

METHODOLOGY FOR DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE IN ENGLISH

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The article deals with the analysis of competentive approach in education and a number of terms relating to the word «competence». The author of the article proposes to implement pedagogical and didactic factors in forming written-speech competence of the non-philological faculty students learning English.

Keywords: competence, communicative competence, forming, factors, written speech, pedagogical, didactic, language means, technical, non-technical means.

It is known that the term "competence" is the first It was used by N. Chomsky¹, who have knowledge of the language system, i.e. "linguistic", which is the ability began to be used in the sense of "competence". But this language in real speech situations failed to apply. In the methodological literature, you can find many terms related to the term "competence": linguistic competence, discursive competence, pragmatic competence, communicative competence, strategic competence, sociocultural competence and etc. T.V. Khilchenko² among these competencies is professional competence also suggests adding. Linguistic competence of lexical units and ability to use grammar rules Discursive competence includes the ability to create and interpret written text. Pragmatic competence of verbal communication organized according to a stated or intended purpose to be able to make and receive the necessary information or use language correctly when giving refers to the ability to know, strategic competence arises in the process of communication refers to a speech situation in difficulty is the ability to get out of a difficult situation by making changes. In this case, the participant of speech activity, understand the meaning of the word from the context and misused language tools be able to understand and determine the correct option skills, as well as when necessary desire for written (or spoken) context and it is required to have the ability to change according to the meaning. Social and cultural competence communication ability to choose the topic, speech situations, in introducing students to the culture of the country where the language is being studied, they have a foreign culture and the owner of this culture tolerance in speech communication (tolerance) means having the ability.

All of these are components of communicative competence is considered That's why students of communicative competence in the formation of written competence in English components mentioned above taking into account the formation of written

speech competence is appropriate, because the connection between them is non-philological study abroad of faculty students has a positive effect on the formation of professional competence in the language. We agree with the opinion of T.V. Khilchenko about professional competence, and in the formation of the written speech competence of non-philology faculty students in English, their written speech about the profession to form competence that it is necessary to pay special attention we think This writing is typical of the future professions of non-philological faculty students in the preparation of texts, information and abroad from written sources in the language related to their occupations ability to get the necessary information determines. Faculty of Chemistry and Biology students' written speech competence age of language learners when talking about pedagogical factors of formation, creativity in the process of written speech, the studied foreign language, their future professional factors such as their role in their activities can be cited as an example. Acquiring knowledge is not an easy task, in this, the teacher is not limited to education, but also to educational issues is required to do. It's not just kindergarten, school, academic lyceum, maybe in colleges and higher education institutions as well should be carried out. Man is a society one piece, which means changes in society, social status does not affect the education of the individual. At the center of the educational process is the human personality and its individuality there is a question of upbringing as a mature person. It is known that raising a competent generation, in it, pedagogical factors in the formation of human and moral qualities: personality, interest, ability to learn a language, Factors such as his attitude to his future profession are considered individually to be formed differently in different individuals possible Students' writing in English this in the formation of speech competence factors should also be taken into account, zero students' character, ability, English their attitude towards oral and written speech in their language is different. This is a task from the teacher, taking into account the pedagogical skills, that is, the individual characteristics of the students, related to the provision of instructions and advice, as well as the preparation of written information taking into account students' interests and abilities when assigning tasks and based on this, educational methods and requires the selection of forms. Students in the process of studying activation has always played an important role. Manifestations of activation is different. They are students each other, in the relationship with the teacher, own in relation to his profession, by the teacher appears in the performance of given tasks. The teacher organizes the educational process study of student activation, theoretical and practical aspects necessary. This creates different ways for students to work on the learning material helps out. For example, a letter writing can be said to be one of the ways to activate students. Speech samples and epistolary in choosing the necessary lexis treatment of written speech in (letter) form expression greeting, thanking, The teacher gives examples of speech, such as completing a letter a letter in a foreign

language that is being studied interest in writing and language can activate learners. The age factor is the most pedagogical factor. It is important because different ages are used to learn a foreign language interest, desire, learning purpose, as well as writing and speaking skills, methods and methods of formation of skills, forms of organization of the educational process, means of teaching writing and written speech will be different. These are often determined by the age of the language learner. For example, at a young age, that is, at school age foreign language learners try to write back information that they have read or heard more they do and tend to do so. Students first try to understand what they read or hear, and then write it down. Older language learners have heard or to mechanically repeat the read text not with his own words, that is, by thinking tend to write creatively. Narration of written information in adult language learners used the inclination to do free essay for students, that is, essay giving a writing assignment, or being told solution to the problem based on their own thoughts assignments such as written expression can be given. Interest in the theoretical study of writing and written speech in later years is increasing. As an example of this L. Yu. Akromova and L. R. Akhmetova scientific studies can be cited. L. Yu. Akromova's scientific research work in Uzbekistan to research the development of Russian written speech of students of medical institutions based on scientific texts dedicated. L. R. Akhmetova's scientific research is written by undergraduate and graduate students of the specialty faculty refers to the cultivation of speech. Especially written over the internet after the opportunity to comment, written speech is a means of communication today as a great interest in many people is waking up. But, to the writing in the written texts of the users of the Internet network and many errors of stylistically correct expression of thought can be found. It is appropriate for language learners from language tools to language norms make a logical opinion based on indicates that their skills are not sufficiently formed. That's why It is appropriate to organize this process step by step with a differential approach to the formation of writing and written speech skills. Students of non-philological faculties when talking about the didactic factors of written speech competence in English, first of all, the function of didactic tools, the classification of tools aimed at developing written speech (visual, audiolingual, audiovisual) and it is required to know the method of using them according to the purpose. Positive didactic factors in education role is an irrefutable axiom, because they are compatible with the acquisition of knowledge and speech activity source of skills and competences is considered Their main function is to inform, educate and supervise. Didactic factors are one of the most important components of the educational process and their task is for students challenging learning materials facilitating their acquisition increasing activity, managing activities is to increase the efficiency of the educational process. Students' written speech competence didactic tools that help in the formation based on the educational goal, i.e for the purposes of teaching writing or written speech should be

selected with a differential approach. If we take the tools for teaching written speech as a complex, the first part of it is didactic tools that teach writing, and the second part is writing speech teaching tools. Technical tools used in teaching writing and written speech should also be classified on this basis. From this. It seems that it is a comprehensive approach to the formation of written speech competence. It has a different opportunity, task and didactic function, it is the teaching of the teacher and the student helps organize activities in the process. Students of non-philological faculty written and spoken competence in English. As a result of our scientific research aimed at the formation, we use didactic technical tools in several stages we suggest learning separately. The first stage. At this stage, the task and purpose of preparing written information is stated will be done. A specific topic to students tasks are given in connection with them attention is drawn to certain orthographic rules that may arise, and it is desirable that such difficulties are explained in more detail by means of exemplary cases, where necessary. For example, By comparing and contrasting words such as write-right-rite, students learn to better understand and distinguish between spelling and pronunciation difficulties. At this stage, it is an exercise for students to give homonyms related to the given topic and recite them letter by letter will be done. These are orthographic in students helps build skills. Students are learning homonyms to determine the degree of mastery by the corresponding words given below»(replace the dots from the words given below you can give tasks such as select and fill in the appropriate These are individual and can be done in pairs. When working in groups, it is recommended to use texts with omitted words. In the performance of these tasks, a computer and technical means are used to display the image on the screen. The second stage. Given at this stage words related to the topic are displayed using technical means. For example, multimedia from images displayed through clustering using related words possible This is first under the guidance of the teacher, it is advisable to do it independently later. Lexical-grammatical difficulties by using key words in sentences is eliminated. The third stage. At this stage sentences attention to the logical connection between is focused. Students practice creating a topic-related text using a cluster. This type of work encourages students to think creatively, formation of skills, along with making it easier to remember the educational material, it also forms the skills of being able to express one's thoughts fluently in a foreign language. The fourth stage. At this stage, students have created their own based on the given topic they read the written texts to each other and express their opinions about the written texts of others. Their opinions can be positive or negative. They have such a way of putting the matter helps to form critical thinking skills. The fifth stage. At this stage each the student is informed about his text rewrite the text, taking into account the ideas comes out. As a result, sometimes the former a completely new text that differs from the text can also be prepared. This is the student's own how creatively he approaches his work

depends. Based on the above steps students' written speech competence personal views, emotional state, internal capabilities, level of knowledge of students during the formation process with more information about challenge for each student in a row knowing better the circumstances that gave birth will be able to get. This, in turn, is a way for the teacher to overcome individual difficulties in students and helps develop methods. Writing is usually taught to write letters begins with teaching. And this is a sound-letter because it is related to the relationship both differential and similar in both languages requires analysis of its aspects. For example, the letter "B b" in English after forming an association between its configuration and its reading (bi:) in its word required to be read [b]. C c, G g, H h, W w, R r Consonants in English Alphabetical Pronunciation Word The difference between the pronunciation in the Uzbek students is difficult because The letters C c G g have two different readings: Cc

-(k) and (s); G g- (g) and (dz).

Especially English vowels

great difficulties for Uzbek students

gives birth They are pronounced differently in four different syllable types, different from their alphabetical reading. And that's writing them down causes fetch errors. Har similarities in graphemes in two languages quite a bit. But at the same time some consonants (W w, R r, U u) and digraphs (ee, ea, au, oo, ie, ou, oa) difficulty in writing is the causative source. The correctness of the association between the English letters and the sounds they mean is the acoustic image of the word. ensures that it is complete and accurate. Letter and the sound it implies is a violation of association causing the distortion of the acoustic image of the word occurs and causes errors to occur will be This is especially great for dictation is important. A polysemic (different reading) feature in the reading of letters is also a sound in writing causing errors based on letter relation is the source. For example, to the Latin script based on the Uzbek alphabet, the letter "s" only

Pronounced [s], but English "s"

letter [s] (sell, sack), [z] (is, his, bags) as two

has a different reading. Its pronunciation is [z].

wrong association in Uzbek students

causes, resulting in student "s"

corresponds to the acoustic image [z] instead of the letter

writing the graphic image of the incoming letter "z".

In addition, the existence of synonymous letters in the English and Uzbek language graphic systems also causes errors

is the issuing source. For example, [k]

sound in Uzbek only through the letter Kk,

but in English the letters k, ck, c

also expressed through (kit-cat,, sack). The sound [ʃn] in English is the letter sh, -tion, -sion

combinations (wish, competition, mission), [tʃ]

The sound is represented by letter combinations ч, tch (chess, catch).

causes a number of complications.

From this investigation, it was found that most of the students are holistic in terms of written text

the lack of a concept causes many difficulties in their preparation of written information. As a result, students of the non-philological faculty make the following mistakes:

Typing errors:

- vowels, digraphs, some consonants and combinations of letters

they do not know how to write;

- polysemous feature in the reading of some letters (their different readings)

because they misspell letters;

- associative connection between the acoustic image of the letters and the graphic image

as a result, they misspell words;

- leaving unreadable letters or combinations of letters in writing.

Errors related to written speech:

- to parts of the text related to meaning

inability to distinguish;

- inability to continue the expressed opinion;

- logical between sentences in the text

lack of attachment;

- lack of consistency in the description of the picture;

- when composing text using keywords

not being able to connect sentences meaningfully 1.

Written speech in English by students of non-philological educational institutions formation and development of skills

teaching efficiency can increase if it is organized as follows:

- formation of written speech skills

and writing in the foreign language being studied

formation based on (orthographic) skills;

- following the principle of unity of theory and practice;

- relying on the internal psychological capabilities of the student in the formation of written speech skills;

- to follow the stages of formation of speech skills developed by S.F. Shatilov in the formation of written speech skills;

- identifying educational tools and teaching methods specific to each stage, developing an exercise system;
 - students' written speech skills developing according to each stage to go
 - organization of independent work of students based on professional orientation.
- Students of the Faculty of Chemistry and Biology
level of knowledge in English, writing in them
and the formation of written speech skills
level and English in professional activities

To what extent do you feel the importance of language? in order to determine what they do, a control work was carried out before the experimental training. From the obtained results, it can be concluded that educational means are more suitable for the purpose using it correctly, organizing the process of developing written speech taking into account the above-mentioned pedagogical and didactic factors if done, the effectiveness of the formation of written speech competence of non-philological faculty students will increase. Written by students formation of speech competence them includes teaching to think, reason, analyze, draw conclusions, explain one's thoughts. By giving students writing assignments that require creativity (a creative approach). patriotism in them, in relation to their profession it is possible to form the qualities of respect and hard work.

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