

IMPLEMENTING INTERACTIVE LEARNING TECHNOLOGIES IN DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE IN TEACHING FOREIGN LANGUAGES

Khakimova M.Kh.

*Khakimova Munira Khabibullaevna - Teacher,
DEPARTMENT OF ENGLISH LANGUAGE TEACHING METHODOLOGY № 3, ENGLISH LANGUAGES FACULTY,
UZBEK STATE WORLD LANGUAGES UNIVERSITY,
TASHKENT, REPUBLIC OF UZBEKISTAN*

Abstract: *this article is discussed relevance interactive learning technologies in formation students' communicative competence in teaching foreign language. This dictates the need for a high-quality preparation of the teacher of English who is able to act as an active subject of the professional activity and who has high levels of communicative competence. Interactive learning within the English language teaching provides a full communication between the students and the formation of skills of solving communicative tasks. The communicative competence defined as a significant component of the key competencies and the result of modern education includes linguistic, discourse, sociolinguistic and sociocultural competences as well as socio-personal interactive component correlated with cooperation and tolerance of the student.*

Keywords: *communicative competence, interactive learning, foreign language communication, professional education, intercultural interaction, technology.*

ВНЕДРЕНИЕ ИНТЕРАКТИВНЫХ ТЕХНОЛОГИЙ ОБУЧЕНИЯ В РАЗВИТИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ ПРИ ОБУЧЕНИИ

Хакимова М.Х.

*Хакимова Мунира Хабибуллаевна – преподаватель,
кафедра методики преподавания английского языка № 3, факультет английского языка,
Узбекский государственный университет мировых языков,
г. Ташкент, Республика Узбекистан*

Аннотация: *в статье рассматривается актуальность интерактивных технологий обучения в формировании коммуникативной компетенции студентов при обучении иностранному языку. Это диктует необходимость качественной подготовки учителя английского языка, способного выступать активным субъектом профессиональной деятельности и обладающего высоким уровнем коммуникативной компетентности. Интерактивное обучение в рамках преподавания английского языка обеспечивает полноценную коммуникацию между учащимися и формирование навыков решения коммуникативных задач. Коммуникативная компетенция, определенная как значимая составляющая ключевых компетенций и результат современного образования, включает языковую, дискурсивную, социолингвистическую и социокультурную компетенции, а также социально-личностный интерактивный компонент, сопряженный с сотрудничеством и толерантностью обучающегося.*

Ключевые слова: *коммуникативная компетентность, интерактивное обучение, иноязычное общение, профессиональное образование, межкультурное взаимодействие, технология.*

The modern requirements for the foreign language proficiency in high school include the presence of foreign language communicative competence of future specialists. It is defined as a certain level of language proficiency, speech and social-cultural set of knowledge, skills and abilities that enable to vary acceptably and appropriately their communicative behavior in a communicative way depending on the functional predictors of foreign language communication and creates the basis for the qualified information and creative activities in various fields. The structure and the levels of foreign language communicative competence of students are correlated with the willingness of the student to use the possibilities of foreign language for professional self-education [1, p. 56].

The analysis of the scientific research and the experience of practical activity in the field of foreign language training of students revealed the contradiction between the objective need for the formation of students' foreign language communicative competence and the lack of the scientifically pedagogical bases and the complex of pedagogical conditions for its formation in the system of the high school education. The distinguished contradiction helped to define the research problem: what are the forms, methods and pedagogical conditions of the formation of foreign language communicative competence of students as future teachers of the English language through an interactive learning.

Sociocultural approach to the language education is that communicative-oriented teaching the English language as a mean of intercultural communication is closely connected to the intensive use of it as a tool of

knowledge: global culture, national cultures and social subcultures of the people of the country of the studying language and its reflection in the way and style of life; spiritual heritage and historical memory of the country and the people; the way of achieving intercultural understanding. Socio-cultural education in the process of learning English is first of all aimed at:

1) The development of the world view of students and their perception of the history of mankind, of their country, the self-perception as the holder of national values, the understanding of the interdependence between the personality and people;

2) The development of communicative culture of students, their spiritual potential, a global mindset, awareness of responsibility for their future, the future of their country;

3) The training the ethically acceptable forms of expression in society;

4) The teaching the ethics of discussion communication and the ethics of interaction with people having different views;

5) The development of needs in education.

In terms of the formation of socio-cultural competence of students in learning the English language there can be distinguished the following: the formation of ideas about the culture of oral and written communication in English; the knowledge of linguistic and linguistic variation of the English speech in terms of formal and informal communication; learning the rules of formal and informal speech behavior in English; the formation and development of skills to use language as a tool of intercultural communication; learning the ability to describe own culture in the English language adequately; learning the communicatively getting used to an English-speaking environment (within familiar topics, situations in domestic, administrative, educational or communication fields of communication); learning the strategies of self-education based on the use of remote means of language training (including communication with other cultures representatives via the Internet); the formation of concepts about equivalent and non-equivalent vocabulary; developing bilingual skills: to find English words to describe Russian realities in the English language; to identify non-equivalent vocabulary; to explain the value of the non-equivalent words in the foreign or in the native language; use correctly non-equivalent language in communicative situations in the language [2, p. 38].

References / Список литературы

1. *Morozova A.L.* (2010). Pedagogical basis for the development of foreign language communicative competence of students of non-language faculties of pedagogical high school (Unpublished candidate dissertation). Tomsk State University.
2. *Popova T.P.* (1999). Formation of foreign language communicative competence of students of the 1st year correspondence department of language high school (English: Applications).