

Formation of Communicative Competence in the Process of Teaching German Language to Students of Non-Philological Universities

Akhmedova Gulshod¹

¹ Senior teacher of Bukhara Engineering-Technological Institute, Uzbekistan

Abstract:

The article is devoted to the issues of developing communicative competence among students in the process of learning the German language. Particular attention is paid to the elements of communicative competence, their characteristics and relationships with each other.

Keywords: communicative competence, sociocultural competence, compensatory competence, students, non-philological universities, foreign language, knowledge, student.

In the context of globalization of social processes and society as a whole, the role of learning a foreign language is significantly increasing. The demand for specialists who speak foreign languages is growing noticeably. However, the number of hours spent studying a foreign language in non-linguistic universities has noticeably decreased; most of the time is allocated to students' independent study. Thus, in the shortest possible time, the teacher's goal is not only to prepare bachelor students for research work in a master's degree, but also to develop their skills in working with foreign literature and the development of foreign language communicative abilities.

The term "competence" means a person's possession of the appropriate competence, including his personal attitude towards it and the subject of activity.

"Competence" is understood as a set of interrelated personality qualities (knowledge, abilities, skills, methods of activity), specified in relation to a certain range of objects and processes, and

necessary for high-quality productive activity in relation to them [6]. Thus, competence is a set of knowledge, abilities, skills acquired in foreign language classes.

Researchers in the field of competency-based approach in education (I.A.Zimnyaya, A.G.Kasprzhak, A.V. Khutorskoy, M.A.Choshanov, S.E.Shishov, B.D.Elkonin, etc.) note that the difference between a competent specialist and a qualified one is that the former not only has a certain level of knowledge, skills, abilities, but is able to implement them in work [5].

One of the goals of teaching a foreign language is the development of foreign language communicative competence. In relation to language proficiency, competence can mean conscious or intuitive knowledge of the language system for constructing grammatically and semantically correct sentences, and implementation can mean the ability and ability to demonstrate knowledge of the system through speech [3].

Speaking about the components of communicative competence, it is worth noting that various classifications can be found. Thus, D.Hymes, the founder of the term “communicative competence,” distinguished grammatical, sociolinguistic, strategic, and discursive competences [9]. Jan Van Eck identifies such components of communicative competence as linguistic, sociocultural, sociolinguistic, strategic, discursive, social [14]. Savignon J. describes the following components: grammatical, sociolinguistic, compensatory and speech strategy competence [12].

One of the main factors in students’ ability to communicate in German is, undoubtedly, linguistic competence. The linguistic level implies knowledge and mastery of the grammatical and vocabulary aspects of the language. This element of communicative competence is of particular importance, since it is assumed that students already have basic knowledge of a foreign language acquired in school.

However, as a survey of first-year students showed, German is often either not taught at school due to the absence of a teacher, or there is a constant change of teachers, which negatively affects the student’s level of German language proficiency [13]. Along with these reasons, it is worth noting another negative factor: in the context of the upcoming exams, school graduates pay attention primarily to those subjects that are submitted for the state exam, and other disciplines, including a foreign language, fade into the background.

Therefore, the process of learning German has to be organized taking into account the fact that the very formation and development of communicative competence among students is complicated by the fact that some of them do not have the proper level of linguistic competence provided for by state school standards, which causes the need to learn the language from the beginning.

Sociocultural competence is a body of knowledge about the country of the language being studied, the national and cultural characteristics of the social and speech behavior of native speakers and the ability to use such knowledge in the process of communication, following the customs, rules of behavior, etiquette, social conditions and behavioral stereotypes of native speakers [1]. This element of communicative competence is no less important in the process of learning a foreign language involves studying the culture of the country, national characteristics, and traditions. Acquaintance with culture provides a certain immersion in a foreign language environment, which has a positive effect in the process of learning a foreign language.

Sociolinguistic competence is the knowledge and skills needed to use language effectively in a social context. Sociolinguistic competence is characterized by knowledge and understanding of foreign mentality, familiarization with behavioral and speech clichés. To master verbal communication and use it appropriately in specific situations, a student needs to put a lot of effort and various knowledge. To form and develop sociolinguistic competence in German language classes, various role-playing communicative games are successfully used [10]. The involvement of students in this process contributes to better assimilation of foreign language material.

Social competence the ability to take responsibility, jointly develop a solution and participate in its implementation, tolerance to different ethnic cultures and religions, manifestation of conjugation personal interests with the needs of the enterprise and society [4]. An important aspect here is respect for someone else's point of view, good manners, and socialization of the student, since social competence cannot exist on its own, it directly depends on the characteristics of the way of life of a particular society.

Discursive competence is the ability to construct holistic, coherent and logical statements of different functional styles in oral and written speech based on understanding various types of texts when reading and listening [1]. The discursive element of communicative competence means the student's ability to use his language skills in the process of communicating with an interlocutor, in the process of writing in a foreign language, the ability to speak logically and informatively on a given topic. Thus, discursive competence allows us to determine level of development of the student as a linguistic personality.

Compensatory competence is the student's ability to attract, in conditions of insufficient proficiency in the target language, existing knowledge, skills and abilities in using their native or foreign language. Strategic competence among students in the process of learning a foreign language is manifested in the ability and ability to compensate for the lack of verbal knowledge in a foreign language by replacing them with previously studied lexical and grammatical forms [8]. In this aspect, the student is characterized by the level of practical knowledge of a foreign language.

Whatever classification is given by scientists, the effectiveness of developing communicative competence in students presupposes the constant interaction of all components. The use of a communicative approach in the process of teaching foreign languages allows students to develop the necessary professional level of knowledge of a foreign language, which allows them to apply the necessary set of speech skills in everyday and professional activities, depending on the situation that arises [11].

The effective development of mental operations occurs only under the condition of the active functioning of the motivational, volitional, emotional and other spheres of the human psyche. Consequently, the formation of skills and abilities in students cannot but rely on the activation of motivational states, emotions and feelings. Therefore, it is necessary, first of all, to create in students a desire to communicate in German.

Thus, the teacher's activities in the formation and development of communicative competence should include:

- determination by the teacher of the student's initial level of German language proficiency;
- determining the goals and methods of teaching a foreign language in accordance with the level of language proficiency achieved by students. It is important for the teacher to set goals for himself related to specific working conditions. A special place should be given to goals that ensure the necessary level of development of communication skills in students, goals that ensure the gradual acquisition of necessary skills, as well as goals for the development of the motivational sphere (developing a desire to learn a foreign language, aspirations take an active part in verbal communication) [7];
- the teacher's activities in developing the necessary skills and abilities should take into account the complexity of the grammar of the German language and include: selection of tasks, exercises, communicative games in which students need to perform mental operations, demonstration of the skill being practiced by the teacher himself and accompanying this sample with appropriate comments, organizing students' comments on their actions [2]. Further development and improvement of abilities and skills within the framework of communicative competence should occur on the basis of students' interaction with each other.

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