PRINCIPLES OF COMMUNICATIVE COMPETENCE AND ITS PRACTICAL REFLECTION ON HOMEWORK

Amanov Alisher Kakhramonovich
English Teacher Tashkent State Transport University
Department of Foreign Languages
Email: alish.amonov@mail.ru

Ganieva Madina Ganiboy kizi
English Teacher Tashkent State Transport University
Department of Foreign Languages
Email: madinaganieva3013@gmail.com

ABSTRACT

The presented Graduation Project Work focuses on the deep understanding of CLT approach in the field of English Language Teaching field in the Uzbekistan context. The paper is written in good English and presents the views, analysis of teaching based on the experiences of the author. The project work consists of 20 homework tasks that come from the course book "Reconceptualizing Language Teaching: an In-service Teacher Education Course in Uzbekistan" written in collaboration with Uzbek and American educators. The content of the paper follows the order of the given homework tasks that illustrate the understanding of the author about the implementation of CLT in teacher's context.

Keywords: Teaching, method, level, learner, traditional teaching, effective teaching.

INTRODUCTION

Nowadays great attention is paid to teaching foreign languages in our country. And of course innovative methods are being used in the teaching process. Some of the educational institutions are using different technology and internet to teach language. English is as an international language. In Uzbekistan, English has been applied for any levels. It has been applied from kindergarten up to college. It means that, English is not something new in our country. Many people use it to communicate each other in daily life. It is known within institutions of higher education that English is taught as a separate subject matter in almost all university fields. Besides, teachers fulfilling this task design the content of language courses by themselves because administrative authorities do not provide them with syllabuses to guide them in what to teach and how. In this work, we are going to study learners' objectives and needs, and give the essential information for the design of planning of teaching English syllabus for students of ESP. Planning is an essential component of successful teaching, but when it comes to define it there is some confusion most of the time because it is a traditional term that is used in industry. But, nowadays it is highly related to effective teaching in a way that a key aspect of effective teaching is having a plan for what will happen in the classroom. It is said that a great deal of the teacher effectiveness has to do with the ability to design Lesson Plans, since Preparation is the most important thing a teacher does '.

AIMS OF THE STUDY

The target of this research is to assist teachers to plan their lessons with so much confidence because planning lessons give self-reliance to the teacher. It is of The Role of Lesson Planning in Classroom Management 8 great value for successful teaching. Furthermore, the study will shed light on the role of lesson planning in maintaining discipline, and to assist teachers with their job as lesson planners and classroom managers to avoid any kind of distortions the teacher may face when planning and managing his classroom. One of the most important reasons to plan is that the teacher needs to identify his or her aims for the lesson. Teachers need to know what it is they want their students to be able to do at the end of the lesson that they couldn't do before. Here are some more reasons planning is important:

➢ Gives the teacher the opportunity to predict possible problems and therefore consider solutions
➢ Makes sure that lesson is balanced and appropriate for class
➢ Gives teacher confidence
➢ Planning is generally good practice and a sign of professionalism

Theoretical and practical significance of the project work is teachers and students of higher educational establishments, teachers of lyceums and colleges, teachers of secondary schools can use this project work as a guide in organizing their classes. As well as, students who want to do research work can use information given in this project work as a source for their work. The brief overview of used literature: In this work we investigated the book written by U.B.Azizov, David Cheisa, Svetlana Xan "Reconceptualizing language teaching : An In service teacher Education course in Uzbekistan".

RESULTS

What we should be looking for now is a general consensus in the field on the types of communicative competence which exist and appropriate terminology to describe them so that we can move forward in our understanding of how the various components interact with each other and their relative importance in language learning. These remain areas where very little research has been done to date. Bachman & Palmer (1982) developed a battery of tests to measure (using their terminology) 'grammatical competence' (morphology and syntax), 'pragmatic competence' (vocabulary, cohesion and organization), and 'sociolinguistic competence' (sensitivity to register, naturalness and cultural references). They found that grammatical and pragmatic competences were closely associated with each other while sociolinguistic competence was distinct. However, the components they included within pragmatic competence are more commonly associated with linguistic or discourse competence so their results are difficult to interpret within the framework proposed here.

Communicative competence, as it has been outlined so far, has recently been criticized by a number of writers because it models itself on educated native speakers and takes their communicative competence as the ultimate goal of foreign language learning. This is problematic for a number of reasons. Firstly, there is the difficulty of defining native speaker norms 'in a time of large-scale migrations, cross-national and cross-cultural encounters, and

increasing linguistic and pragmatic differences among speakers of the same language'. Even if we are able to agree on what constitutes native speaker competence, many question how appropriate this model is to learners, both because it sets the impossible target of becoming like a native speaker, something which could potentially de-motivate learners and which devalues the social identity and competences they have developed within their own culture, and because the communicative needs of non-native speakers are very different from native speakers existing in a particular speech community and vary according to the social context in which they wish to operate. The example given in vignette just proves that such non-linguistic factors as mentality norms, speech etiquette, history, culture impact on the speech greatly. One should take into consideration the above mentioned factors if he do wants to make his utterance clear and up to his expectations.

I would like to give an interesting example that happened not a long time ago. The delegation from Belarus Technological institute and our guests and a couple of English teachers were invited to the special room where good dinner was set out, we were told to join to. It sounded in Uzbek as "Oshga o'tiringlar". One lecturer's eyes became wider and his face expression was quite strange out of astonishment as he knew a little Uzbek. He said, "How can we sit down on the palov?" It made all the people around laugh and we had to explain the sentences in English. So, if we don't pay attention to non-linguistic factors, sometimes our speech may become strange and even funny.

Homework task one. Please choose one English language class (e.g., speaking class or vocabulary class), which you have already taught, and which you will use for your homework tasks in this book. This class could be one you feel has been very successful, mediocre, or not successful. When you choose an English language class, please write a short description about it (e.g., who are the students, language levels, content area, etc.) and explain the challenges you have in making this class communicative. Then, please choose one lesson from your English language class you described above. Please give a brief overview (1 paragraph) of the lesson. You will use this lesson throughout the book and you will have different versions of the same plan with different foci.

I work at Tashkent Institute of Design, Construction and Maintenance of Automotive Roads. I also teach residents of Master's degree. So I have more than 120 students of numerous directions on this sphere. We have different topics and themes in our thematic curriculum and I do my best to make my lessons interesting and effective. Once, I was going to talk about Discovery of America, the USA's nation and Americanism. I brought some pictures of traffic signs. There were regulation signs, warning signs, route marker signs, object markers and bicycle signs. I ask them to describe the pictures. Then I asked to give a guess what kind of signs, My SS supposed different variants and named all pictures which they knew.   By this way we refreshed last lesson's material, but it wasn't the main purpose of the activity. I showed the signs to them again and asked what the lesson's theme was. However, some supposed we intended to talk about different types of road rules for driving a car.

After telling the theme of the lesson I made a short presentation on how America was discovered by Christopher Columbus, why the USA called "melting pot" and how Americanism appeared.

As we know there exists American nation but not a nationality which is the mixture of representatives of more than 70 nationalities. Then we had a group discussion, students shared their knowledge on world's history.

To sum up I can say that having nontraditional class with debates, discussions where each student has the right to speak and give his opinion provides an effective class. But there is one challenge in ESP classes, I think, it's different level of student's knowledge.

Homework Task Two. Please refer to the lesson you chose for Homework Task One. In a one-page report please do the following: First, explain how you understand linguistic competence in general (i.e., what does linguistic competence mean to you); Second, explain how the lesson on hose for Homework Task One can be transformed to have linguistic competence as the focus.

We all remember the period when we studied at High educational Institute when teachers of English used to apply traditional method of teaching as grammar translation. The language classes, textbooks and all the other facilities were adapted to this approach. But as nothing stays as the same when all the spheres of life including science develop, no need there is to use the same black and white methods of teaching. In my opinion CLT penetrates colors in learning and teaching the language. We don't limit our ability of communicating with form and meaning only anymore. We have to consider the facts as time, place and social context that influence the communication as well.

Let's analyze the sentence: "The person is charged with the fine" By phonological, morphological and syntactic point of view, the sentence has no mistakes and it is constructed correctly. However if we look at it by logical point of view, even a child knows that the lines of the road cannot consume any kind of traffic as they believe that it is a type of rules towards pedestrian. Is human communication the totality of linguistic rules (form and semantics), or, is it more than that? From GTM point of view if one knows how to use all the building blocks of a language he can use any type of utterance in a certain situation. But if you don't take into consideration of sociolinguistic factors, you utter logically incorrect sentence. Human communication is constructed up by social context as well. When a sentence is told in a right place it is understood easily but when it is told anywhere else it can be interpreted incorrectly. Let's give a proof to this fact. In our region we use the word "istamoq" to mean "to search" but actually it means "to want". So it was confusion when I used this word while talking to my friend from other regions: "Are you all right? Why did you want me yesterday?" So in order to make an effective communication, linguistic rules are not enough to use.

While having classes with my residents they translate their working program of their scientific paper. Once, a student of mine who studies in the educational direction of Air protection and safe the nature was working on her translations of the program. There was a term like "fitoftorioz" that is translated into the target language as "late blight". She tried to take the term as "Phytophtoriosis" which is incorrect even in Latin language. But if we take the English version it is interpreted as late blight. Late expresses something that is not in time and blight means to poison. And now let's take them together; we shall have "late poisoning". One term that is used as a type of plant disease is converted with the help of two words. So we can see that each element in a language makes references to its meanings in the social context.

Linguistic competence is the ability to apply grammatical, lexical, syntactical and stylistic rules in a certain sentence correctly by which the hearer understands form and semantics. As I teach with ESP students that study in the field of Automobile, I often have to work with industrial terms. Giving a text full of difficult terms and making the students just to translate it sounds quite boring. It is boring in its sense as well. So that to avoid monotone, traditional grammar-translational classes, I try to find as much authentic materials as possible. Audio tracks, video presentations on various topics rise the efficiency of my classes. Moreover, different discussions and debates on how to germinate different car, fighting against pollution and safe the air by protecting them with the help of atmosphere or chemicals make our classes alive. Of course I am not an ecologist and I don't claim to be one. But I am a constructor who directs them to learn and make researches in the field they are interested in by the means of a foreign language.

CONCLUSION

This project work is focused on the importance of the communicative skills in improving speaking skills of B1/B2 level learners. Being a teacher of English, one must know every discipline of English language and methods of how to teach effectively. High quality of teaching plays an important role in students' success. It is strongly believed that teaching is successful only if we cause learning related to purpose and important task of the teacher, should not be just fulfillment of his/her profession, but it should exceed it and become a realization of his/her mission as a distributor of knowledge and education of new generations. The research work is about teaching vocabulary through ESA method. The author tries to analyze the ESA method of teaching foreign language and its importance and role in teaching foreign language. The work consists of answers of provided homework tasks, detailed lesson plan, methods and techniques used during the lesson, motivation, suggestions and recommendations to improve the quality of a lesson, conclusion and used literature.Throughout the paper she illustrates an appropriate level of critical thinking, and the paper clearly reflects depth, breadth, and accuracy of the author's thought process. I would like to say that the research work is well written and can be recommended for defense.

REFERENCES

1. David L. Chiesa, Ph.D. (Ed.), Ulugbek Azizov, Ph.D., Svetlana Khan, Klara Nazmutdinova, Komila Tangirova Reconceptualizing language teaching: an in-service teacher education courses in Uzbekistan.
2. Corson, D. (1995). Discursive power in educational organizations: An introduction. In David Corson (Ed.), Discourse and power in educational organizations (pp. 3-15). Cresskill, NJ: Hampton Press.
3. Walqui, A., & van Lier, L. (2010). Scaffolding the academic success of adolescent English language learners: A pedagogy of promise. San Francisco, CA: WestEd. Richards, C.,&Rogers, T.S.(2014). Approaches and methods in language teaching. Cambridge: Cambridge University Press.
4. Wardhaugh, R. (2006). An introduction to sociolinguistics. Sussex, U.K.:Wiley-Blackwell.
5. Celce-Murcia, M.&Olshtain, E. (2000). Discourse and context in language teaching: A guide for language teachers. Cambridge: Cambridge University Press.