PRINCIPLES OF COMMUNICATIVE COMPETENCE AND ITS PRACTICAL REFLECTION FROM THE EXPERIENCE

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Abstract: *Communicative competence (or communication skills) is one of the central prerequisites for successful medical practice, of this there is probably no serious doubt . However, there is less agreement whether and, if so, how communicative competence can be acquired . The answer to this question also depends on what we mean by communicative competence. In the literature, there is now a large number of explanatory models from various disciplines (e.g. medicine, psychology, sociology, linguistics, university didactics, communication sciences) that attempt to answer this question. This article devotes its content to answer the current issue.*

We believe that it makes sense, particularly with regard to educational issues, to understand communicative competence as the situation-specific use of communicative skills . Thus, the scientific findings on the teaching, acquisition and testing of skills are also important for the sphere of clinical communication.

Introduction

The field of second or world language teaching has undergone many shifts and trends over the last few decades. Numerous methods have come and gone. We have seen the Audio lingual Method, cognitive based approaches, the Total Physical Response (TPR), the Natural Approach, and many others. In addition, the proficiency and standards-based on movements have shaped the field with their attempts to define proficiency goals and thus have provided a general sense of direction. Some believe that foreign language instruction has finally come of age ; others refer to it as the post-method area . It is also generally believed that there is no one single best method that meets the goals and needs of all learners and programs

Communicative language teaching (CLT) is generally regarded as an approach to language teaching (Richards and Rodgers 2001). As such, CLT reflects a certain model or research paradigm, or a theory (Celce Murcia 2001). It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence (Hymes 1971), or simply put, communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication.

There several principles of communicative competence approach which based on the procedure of lesson organizing and productivity of the course.

Principle 1: Use Tasks as an Organizational Principle
Principle 2: Promote Learning by Doing
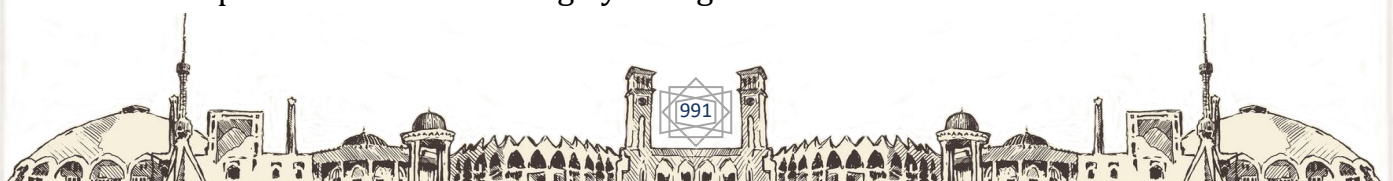
Principle 3: Input Needs to Be Rich

Principle 4: Input Needs to Be Meaningful, Comprehensible, and Elaborated

Principle 5: Promote Cooperative and Collaborative Learning

Principle 6: Focus on Form

Principle 7 : Provide Error Corrective Feedback

Principle 8: Recognize and Respect Affective Factors of Learning

In communicative approach, teacher should make real communication the focus of language learning. In this sphere , providing opportunities for learners to experiment and trying out what they know is also classified one of the vital factors. The development of accuracy and fluency gives opportunity for learners. Usually learners find it difficult to link the different skills such as reading, listening and speaking together. This issue is also important feature to take into account since they usually occur so in the real world. Teacher as a controller of a lesson should let students to induce or discover grammar rules. Tolerance of a learners' mistakes is also highlighted as a main point of a teacher as they indicate that the learner is building up his or her communicative competence. One principle which is considered one of the importance ones is focusing more on achieving communicative competence with students   without neglecting grammatical competence and on fluency without neglecting accuracy.

.**Conclusion**

This article has been an attempt to explore the process of defining the term 'communicative competence'. It has gone through the various definitions of the term in order to highlight its meaning in foreign language learning and teaching. 'Communicative competence' is viewed as the knowledge of the rules of language and language use and the skill to use such knowledge effectively and appropriately in real-life situations. Communicative competence has become a major aim for second and foreign language learning and its models have been developed to include various aspects of language such as linguistic, sociolinguistic, pragmatic, strategic, language macro skills...etc.. The study recommends employing communicative language teaching approach and its activities, together with modern technologies and cooperative learning as ways for achieving a good level of communicative competence in English as a foreign language at the schools and universities of Uzbekistan

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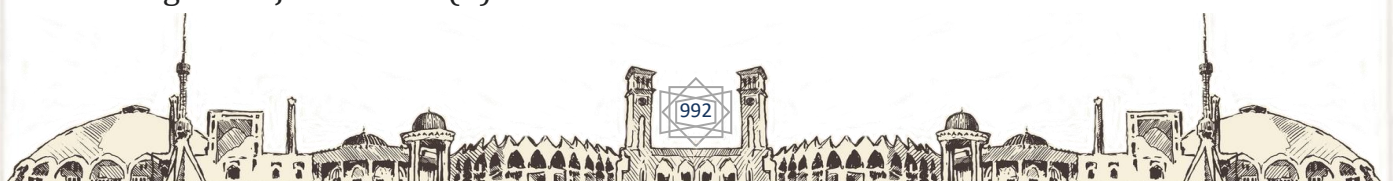
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