



THE ROLE OF COMMUNICATIVE COMPETENCE IN LANGUAGE TEACHING AND ASSESSMENT

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Abstract: Language is an essential tool for human communication and interaction. As the world becomes increasingly interconnected, the demand for individuals with strong language skills grows. The field of language teaching and assessment plays a crucial role in equipping learners with the necessary communicative competence to effectively engage in the global community. This article explores the significance of communicative competence and its role in language teaching and assessment.

Key words: technology, interactive method, interactive training, language barriers

INTRODUCTION. Communicative language instructing includes creating language talent via interactions embedded in significant contexts. This strategy to educating offers real possibilities for studying that go past repetition and memorization of grammatical patterns in isolation.

A central notion of the communicative strategy to language educating is communicative competence: the learner's capacity to recognize and use language correctly to speak in true (rather than simulated) social and faculty environments.

Assessments carried out by way of the International Association for the Evaluation of Educational Achievement (IEA) in Spain have furnished new evidence for the consequences of the academic enchancement measures utilized in foremost training in the ultimate two decades.

In particular, the evaluation carried out in Progress in International Reading Literacy Study (PIRLS) in 2006, 2011 and 2016 has proven how competence in conversation in Spanish predominant schooling has now not advanced at the charge of that of different European international locations.

The Spanish authorities and distinctive regional authorities have applied numerous enchancement plans, which have been centered on the adjustments of the legit curriculum and on academic rules to reverse this scenario. However, their consequences have now not been predicted in the location of communicative competence.

Today, we are acquainted with severa definitions of communicative competence. The book in 2001 of the Common European Framework of Reference for Languages has enabled us to describe the competencies required for conversation and their ranges of success associated to reading, writing, listening and speaking.

Moreover, the improvement of communicative competence in the instructional curriculum have to be associated to 'accountability' inside educating programmes, which leads us to delve

deeper into the hyperlink had via the faculty curriculum, primarily based on key competences and their assessment.

Training in the evaluation of competences in normal and of communicative competence in precise offers several deficiencies in the preliminary and non-stop coaching of important schooling teachers. Similarly, the issue in adapting the communicative competence theoretical notion to evaluation in lecture rooms has led several authors to analyse the want to comprise linguistic, cultural and social factors into the cutting-edge academic context. Consequently, our paper focuses on the sketch and contrast of a mannequin for the evaluation of communicative competence primarily based on the Spanish curriculum thru the use of a custom-designed pc application.

Communicative competence evaluation need to be viewed in the procedure of the communicative teaching-learning of the language ('communicative language teaching' or CLT). This instructing model's axis is 'communicative competence'. This viewpoint aligns with that of Halliday's systemic practical linguistics and its definitions of the contexts of tradition and state of affairs.

Savignon's CLT mannequin expands the preceding lookup of Canale and Swain and Canale and adapts communicative competence to a faculty mannequin (or framework of a competential curriculum).

This mannequin develops communicative competence concerning the 'context' and stresses communication's useful personality and its interdependence on the context in which it is developed. The communicative competence studying procedure in important training is associated to the implementation of programmes, which foster the participation of college students in a particular communicative context and the rules of the awesome competences to the social context of the lecture room the place the mastering is performed.

Communicative competence evaluation in our lookup expands upon Lave and Wenger's idea of 'community of practice', the 'theories of genre', which underline the use of language in a unique social context, and the 'theory of the socialisation of language'. These notions are built-in into the acts of conversation and provide upward jostle to various communicative competences, which are disaggregated to be assessed.

The adjustments delivered into the curriculum (with the inclusion of key competences) and in the theories of gaining knowledge of (with the cognitive and constructivist conceptions) have pressured the rethinking of evaluation.

From this perspective, a new assessment of communicative competence has been developed from the enchancement of the mastering processes, now not via sure technical size necessities. Assessment based totally on competences or as an investigation has turn out to be an terrific mannequin for fixing the hassle of communicative competence assessment.

Moreover, the modalities of heteroassessment and self-assessment decorate the have an impact on of evaluation on children's cognitive development. Basically, there are three elements that have an impact on communicative competence assessment: (a) the way of life and context of statement (the way of life of the observers is distinct and makes use of wonderful criteria), (b) requirements (they can't be utilized to all the persons of the equal community) and (c) conflicts of statement (the valuations of the observations can observe the evaluation standards with a one of a kind measurement).

Furthermore, Canale and Swain [8] beforehand underlined the variations between the evaluation of the metadiscursive expertise of competence and the potential to exhibit right use in a actual communicative situation. In their reflections, they proposed the want to advance new evaluation codecs and criteria, which ought to be centred on communicative capabilities and their relation between verbal and non-verbal elements.

The viewpoint adopted in this article units out from the communicative competence evaluation of the evaluation of Halliday's systemic purposeful linguistics and its adaptation to the School of Sydney's pedagogy of genres developed by using Rose and Martin. The School of Sydney's idea has as its beginning factor the improvement of an consciousness of the style in the speaker or creator. Similarly, the discourse's adaptation to the social context at which it is aimed (situation and cultural contexts) has to be taken into account.

A difference is wanted between "genuine communicativeness" and "pseudo-communicativeness" (for example, when coaching is changed by using "coaching").

From the foregoing, it is concluded that the time of verbal exchange as a popular widespread precept reigning besides competitors in the methodology of instructing overseas languages, apart from (or at least crowding out) all different approaches, has passed. The introduction into exercise of educating non-public and cognitive processes in conjunction with the communicative must make sure the mastery of a overseas language for sensible purposes.

Conclusion

In a world characterized by global interaction, the development of communicative competence is essential for effective language use. Language teaching and assessment must prioritize the acquisition and evaluation of communicative competence to equip learners with the necessary skills for successful communication.

By embracing authentic communication, integrating meaningful tasks, and emphasizing interaction, language educators can foster communicative competence in learners. Similarly, language assessments must move beyond traditional approaches and embrace performance-based assessments with authentic tasks to provide a comprehensive evaluation of learners' communicative competence.

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