



DEVELOPING GRAMMAR SUB-SKILL THROUGH MODERN AND INNOVATIVE PEDAGOGICAL TECHNOLOGIES IN LANGUAGE TEACHING

Ruziyeva Gulnoz Temirkulovna
Raxmatova Nargiza Valijonovna

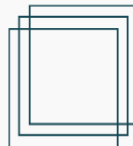
Abstract

The article bargains with the issues related to creating communicative competence of future English instructors. It considers the idea that creating communicative competence can advantage not as it were to the intuitively competences of the learner from the instructive point of see, but moreover psycho-emotional characteristics and socio-cultural advancement of a understudy as a individual. As we know, communicative competence is the capacity meaning connection successfully with others and competence is caught on as a combination of dialect abilities an person has for learning a remote dialect. Such potential contributes to his/her achieving tall levels of execution. This paper reflects the taking after: the hypothesis of communicative competence and a few of its models; the significance of creating communicative competence of understudies who are future English instructors and the suggestions of communicative competence in English dialect educating and learning. Furthermore, the work recommends the fundamental methodic standards of creating communicative competence of future English instructors.

Keywords: communicative competence, action, communicative; sociocultural setting; cognition.

Dialect serves as a implies of communication, permitting individuals to associated with each other, to impact each other within the normal conditions of social life. The present day higher instructive teach ought to pay more consideration not as it were to the instruction itself, but moreover to the instruction of a common societies, the arrangement of the culture of communication, and the communicative culture of the individual. The explore for the most excellent shapes and strategies of teaching the culture of communication was conducted prior and is as of now being carried out by many household teachers, clinicians and researchers.

Etymologists and connected etymologists have not continuously utilized the term “competence” within the same way, so a brief dialog of this matter is valuable as a preparatory. Taylor focuses out that among connected etymologists, Strict compared “competence” with “proficiency” whereas Sauvignon seen competence as energetic. In differentiate, Taylor notes that language specialists like Chomsky) utilize “competence” to allude as it were to or maybe inactive information, which prohibits any idea of “capacity” or “ability”.



Like Chomsky, Taylor's sees "competence" as a state or item, not a handle; he recognizes between "competence" and "proficiency," saying that the last mentioned, who portrays as the capacity to form utilize of competence, is energetic and relates to handle and work. In 1980, the connected etymologists Canelé and Swain published (Canale, M. and Swain, M. 1980) an compelling article in which they contended that the capacity to communicate required four distinctive sub-competencies:

- syntactic (capacity to make syntactically redress expressions),
- sociolinguistic (capacity to deliver socio phonetically fitting expressions),
- discourse (capacity to deliver coherent and cohesive articulations), and
- Key (capacity to illuminate communication issues as they emerge).

And in PRESETT the term of "intercultural competence" is utilized rather than "sociolinguistic competence"

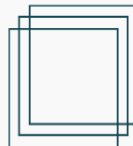
Communicative competence could be a hypothesis that looks for to get it an individual's capacity to effectively pass on meaning inside given settings. The foremost widely-accepted components of this capacity incorporate syntactic competence, talk competence, sociolinguistic competence, and vital competence. Whereas the hypothesis of communicative competence has been incredibly powerful in changing the nature of classroom instruction, a few discussion exists over how much understudies learn from certain and coordinate strategies of instruction, and over how to best survey communicative competence. Current patterns show that communicative competence will proceed to be an vital hypothesis in dialect classrooms, though the coordinate instruction of dialect shapes may gotten to be more predominant within the close future.

In technique the term "competence" is utilized as characteristics of the accomplished level of the dialect capability. D. Hymes presented the concept of communicative competence as the capacity to utilize the dialect they are learning suitably in a given social experience (Hymes D. 1967). This thought was taken by M. Canale and M. Swain, who create and expand a demonstrate of communicative competence (Canale M., Swain M. 1980). Then Van Ek connected it to FL securing and turned it into a essential concept within the advancement of communicative dialect educating. In other words, with respect to FLT the term "competence" was created within the outline of the inquires about done by the Board of Europe to ascertainment of the level of dialect proficiency. It was characterized as capacity for fulfillment a few movement with the assistance of procured knowledge, skills and involvement.

In arrange to create a communicative competence, it isn't sufficient to enhance the lesson with communicative works out. It is vital to supply understudies with the opportunity to think openly, to illuminate any issues that deliver rise to thought, to reason approximately the different conceivable outcomes for fathoming these issues, so that understudies center their consideration on the substance of their articulation, that the center is on thought, and the dialect ought to be in its coordinate work - the arrangement and definition of these contemplations.

<https://ejedl.academiascience.org>

**Emergent: Journal of Educational Discoveries and Lifelong
Learning is a scholarly peer reviewed international Journal**



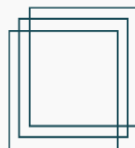
When understudies see dialect as a implies of intercultural interaction, it is fundamental to look for ways of including them in an dynamic exchange of societies so that they can in hone know the highlights of the functioning of dialect in a unused culture for them. Communicative implies the discourse introduction of the learning prepare, which comprises within the commonsense utilize of dialect. Down to earth discourse introduction isn't as it were a objective, but too a implies to realize this objective. Based on the communicative approach, within the handle of instructing English, understudies got to procure a communicative competence.

Communicative competence suggests the capacity to utilize all sorts of discourse action: perusing, talking, tuning in and composing. Communicative competence too incorporates phonetic competence, sociocultural information, aptitudes. Dialect competence implies the capacity to specific one's contemplations or get it the thoughts of others with the assistance of etymological implies, that's , the skills and propensities of utilizing lexicon, language structure and elocution for discourse action. To realize shared understanding, information of the sociocultural setting, aptitudes and aptitudes of discourse and non-verbal behavior, characteristic of local speakers, are also essential.

The reason of learning English is to create a remote communicative competence within the total of all its components - discourse, dialect, sociocultural, compensatory, instructive and cognitive. It ought to be famous the significance of creating students` got to utilize a remote dialect as a implies of communication, cognition, selfrealization and social adjustment. Each organize of instructing a remote dialect, counting English, includes the execution of smaller objectives. For occurrence, at the introductory arrange it includes the organization of dynamic discourse interaction, creation of a feasible communicative center and keeping up an intrigued that serves as a boost for proceeding the ponder of English in encourage preparing. The central characteristics of competence in communication are related with:

1. The energetic, interpersonal nature of communicative competence and its reliance on the transaction of meaning between two or more people who share to a few degree the same typical framework
2. Its application to both talked and composed dialect as well as to numerous other typical frameworks
3. The part of setting in deciding a particular communicative competence, the unbounded assortment of circumstances in which communication takes put, and the reliance of victory in a specific part on one's understanding of the setting and on earlier encounter of a comparable kind
4. communicative competence as a relative, not outright, concept, one subordinate on the participation of all members, a circumstance which makes it sensible to talk of degrees of communicative competence.

The part of present day academic innovations within the arrangement of phonetic competence in outside dialect educating is undeniable.



Cutting edge innovations, which are broadly utilized nowadays in the field of worldwide involvement, incorporate:

1. Separate instruction.
2. Mixed learning.
3. Ace Classes.
4. Webinar innovations.

Commonsense utilize of English in pending proficient movement is the most reason of dialect educating. The need of motivation is one of the most challenges in a few English classes. In addition, understudies are moreover as well bashful to talk with the companions. Great verbal communication is fundamental to each viewpoint of life and work. Numerous studies have recognized it as one of the aptitudes most profoundly esteemed by managers.

Concluding, any graduate from the Tall school ought to be able to carry the information, which frame an fundamentally picture of the world, aptitudes and capacities to work out diverse sorts of exercises: instructive, career additionally have present day esteem introductions and inventive involvement, be able to utilize modern data advances, be arranged for interpersonal and intercultural participation, both inside their claim nation, and at the universal level.

REFERENCES

1. Canale M., Swain M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics* 1 (1). Pp. 1-48.
2. Canal, M. and Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics* 1 (1), 1-47.
3. Chomsky, N. (1980). Rules and Representations. *The Behavioral and Brain Sciences*. 3. 1-61.
4. Hymes D. (1972) Models of the Interaction of Language and Social Setting. *Journal of Social Issues*. 1967, 23 (2). -Pp.8-38; Hymes D. On Communicative Competence. In Pride J.B., Holmes J. (eds.). *Sociolinguistics: Selected Readings*. Harmondsworth: Penguin. Pp.269-293.