlari shakllanadi va ularning keyingi rivojlanishiga qiziqish paydo bo'ladi. Kommunikativ kompetentsiya nafaqat lingvistik kompetentsiyani, balki tilning xususiyatlarini bilishni, lingvistik vositalarni muloqotning vazifalari va shartlari bilan bog'lash qobiliyatini, kommunikanlar o'rtasidagi munosabatlarni tushunishni, shuningdek, ijtimoiy munosabatlarni hisobga olgan holda og'zaki muloqotni tashkil etish qobiliyatini o'z ichiga oladi. xulq-atvor normalari.

Ushbu maqolada chet tilini o'qitishning boshlang'ich bosqichidan boshlab kommunikativ kompetentsiyani shakllantirishning turli jihatlarini ko'rib chiqiladi. Tadqiqotlar shuni ko'rsatadiki, aynan shu bosqichda muloqot ko'nikmalarini yanada rivojlantirishga ta'sir qiluvchi poydevor qo'yiladi. Psixologiya va pedagogika sohasida olib borilgan tadqiqotlar natijalari tahlil qilinib, boshlang'ich maktab o'quvchilarida kommunikativ kompetentsiyani rivojlantirishning samarali usul va yondashuvlari ko'rib chiqiladi.

Talabalarning motivatsiyasi va qiziqishlari roliga, shuningdek, turli kommunikativ vaziyatlarda chet tilidan faol foydalanishga yordam beradigan qulay o'quv muhitini yaratish muhimligiga alohida e'tibor qaratiladi. Tadqiqot natijalari

ta'limning dastlabki bosqichlarida yuqori darajadagi kommunikativ kompetentsiyaga erishish uchun turli yondashuvlar va usullarni birlashtirish zarurligini ta'kidlaydi.

Kalit so'zlar: kommunikativ kompetentsiya, chet tili, ta'limning boshlang'ich bosqichi, psixologik-pedagogik tadqiqotlar, lingvistik kompetentsiya, og'zaki muloqot, o'quvchilar motivatsiyasi, xatti-harakatlarning ijtimoiy normalari, o'qitish usullari, ta'lim paradigmasi.

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ПСИХОЛОГО-ПЕДАГОГИЧЕСКИЕ ИССЛЕДОВАНИЯ ПО РАЗВИТИЮ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ НА НАЧАЛЬНОМ ЭТАПЕ ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА

Аннотация: В условиях современной образовательной парадигмы, одним из ключевых требований к выпускникам школы является успешное владение иностранным языком для эффективного речевого общения. Психолого-педагогические исследования по развитию коммуникативной компетенции на начальном этапе изучения иностранного языка имеют важное значение, так как именно в этот период формируются базовые коммуникативные навыки и возникает интерес к их дальнейшему развитию. Коммуникативная компетенция включает в себя не только лингвистическую компетенцию, но и знание особенностей языка, умение соотносить языковые средства с задачами и условиями общения, понимание отношений между коммуникантами, а также способность организовывать речевое общение с учётом социальных норм поведения.

В данной работе рассматриваются различные аспекты формирования коммуникативной компетенции, начиная с начального этапа обучения иностранному языку. Исследования показывают, что именно на этом этапе закладываются основы, которые влияют на дальнейшее развитие коммуникативных умений. Анализируются результаты исследований, проведенных в области психолого-педагогики, и рассматриваются эффективные

методы и подходы для развития коммуникативной компетенции у младших школьников.

Особое внимание уделяется роли мотивации и интереса учащихся, а также важности создания благоприятной учебной среды, способствующей активному использованию иностранного языка в различных коммуникативных ситуациях. Выводы исследования подчеркивают необходимость интеграции различных подходов и методик для достижения высокого уровня коммуникативной компетенции уже на начальных этапах обучения

Ключевые слова: коммуникативная компетенция, иностранный язык, начальный этап обучения, психолого-педагогические исследования, лингвистическая компетенция, речевое общение, мотивация учащихся, социальные нормы поведения, методики обучения, образовательная парадигма

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PSYCHOLOGICAL AND PEDAGOGICAL RESEARCH ON THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE AT THE INITIAL STAGE OF LEARNING A FOREIGN LANGUAGE

Abstract: In the modern educational paradigm, one of the key requirements for school graduates is successful knowledge of a foreign language for effective verbal communication. Psychological and pedagogical research on the development of communicative competence at the initial stage of learning a foreign language is important, since it is during this period that basic communication skills are formed and interest in their further development arises. Communicative competence includes not only linguistic competence, but also knowledge of the characteristics of language, the ability to correlate linguistic means with tasks and conditions of communication, understanding of the relationships between communicants, as well as the ability to organize verbal communication taking into account social norms of behavior. This paper examines various aspects of the formation of communicative competence, starting from the initial stage of teaching a foreign language. Research shows that it is at this stage that the foundations are laid that influence the further development of

communication skills. The results of research conducted in the field of psychology and pedagogy are analyzed, and effective methods and approaches for the development of communicative competence in primary schoolchildren are considered.

Particular attention is paid to the role of motivation and interest of students, as well as the importance of creating a favorable learning environment that promotes the active use of a foreign language in various communicative situations. The findings of the study highlight the need to integrate different approaches and techniques to achieve a high level of communicative competence already at the initial stages of training.

Keywords:communicative competence, foreign language, initial stage of education, psychological and pedagogical research, linguistic competence, verbal communication, student motivation, social norms of behavior, teaching methods, educational paradigm

INTRODUCTION

One of the key requirements of the modern educational paradigm for school graduates is successful proficiency in a foreign language for verbal communication. Success in this context implies that in the process of studying in a secondary school, students must develop communicative competence. In this light, it is important to trace the process of formation of communicative competence, especially at the initial stage of education, since it is at this time that the basic communication skills of students are laid, as well as interest and desire for their development. The results of research on this problem are reflected in various psychological and pedagogical works. Let's consider the concept of communicative competence to assess the level of students' training and the degree of its formation.

METHODS

The term “competence” (from the Latin *competere* - “to be capable of something”) was introduced into linguistics by N. Chomsky, although it had previously been found in the works of Humboldt and other linguists. Initially, this term denoted the ability necessary to perform certain linguistic actions in the native language. According to N. Chomsky, a competent person must be able to form and understand an unlimited number of sentences using acquired linguistic means and rules, as well as recognize formal similarities and differences in the meaning of expressions (Chomsky N., 1965). This

involves creating a grammar with a set of rules for constructing sentences. However, since the process of constructing sentences is dynamic and depends on specific situations and types of communication, the creation of such a grammar has proven impossible. As a result, such an interpretation proposed by Chomsky was criticized. In contrast to the narrowly understood linguistic competence, the concept of communicative competence was proposed. This concept includes possession of linguistic competence, knowledge of the features of language, the ability to correlate linguistic means with the tasks and conditions of communication, understanding of the relationships between communicants, as well as the ability to organize verbal communication taking into account social norms of behavior and the appropriateness of statements [2,180].

RESULTS

Communicative competence includes a set of several other competencies that fully reflect the constituent characteristics of the general concepts:

- linguistic competence (definition given higher)
- sociolinguistic competence
- sociocultural competence
- discursive competence
- strategic competence
- intercultural competence

Let's look at each of the components in more detail.

communicative competence, so that the picture of representation and understanding of the concept of “communicative competence” becomes more complete.

Sociolinguistic competence is the ability to use various language means and choose them depending on the situation and context of communication, as well as in accordance with generally accepted norms of language use characteristic of a particular society. Some researchers call this concept “situational competence”, meaning the same thing.

Sociocultural competence is the ability for interactive socially significant exchange of information and the ability to organize communication taking into account the rules, norms and traditions of speech and non-speech behavior.

Discursive competence is knowledge of various types of discourse, as well as the ability to create and interpret them in accordance with the communicative task and communication situation, evaluate the location and relationship of individual parts, and perceive the text as a coherent whole.

Strategic competence is the ability to use verbal and nonverbal strategies to fill gaps in language proficiency. This definition states that when difficulties arise in oral communication, communicants can verbally and non-verbally fill gaps in knowledge in order to convey the necessary information to the interlocutor or obtain the necessary information from him. Bachman not only emphasized the special importance of this component of communicative competence, but also identified three components in its structure: assessment, planning and execution.

Intercultural competence is the ability to achieve mutual understanding with representatives of other cultural communities as successfully as with representatives of one's own sociocultural environment. This competence is effectively implemented when the following conditions are met:

- the presence of affective elements (empathy, tolerance);
- knowledge of one's own culture and the culture of the interlocutor.
- general information about culture and communication, that is, intercultural awareness.

Having summarized various aspects and interpretations of communicative competence, we can draw the following conclusions:

- Communicative competence is considered as a key concept in modern methods of teaching foreign languages.
- Communicative competence includes elements from linguistics, psychology and a number of other sciences.
- The components of communicative competence interact with each other.
- The main characteristic of communicative competence, which makes it more effective in the process of teaching foreign languages, is the consideration of psychological, social and cultural factors that depend on the specific communication situation.

In the process of real communication in a native or foreign language, the speaker must take into account his social role (boss, subordinate, employee, passerby, etc.), his social status (position of equality/superiority in relation to the interlocutor), the situation and

place of communication, topic and the purpose of the statement (persuasion, message, censure, etc.). Different authors have different approaches to the interpretation of the concept of “communicative competence” and the identification of its levels.

Thus, the maximum or perfect level of proficiency in a foreign language, for example English, means such proficiency that, in its linguistic, extralinguistic and social parameters, brings the speaker closer to the level of a native speaker. This level includes the speaker’s ideas about reality and the ability to inform others about it, the ability to establish contacts and control one’s speech actions, the ability to respond in the right situation using appropriate lexical units, speech perception skills with appropriate speech memory and accumulated speech experience, as well as the ability correlate one’s role and position in verbal communication with the position of the interlocutor [3,153].

Among the works devoted to communicative competence, one can take as a basis the concept of a single basic level of communicative competence, called threshold, developed by the Council of Europe (Hymes D., 1973). For example, D.A. When developing new curricula within the framework of the work of the Council of Europe in 1972, Wilkins proposed to be guided by such categories as semantic-grammatical and communicative function.

In 1975, the following plan was published, developed by Van Eck and Trim, where the following aspects were highlighted as the main components of communicative competence:

1. Classification situations of communication, such as contacts with officials, situations of social communication and interaction, textual activity, situations within the socio-cultural context of the language being studied, etc.
2. Language functions and the most adequate ways to implement them.
3. Means of conveying and indicating general knowledge.
4. Ways to convey individual meanings in various thematic groups (for example, the ability to introduce yourself, give the necessary information about yourself, talk about leisure, travel, the environment).
5. Patterns of speech interaction, including fixed types of interaction.

"Communicative competence" means a person's ability to use the target language to communicate successfully in various fields of activity. This is an integral education that includes linguistic, sociocultural and other components.

According to the concept of D. Hymes, "communicative competence" is not limited to knowledge of vocabulary and grammar, but also includes an understanding of cultural and social contexts. He expanded the original understanding of "competence" proposed by N. Chomsky, who believed that it was the ability to understand and reproduce correct sentences in linguistic understanding.

Russian methodologists have developed "communicative competence" in detail, highlighting its levels:

Linguistic: knowledge of the language system and the ability to use this knowledge, as well as the ability to understand the speech of others and express one's own thoughts.

Sociocultural: knowledge of the ethnocultural characteristics of the country where the language being studied is used, and the ability to adapt one's speech behavior to these characteristics.

Speech: knowledge of ways to form and express thoughts using language and the ability to use them in the process of communication.

- Discursive: knowledge of the rules for constructing oral and written messages – discourses, the ability to create such messages and understand their meaning in the speech of the interlocutors.
- Strategic: the ability to use the most effective strategies when solving communication problems.
- Subject: knowledge of subject information necessary for organizing one's own statement or understanding the statements of interlocutors.
- Compensatory: the ability to overcome difficulties that arise in the process of verbal communication.
- Pragmatic: the ability to choose the most effective and appropriate way of expressing thoughts depending on the conditions of the communicative act and the task at hand.

Thanks to these levels of communicative competence, it can be argued that its basis is linguistic competence - knowledge of the language system and the ability to use its means in verbal communication. Therefore, the teacher's efforts should largely be

aimed at developing the language competence of students and the formation of their speech skills and abilities in various types of speech activity.

DISCUSSION

In recent years, in the perception of the second component of the concept of “communicative competence”, difficulties have arisen regarding the term “competence” itself. Sometimes it is confused with the concept of "competence". Although these terms are similar in meaning, they have different connotations.

The origins of the difference between the concepts of “competence” and “performance” were laid in the work of N. Chomsky, who divided them into “competence” as knowledge of linguistic units and the rules for their connection, and “performance” as the ability to use this knowledge and rules in the process of communication. Thus, “competence” includes both knowledge and the ability to apply it in various communication situations.

The concept of “competence,” in turn, means education, ability, professional preparedness, deep knowledge of the matter and the ability to apply this knowledge to achieve goals. In the context of communicative competence, "competence" can be defined as the ability to establish and maintain effective contacts with other people.

The difference between these two terms is that “competence” reflects a broader understanding of the integration of knowledge and its application in practice in a specific field of activity, in this case, in speech activity. While “performance” rather indicates awareness in a certain field of knowledge in general.

Consequently, in the context of teaching foreign languages, we usually talk about “communicative competence” and the ways it is developed in lessons where students acquire both the knowledge and skills to communicate successfully in a foreign language.

CONCLUSION

In this article, we have explored key aspects of communicative competence and its importance in foreign language education. Analyzing Noam Chomsky's theory on the distinction between "competence" and "performance," we have identified that

communicative competence encompasses not only knowledge of language units and rules but also the ability to apply them in various communicative situations.

We have discussed various components of communicative competence, such as linguistic, sociocultural, discursive, strategic, and others, illustrating their interrelation and role in successful communication in a foreign language. Methods for developing students' communicative competence have also been examined.

In conclusion, it is important to emphasize that understanding and applying the concepts of "competence" and "competency" are crucial for pedagogical practice. Effective foreign language education requires not only the acquisition of linguistic knowledge but also the development of communication skills in diverse situations.

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