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**THE PLACE AND ROLE OF THE COMMUNICATIVE METHOD IN TEACHING A  
FOREIGN LANGUAGE CONCEPTS OF "COMPETENT APPROACH", AND  
"COMPETENCE"**

**Annotation:** Language acquisition is a multifaceted process that involves various teaching methodologies aimed at fostering effective communication. Among these, the communicative method has gained prominence as a central approach in modern foreign language instruction. This method focuses on developing the learner's ability to communicate effectively in real-life situations, emphasizing fluency, interaction, and context over grammatical accuracy alone. This article explores the role of the communicative method in foreign language teaching and examines the related concepts of the "competent approach" and "competence."

**Keywords:** Competence, competent approach, Motivation, Language acquisition, Problem Solving.

**Annotatsiya.** Tilni o'zlashtirish ko'p qirrali jarayon bo'lib, samarali muloqotni rivojlantirishga qaratilgan turli xil o'qitish uslublarini o'z ichiga oladi. Bular orasida kommunikativ metod zamonaviy chet tilini o'qitishda markaziy yondashuv sifatida o'rin oldi. Bu usul o'quvchining hayotiy vaziyatlarda samarali muloqot qilish qobiliyatini rivojlantirishga qaratilgan bo'lib, faqat grammatik aniqlikdan ko'ra ravonlik, o'zaro munosabat va kontekstga urg'u beradi. Ushbu maqolada chet tilini o'qitishda kommunikativ usulning roli o'rganiladi va "kompetentlik yondashuvi" va "kompetentlik" tushunchalari o'rganiladi.

**Kalit so'zlar:** Kompetentsiya, malakali yondashuv, Motivatsiya, Tilni o'zlashtirish, Muammoni hal qilish.

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The State educational standard adopted in our country clearly defines the teaching of each subject according to different educational stages, the goals and objectives of teaching this subject. Currently, the organization of teaching foreign languages according to the needs of the times requires methodological research. This led to the emergence of modern and communicative methods of teaching foreign languages.

In order to better understand their essence, it is necessary to analyze these methods in terms of their place and role in the teaching of a foreign language and in the social activities of society, the degree of their ability to respond to the demands of the times, and to what extent they can help the educational institution in which a foreign language is taught to achieve its goals.

The communicative method is currently interpreted as a modern method. The communicative method is widely used in England, France and Germany. Such a communicative approach to foreign language teaching was first used in the 70s of the last century, and since then it has been widely used in foreign language teaching faculties and secondary schools as one of the leading methods in the world.

Communicative method helps not only to exchange information in social activities, but also to implement education and upbringing in the process of communication, intellectual development of a person, to increase motivation in relation to learning and learning.

It is necessary to study and analyze how the communicative method is interpreted in the works related to the methodology of teaching a foreign language and the different opinions of scientists about it before organizing the formation and development of the skills and competencies of written speech in English in communication. It helps to determine the essence of the communicative method, its effectiveness as a basis for the development of written speech skills in a foreign language, and the development of instruction, advice and a group of exercises focused on speech communication.

It is known that the communicative method covers all aspects related to oral speech activity in a foreign language. These include the goal of developing oral speech, issues related to the selection of speech material, the choice of methods of speech development, the level of formation of students' knowledge, skills and abilities in a foreign language, and their relationship to each other.

In scientific methodological literature, linguist, psychologist and methodist scientists (J.J. Jalolov, G. Makhkamova, A.A. Leontev, E.I. Passov, G.M. Rogova, I.L. Bim, I.A. Zimnyaya, N.M. Jinkin, M. Dakovskaya.- When analyzing the works of B, it is possible to observe different opinions and views.

M. Dakovskaya said that the true essence of the communicative method is to teach communication using language and to teach a foreign language through communication. The expert distinguishes between the "strong" and "weak" sides of the communicative method. "Weak" use teaches students to use a foreign language in speech, while "strong" use teaches foreign language through communication.

E. I. Passov, one of the prominent scientists in the field of foreign language teaching methodology, distinguishes five principles of the communicative method:

1. Communicativeness
2. Leaning on the speech system
3. Situateness
4. Providing new information
5. Integrity, unity principles.

According to E.I.Passov, the principle of communicativeness requires the selection of speech material, i.e., the selection of words and phrases suitable for speech communication, the formation of high motivation in students regarding the speech material, its content, and the speech process, as well as the fact that the selected exercises have a speech character.

The principle of speech system-based or speech-orientation implies the use of all speech patterns in the foreign language system in accordance with the topic of communication, taking into account the mother tongue and directing knowledge to the study of the speech system more than the study of the language system.

The principle of situationality in foreign language teaching shows that any speech act aimed at forming speech skills should be practiced in speech situations related to the topic of communication. The fourth principle, which refers to the acquisition of new information, requires the formation of motivation (desire) to approach the speech situation related to the educational process, that is, to learn information unknown to the student.

A.A. Leontev emphasizes that the principle of communicativeness and consciousness do not negate each other, but rather are interrelated phenomena. Keith Morrow also identifies five basic principles of the communicative method:

1. Understanding what speech activity the student is doing and being able to perform it;
2. The overall integrity of the speech process;
3. That the study of the speech process is as important as the study of language phenomena;
4. Learning through speech activity;
6. Not always taking into account mistakes.

Analyzing these principles will help students express their written opinions in a foreign language and organize teaching on the basis of communication. In fact, it is necessary for a student to understand and know the reason why he is studying the phenomena of a foreign language, and how to apply them in the process of expressing his written opinion.

It is necessary for him to feel the need to implement this speech activity in writing and that he is interested in it. It should be noted that by partially changing the task assigned to the language exercises, they can be turned into speech exercises while keeping the structure of the exercises. Also, the learning process can be brought closer to pure speech situations with the help of role-playing games. This means building this process on a communicative basis.

Currently, specialists are required not only to learn a foreign language but also to have communicative competence, which ensures the ability to use it freely in all types of speech activities. The fact that the competent approach is widely used in education shows that the concepts of "competence" and "competence" related to this approach should be explained.

The concept of "competence" is broad, it is derived from the Latin word "competentia" and includes such meanings as a person's scope of knowledge, experience, knowledge, and authority at the level of being able to make a judgment on a certain issue, a connoisseur of a certain field. From a legal point of view, competence is the authority given to a person by law. The encyclopedic dictionary of Jurisprudence states that these powers are given based on the person's knowledge and experience in a certain field.

The well-known psycholinguist I.A.Zimnyaya said that the concept of "competence" was first used by the linguist N. Chomsky, who thinks about the need to distinguish between the competence related to the knowledge of the speaker and the listener, and the use of the language in certain speech situations.

Sociolinguist D. Hyumes criticizes N. Chomsky's opinion about the "ideal speaker and listener" and points out that the role of the speech situation is important in determining the linguistic form of communication, because in the process of speech communication, to whom, for what purpose,

when, where, and how the speaker speaks, in many ways the communication takes place. he emphasized that it depends on the situation.

"Competence" includes good training in a particular field, the acquisition of knowledge, competence, and competence in that field. There are different opinions about this in the scientific literature. N.V. Samarina emphasizes that although the concepts of "competence" and "competence" are derived from the same root, they do not have the same meaning.

E.G.Azimov and A.A.Shukin emphasize that competence includes the ability to use the skills and competencies formed based on life experience and acquired knowledge to perform a certain activity. Competence is recognized as a unit of knowledge, skills, and abilities formed in the process of teaching a subject.

Later, the term "communicative competence" began to be used in the foreign language teaching methodology. It represents the ability to freely use the studied language in various speech situations. Any competence is based on knowledge and the ability to use it, as well as a person's mental preparation for speech communication and solving problems related to it, which can be said to be one of the factors of competence.

In the methodological literature, many terms related to "competence" can be found: linguistic competence, discursive competence, pragmatic competence, communicative competence, strategic competence, socio-cultural competence, and others. T.V. Khilchenko suggests adding "professional" competence to these.

It is known that linguistic competence includes the ability to use lexical units and grammatical rules, while discursive competence includes the ability to create and interpret written text.

Pragmatic competence refers to the ability to organize speech communication by the set or intended goal and to use language tools correctly to receive or give the necessary information, while strategic competence refers to the ability to get out of a difficult situation by making appropriate changes to the speech situation in the difficulties that arise during the communication process.

In this case, the participant of the speech activity is required to have the skills to understand the meaning of the word from the context to understand the wrongly used language tools and to determine the correct option, as well as to have the skills to change the written (or oral) context according to the desire and meaning.

Socio-cultural competence refers to the ability to choose the topic of communication, and speech situations, to familiarize students with the culture of the country where the language is being studied, to have the ability to tolerate foreign culture and speech communication with the owner of this culture.

All of the above are components of communicative competence. That is why it is appropriate to form students' written and spoken competence while taking into account the mentioned components of communicative competence because the relationship between them has a positive effect on the formation of the professional competence of the students of the non-philological faculty in the studied foreign language.

Agreeing with T.V. Khilchenko's opinion about professional competence, we think that it is necessary to pay special attention to the formation of written speech professional (professional) competence of non-philological faculty students in English. It determines the ability of non-

philological faculty students to prepare written texts and information specific to their future professions and to obtain the necessary information related to their professions from written sources in a foreign language.

Currently, language education is not limited to the knowledge of the language system of a foreign language. This implies the formation of communicative competence in foreign language teaching.

It is known that the main function of language is a means of speech communication, therefore, the main goal of teaching a foreign language is the formation of speech communication competence, that is, "communicative competence". The Organization of Cultural and Educational Cooperation of the European Consulate recognizes education as the most important sphere of human activity. Ya. Beresova acknowledges the need to develop programs focused on the functional and communicative functions of the language in teaching a foreign language. Among linguists, N. Widdowson, K. Johnson, K. Morrow, M. Keinal, D. Hyumes, Mc Halliday, T. Lynch, W. Littlewood, and others have made great contributions to the formation of communicative competence.

In Uzbekistan, the formation of communicative competence at all stages of teaching foreign languages is included in the training programs of modern specialists, and it is very important to train specialists who meet the requirements of world standards.

In recent years, a number of scientific research works aimed at forming a competent approach in education and communicative competence have been carried out in Uzbekistan. Also, the competent approach is included in the requirements of educational programs and state educational standards for the organization of education in our country. A competent approach is also interpreted as the ability to use the acquired knowledge in new "problem situations".

M. Dakovskaya emphasizes that communicative competence is one of the principles of the communicative approach and says that it, in turn, consists of grammatical, sociolinguistic, and strategic competencies.

In the scientific-methodical literature, we can find different views on "competence" and "competence". "Competence is the knowledge, skills, and abilities of a person in a certain field, life experience formed on the basis of and it can be called the ability to make a judgment on issues related to this field. This ability is not innate, but is formed in the process of learning and life experience of a person. Competence means "generalization of theoretical and empirical knowledge in the form of concepts, principles", "the ability to use a person's knowledge, skills and experience in creative activity", and "integral characteristics of a person" they understand.

In conclusion, "Competence" is the authority that can be given to a person based on his ability and experience to apply his competence in a certain field in practice. Having such authority is manifested in solving a problem that arises in the process of solving a problem. Therefore, competence can be called a concept related to its application in practice.

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