DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN ENGLISH LESSONS

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Abstract: Development of foreign language communicative competence as the goal of teaching a foreign language. This article about development of communicative competence in English lessons.

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

"Language" is a mirror of culture, which reflects not only the world around a person, but also his mentality, national character, lifestyle, traditions and vision of the world. It is the teacher who will help the child to learn the culture of the language and support his desire to communicate in English.

Currently, society is characterized by increased social mobility, the development of contacts at all levels, and sharp changes in value orientations. All of the above makes the problem of the formation of tolerant consciousness and communicative competence as stable characteristics of the younger person's personality especially relevant.

The communicative teaching methodology was developed in Cambridge more than 50 years ago, and currently works perfectly in Europe and the USA, its effectiveness is confirmed by the results of its application in European countries.

Competence-effective interaction with the outside world. During the entire period of learning a foreign language, children develop communicative competence, the components of which are:

- linguistic competence is the knowledge of a certain vocabulary and syntactic rules and the ability to use them to build coherent statements;

- sociolinguistic competence, is the ability to use and transform language forms based on the communication situation that determines the choice of language forms;

- discourse competence, is the ability to perceive and generate a statement in communicative communication;

- strategic competence, is the ability to resort to a communication strategy, verbal and nonverbal, in order to compensate for unfamiliar language material;

- socio-cultural competence, is. the desire to communicate with others, self-confidence, assuming to put yourself in the place of another, as well as knowledge of social relations in society and the ability to navigate them.

In the process of acquiring communicative competence, both the teacher and the student go through several stages, to which we can attribute tolerance, understanding and acceptance of a foreign language, as well as ways of behavior in problematic communicative situations, knowledge of grammar and vocabulary. The four components of which any language teaching is based: reading, writing, speaking and listening to speech: we pay special attention to the last two.

Communicative competence is the knowledge, skills and abilities necessary to understand others and create their own systems of speech behavior that correspond to the goals and situations of communication. Communicative competence has a complex character, it is a combination of speech, linguistic and educational-cognitive competencies.

Communicative learning involves the formation of a communicative concept, that is, internal readiness and ability for verbal communication, orienting students to "enter" another cultural space. The communicative method, first of all, is designed to remove the fear of communication.

It is very difficult to master communicative competence in English without being in the country of the language being studied. Therefore, an important task of the teacher is to create real and imaginary situations of communication in a foreign language lesson using various methods of work. The next method of developing communicative competence is the use of a lesson-excursion.

The project method is one of the interactive methods of modern teaching, which makes it possible for students to effectively master foreign language communicative competence. The following stages can be distinguished in the project, corresponding to educational activities: motivational; planning- preparatory; information-operational; reflexive-evaluative.

In general, the project method allows students to:

•show knowledge in the field of the language system;

•choose the right linguistic form, method of expression, depending on the communicative purpose and intention of the speaker;

We use this method in a generalizing lesson on a specific topic. In order for the process of mastering a foreign language to be more successful, we try to look for new methodological techniques that develop cognitive interest in learning and form a stable positive motivation for the subject. One of these techniques in English lessons is the "explanation" technique.

We should give the students purely material in English and suggest that they determine what is being discussed there, that is, as if we are immersing ourselves in the language, that is, they should guess for themselves. Middle-level students are happy to explain to each other what they saw on the video, thereby developing oral communicative competence.

The methods of communicative methodology help in the formation of communicative competence, where the most common types of works are: pair work, work in small groups, general discussions, exchange of impressions, the use of role-playing games.

In conclusion that communicative competence is one of the most important components in teaching English, and the use of modern computer technologies, various methods and techniques in teaching make this process more successful and exciting.

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