



Communication Skills in Teaching a Foreign Language Problems and Solutions for their Improvement

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Abstract: This article examines the problems of communication skills in teaching a foreign language. In addition, various methods of solving this problem are considered.

Keywords: Communication, language, method, skill, technology.

INTRODUCTION

Thinking is an intellectual exercise, working with the mind means exercising mentally, taking responsibility for your own learning [1,45]. The new educational standards emphasize the need to focus education not only on mastering a certain amount of knowledge, but also on the development of personality, knowledge and creative abilities. Educational institutions should form an integral system of universal knowledge, skills and independent activity and personal responsibility of students, i.e. basic competencies that determine the modern quality of education.

The current state of foreign language teaching theory once again requires communicative learning in the further formation of knowledge. On the eve of the new century, the socio-cultural environment of learning foreign languages in Uzbekistan has changed significantly. The desire of the student to learn the language of another nation is to understand that good relations between peoples have been established, that whoever lives where and what language he speaks, is a representative of the people on earth. Teaching a foreign language is activity-based, so communication is carried out through speech activity and serves to solve problems in the context of social interaction of communication with people. Their educational and self-educational function in general secondary education and universities, as well as their professional importance in the labor market as a whole, have increased significantly, which has led to an increase in motivation to learn languages of international communication. It is the teacher who supports the student's desire to learn language culture and communicate in a foreign language.

MATERIALS AND METHODS

One of the most important means of forming communicative competence in foreign language classes is the use of a didactic set by the teacher in the educational process. The difficulty of learning a foreign language is that it is necessary to create conditions for the formation of communicative competence, that is, internal readiness and the ability to communicate in speech. Anyone who decides to learn a language seriously knows how to use it. Teachers also approach this process and work together with language learners, or at least those who work in this direction take a responsible approach and believe. But the belief in what you want does not mean that our belief and will are enough to achieve our goal. There is a huge gap between our goal and the means we use to achieve it.

RESULTS AND DISCUSSION

In order to teach a language, in addition to the knowledge of the target audience, the conditions and environment necessary for teaching that language are needed. A good teacher teaches, a good teacher helps to learn, and a great teacher leads by example. Fundamental socio-economic changes affecting all spheres of social life are taking place in modern Uzbekistan. Changes in the state system and the formation of market economy relations determine changes in the field of training and education of the young generation. In the theory and practice of teaching foreign languages, the modernization of the educational process based on the principles that meet the new requirements of the development of society is being carried out rapidly.

Innovative processes in the field of teaching foreign languages are aimed at specialists who can constantly improve their educational qualifications. The ability to find and expand professional information, to maintain professional competence and competence in foreign language speech activities at an appropriate level, and to constantly improve the educational process is necessary for a foreign language teacher. A foreign language teacher is always outside the natural environment of a foreign language. He is deprived of the possibility of regular training abroad.

Indeed, the analysis of demand and supply in the field of language teaching reveals its objective evolution and change. The last major turning point, which he identified in a work known as "4,500 Years of Foreign and Second Language Teaching," was the emergence of the communicative approach. The communicative approach aimed at "learning to communicate" in a foreign language is still the most widely used approach in teaching a foreign language as a foreign language. One of the strengths of this approach is translated as "learner-centered learning." In other words, language teaching and learning is seen as a process in which students' language needs are prioritized, and students use their own learning strategies according to their abilities to construct their knowledge.

First of all, it is important to pay special attention to the meaning of the word didactics. What is "didactics" itself? Didactics is the systematic study of teaching methods and practices in general, or the teaching of a specific subject or subject. Language didactics is a set of methods, approaches, assumptions and pedagogical principles. It helps teachers, language specialists, and textbook authors to optimize the processes of teaching and learning foreign languages (providing the best conditions for work). "The purpose of language didactics is to teach the conditions and methods of teaching and mastering languages in an unnatural environment. In addition, it consists in forming students' linguistic and cultural skills" [2,48]. The term "language didactics" appeared in the late 1975s.

One of the main tasks specified in the program of the educational system is the acquisition of communicative competence, because learning foreign languages in primary education means learning to communicate in a foreign language in that school. This implies a communication-based approach and step-by-step development of communicative competence and its components. First, we will try to define the term "competence" through the analysis of several linguists, and then we will dwell on the definition of "competence" given by foreign linguist Sophie Moirand and the importance of communicative competence for foreign language didactics.

Sophie Moirand (1984) divides communication competence into four components: "it is the linguistic component of the phonetic, lexical, grammatical and textual models of the language system, that is, knowing and mastering (the ability to use them)"[3,20]. In the last few years, communicative competence The concept has become the main theme of the center of foreign language learning. The main goal is important for the language learner to communicate in a foreign language. This goal is often formulated in terms of acquiring communication skills. This concept is used by many famous linguists Daniel Coste (1980), Michael Canale and Merrill Swain (1980), It has attracted the attention of many researchers, such as Sophie Moirand (1982) etc. However, until now, the concept of communicative competence has not appeared in the field of foreign language didactics.

This concept originates from communicative ethnography, a discipline created in the 1960s by American sociolinguists Del Hymes and John Gumperz.

CONCLUSION

Thus, learning to speak in a necessary situation is one of the updated methodological foundations of teaching and learning of languages, attracted by audio-visual approaches in the 1962s. However, the theories governing language teaching and learning at that time (structural and distributive linguistics, then generative (restorative) and transformational) do not take into account the functional dimension of linguistic expressions. Starting from the researches of Del Jaimes, "the concept of communicative competence was rapidly applied and redefined in foreign language didactics" [5,28]. The concept of communicative competence has become the most important concept for teaching and learning a foreign language as a foreign language. The main goal of teaching is to encourage the student to communicate in a foreign language. However, as we noted above, this concept of ethnography of communication in foreign language didactics has not been clarified and therefore does not know a single general definition and presentation. During primary education, students need to develop the communicative and linguistic skills that enable them to function and succeed in their environment personally and socially, and to form the foundations and foundations of citizenship. In this way, competency-based approaches and learning system projects are essential, indispensable, and essential tools for progress in the implementation of a multilingual and intercultural education model that helps each student develop communicative and intercultural competence, empowers them to acquire new knowledge, and communicate effectively with speakers of other languages in a variety of environments.

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