

DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN ENGLISH

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Abstract: *The aim of the article is to create conditions for the formation of student's communicative competence through the creation of speech communication situations in English lessons within the framework of personality-oriented learning and to teach foreign language communication, using all the necessary tasks and techniques, including those of a communicative nature.*

Keywords: *competence, communicative competence, the components of communicative competence, communicative teaching, communicative approach methodology, methods.*

Language, whether native or foreign, serves as a means of communication that allows people to interact with each other, to influence each other in the natural conditions of social life. [5;12]

A natural conversation, as a rule, includes not only questions, but also suggestions that encourage you to perform actions, express agreement or disagreement, explains the reason for refusal, and so on. In the absence of a language environment (which is the main reason for the lack of colloquial language acquisition by students), it is quite difficult for students communicative competence. Creating situations of speech communication in the classroom contributes to this and meets the global goal of mastering a foreign language familiarization with a different culture and participation in the dialogue of cultures.

In relation to a foreign language, this means the formation of communicative competence, including the conscious orientation of students to the position of other people as partners in communication, the ability to listen and conduct a dialogue in accordance with communication strategies and tactics, to participate in collective discussion of problems and joint decision-making. But the importance of justifying the communicative method is beyond doubt. [2;43]

Firstly, communicativeness implies a speech orientation of the educational process, which consists not so much in the fact that a speech practical goal is pursued, but in the fact that the path to this goal is the practical use of the language itself. Secondly, communicativeness includes individualization of speech activity training, which is understood as taking into account all the properties of the student as an individual: his abilities, abilities to carry out speech and educational activities, and mainly his personal properties.

One of the main goals of teaching foreign languages is to develop the communicative competence of students. It is important to give students the opportunity to think, to solve any problems that give rise to thoughts, to think about possible ways to solve these problems, so that children focus on the content of their utterance, so that the thought is in the center of attention, and the language acts in its direct function the formation and formulation of these thoughts. In other words, language training should be associated with the development of creative thinking and imagination of students. [4;17]

The development of communicative competence implies the ability of students to work independently. When forming independent work skills, it is possible to use elements of the following productive learning technologies:

- Personality-oriented;
- Interactive learning;
- Problem-based case study;
- Technologies of creative self-realization of the individual;
- Technologies of analytical work with text;

As you know, success in teaching foreign languages is determined by the correct organization of the educational process. Involving students in active speech activity in the classroom is a teacher's task. Experience at school shows that students' statements during a conversation, when an issue is discussed, become natural if joint activities are organized within the framework of group communication. One of the possible ways to develop genuine speech skills is to use the teacher's teaching and speech situations of communication within the lesson. In the classroom, teaching and speech situations are designed to perform two main functions: stimulating and teaching. These situations should be created taking into account the main conditions for the formation of speech skills. Only in this case can their training function be implemented. It often happens that the situation created by the teacher in the classroom can become a situation of silence or formal participation (fear of getting a bad grade). Psychologists have found that in adolescence, interesting conversations for children are, first, those in which new facts and information from different areas are reported. Secondly, they are conversations about relationships and actions. [3;54]

Situations can be modeled in various ways: using visual clarity, verbal description, dramatization, and role-playing games. For example, in elementary school, you can play theater, perform in different roles, and through this game learn to talk about yourself, your friends, and pets. While learning vocabulary about family, students can bring photos of their family members. There are also some main principles of speech orientation;

- The principle of individualization with the leading role of its personal aspect;
- The principle of differentiated and integrated learning;
- The principle of consciousness;
- The principle of functionality;

- The principle of situationally;
- The novelty principle;
- The principle of strength.

When building a lesson, do not forget about its emotional side. Emotional activity is achieved by an atmosphere of psychological comfort, creating a situation of success, tactful correction of mistakes, because smile, kindness, tolerance, and the ability to be interesting are very effective pedagogical tools. The most important result of the work is a consistently high level of formation of communicative competence, interest and understanding of the importance of learning a foreign language in the modern world, the need to use it as a means of communication, cognition, self-realization and social adaptation. [1;32]

In conclusion that speech skills and abilities are so complex, multidimensional phenomena, and the content side and conditions of speech activity are so diverse that it constantly develops speech mechanisms for various indicators. The system-activity approach is getting one of the methodological bases for updating the content of education in the field of foreign languages. The system-activity approach in the new generation of educational standards highlights the communicative development of schoolchildren as one of the main learning outcomes. Speech situations close to real life help to increase the effectiveness of the lesson, activate students' speech activity, increase their interest in the language, and most importantly in creating speech situations. The teacher should give the opportunity to vary situations from class to class, for different students, depending on their interests and level of training, thereby forming their communicative competence.

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