

**CONCEPT OF COMMUNICATIVE COMPETENCE AND ITS DEVELOPMENT**

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**Necessity and feasibility of developing communicative competence.** The concept of communicative competence was introduced by Hymes (1972). At the pedagogic level, the approach through which the competences highlight the practical side of learning, the use of the learning effects for the individuals as well as the society. In this regard, studies have shown that the use of competences in defining the objective is crucial as it allows the education to provide a considerably more direct answer to the concrete needs of the learning community. Voiculescu (2013) reported that the integrator model of skills enhanced a proper interpretation of the concept, thereby preserving the elements identified. According to the authors, the communicative competences have the ability to address the knowledge and abilities that integrate the values, attitudes and the necessity for problem-solving. There are several theories that support the communicative language teaching. One of these theories is Hymes' theory (1972) of communicative learning. In this theory, Hymes (1972) proposed a theory of language performance or use. This theory bases its core arguments on the acceptability and therefore pursues the models and rules that underlie within people's performance. Hymes' framework (1972) goes beyond the difference between the competence and performance, based on the fact that both can be important. This has led to the development and understanding of the communicative competence teaching, which emphasizes all the four skills, namely listening, speaking, reading and writing. However, listening and speaking have a special place in Communicative Language Teaching.

**Necessity and feasibility of developing communicative competence:**

Teaching communicative competence provides the students with an opportunity to speak and share their ideas in a relatively relaxed manner. Ideally, the students are subject to being the major players or protagonists within the classroom settings as part. Many national governments have tried to adapt the curricula of their programs to the needs of the labor market, and equipping their students with the transferable competences that will enable them to apply their knowledge in various professional areas. The future employer requires these skills. Teaching the communicative competence in non-linguistic universities, therefore, facilitates the introduction of the new teaching methods, which creates a diversified teaching process. Under these circumstances, teachers can utilize the various resources to assist the students in developing their communicative skills, which is one way through which diversity is manifested.

For instance, English teachers might use pictures to foster group discussions, thereby assisting students in developing improved informational understanding and the cultural backgrounds on various topics. Games also constitute one mechanism that promotes communicative competence (Halász and Michel 2011). Ideally, games can be used to help students learn about the foreign vocabulary and practice their writing skills. More specifically, teachers can assist the student in learning about the vocabulary and consequently practicing their writing skills. In some areas, teachers can help students in developing contexts in a foreign language when teaching them grammar and the culture of that particular foreign language. Students can be asked various integrative questions to enable them to practice not only their spoken foreign language but also learn about the different cultures (Valdman 1992). Undeniably, this can be an excellent platform for students to learn and deeply study a foreign language.

**Challenges of developing student's communicative competences.** Studies have reported that inadequate interaction between teachers and students contribute to one of the significant traditional limitations to the learning of foreign. Lack of individual initiative towards learning the foreign language also influences the effectiveness of teaching. Learning a foreign language calls for an own effort, although a joint initiative by both the teacher and students is essential. While it is evident that most universities pay more attention to the development of the students' communicative competence, the traditional systems of assessment do not take into account whether or not the students have genuinely developed such competences (Kramsch 2006).

In most cases, such methods are still ingrained, even though the dichotomy between fluency and accuracy is always worth to be considered. Related to this is the fact that students may not be willing to learn by themselves. Studies have found that students who do not speak the foreign language as their major may demonstrate a varied opinion about that particular language (Halász and Michel 2011). As such, the absence of both the input and output reduces the students' interest and skills in reading the vocabularies. This kind of attitude towards learning a foreign language may severely impede students' learning. In essence, the teachers and students need to establish a steady relationship between foreign language teaching and learning. Today English becomes an important component of success in any sphere of public and interstate activities. If before a foreign language was studied, mainly, only as a school subject, today, the level of knowledge in English corresponds to the level of human development - both psychological and material. With the improvement in the selection and placement of educational material in textbooks, the interest of students in studying and analyzing foreign textual material has increased somehow.

In turn, the practice of the work shows that the formation of foreign communicative competence in future teachers of the English language is at an average level. Many of them believe that communicative skills and other skills are not perfect enough and do not provide productive participation in the act of communication. Future teachers of the English language experience difficulties in the practical possession of a foreign language because of their meager lexical stock and insufficient linguistic-cultural vocabulary, skills and abilities in speech activity (listening, speaking, reading and writing) [2].

Foreign languages are becoming one of the main factors of both socio-economic and general cultural progress of Uzbek society. Foreign language plays a huge role in the formation of personality and education, because with it you can get direct access to the spiritual wealth of another country, get an opportunity to communicate directly with representatives of other nations. Therefore, it is not surprising that recently in our country interest in foreign languages, and, mainly, to English has grown substantially. Despite the variety of works in the field under study, the issue of forming the communicative competence of specialists in the field of foreign language education and the formation of communicative competence in the modern educational platform of Uzbek has not been developed enough. There are no possible ways of forming communicative competence in the educational process in higher education. This necessitates the consideration of the research problem on the scientific and theoretical plane [3].

Analysis of psycho-pedagogical literature and practical experience convinces that teachers in higher education, recognizing the need to train highly qualified specialists of a foreign language for educational institutions, believe that such result can be achieved only by using rational didactic means in the educational process, qualitative teaching and methodological complexes developed on accordance of modern learning technologies. Currently, the methodological support is not sufficiently developed and in some cases is completely absent. This phenomenon leads to inadequate efficiency of the formation of communicative competence among future teachers of English in Uzbekistan and it determines the scientific and pedagogical level of relevance of the study.

**A course dossier for teaching competences.** In line with the Bologna process priorities, our research places students at the center of the learning process and we will study both their linguistic background and technical thematic preferences.

The course dossier covers the main areas of English grammar and concentrates on aspects that learners need to advance in listening, reading, speaking and writing skills to be able to communicate confidently. It consists of ten units which are based on the most up-to-date topics to engage learners to study the language according to the B2 level requirements (see Table 1). A wide range of activities has been designed to engage learners and the language to the real-world demands and to group the units into the following type of activities:

- Warm-up activities to introduce the topic and give the students a chance to work in groups to share knowledge on the topic;

- Vocabulary activities allow students to reinforce the newly acquired words in a context;
- Grammar activities to build knowledge on different grammar aspects though fill-in gaps, writing or group activities;
- Reading activities to practice the reading skill through interactive exercises;
- Paraphrasing, translating activities to connect L2 structures and mother tongue of our students;
- Discussions, information analysis activities to encourage application and improvement of transversal competences;
- Summary, reflection and self-assessment activities to identify and measure competences acquired in a particular unit. In this manner, we account for a course dossier prepared so that any L2 English professor can have several pre-designed thematic activities closely related to competence development. Similarly, the dossier format will allow the incorporation of learning tasks based on cross-curricular projects and explore new paths of collaboration with teachers-experts in specialized subjects.

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