

Developing Communicative Competence as an Essential Part of Developing Student's Personality

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ABSTRACT

The article deals with the issues based on developing communicative competence as an essential part of developing student's personality. The communicative development of a student's personality as a complex multifaceted process of socially conditioned changes in the course of a person's maturation is closely interconnected with the formation of all his mental processes, functions and activities, primarily thinking, speech, speech-thinking activity. At the same time, it is very specific, which is directly related to those key processes in the formation of the speech-thinking and communicative activity of the subject, which determine its nature and the pace of change.

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ARTICLE INFO

Article history:

Received 16 January 2022

Received in revised form
12 February 2022

Accepted 09 March 2022

Keywords: student's personality, communicative activity, communicative competence, communicative tasks.

INTRODUCTION

The psychological nature of a communicative task as a functional unit of communication is determined by a set of its structural and content features, the most important of which is the degree of its communicativeness. The classification of communicative tasks according to the criterion of the degree of communicative orientation makes it possible to build a certain hierarchy of communicative tasks "description - explanation - proof - conviction", which, as our studies have shown, reflects not only a chain that is becoming more and more complex in structural and content terms, but also a certain trend of change in communicative development of the subject at different stages of his education at the university.

The leading among these processes is the gradual change from one age group to another in the ability to set and solve various communicative speech tasks in the process of communicating with people. In the formation of this process, all the features of personality formation in general and communicative activity, in particular, are accumulated, as evidenced by the data of our experimental study of the characteristics of students' communicative development. It is noteworthy that this sequence of communicative speech tasks correlates with the periodization of human mental development, the theoretical justification for which was developed by L. S. Vygotsky and his followers. So, for example, tasks that, by their psychological nature, belong to the "description" group are most relevant to the psychological characteristics of first-year students, which, however, do not mean that these students are only able to solve these tasks. The arsenal of their speech behavior in the process of communication is quite rich; therefore, the solution of communicative problems is carried out by these students in such ways and means that are relevant to the level of their communicative development at this stage of education in higher education.

In other words, if the "mental neoplasm" (the term of L. S. Vygotsky) of the communicative development of a freshman is the achievement of the optimal way to solve the communicative task of "description", then the solution of problems of a higher order can be considered as the main "reserve" (the term of V. V. Davydova, D. B. Elkonin) communicative formation of students of this level. This is where the expediency of posing the question of the relevance of the psychological characteristics of the age of the

subject to the psychological nature of the communicative tasks solved by him in the process of communication arises.

It is known that the psychological characteristics of schoolchildren of younger, middle and older ages, as well as students, i.e., all those age groups that are involved in active learning activities to one degree or another, have been comprehensively studied and have long been described in domestic and foreign literature. The psychological nature of communicative tasks has acted as an independent subject of theoretical and experimental research relatively recently. Here, of undoubted interest is the correlation of the ontogenetic plan, or the plan of a person's mental maturation, on the one hand, and the plan for mastering the means and methods of influencing a communication partner existing in language and speech, on the other. Our research, carried out in this particular plane, has shown that the psychological content of communicative tasks through which communication is realized is determined by a number of structural and content characteristics. Structural characteristics include the composition of the logical structure of thought in their solution.

DISCUSSIONS

Content characteristics include a number of parameters: the form and nature of the reflection of reality, the nature of the revealed connections, the forms of mental activity involved, the presence or absence of reliance on visibility, the degree of influence on the communication partner, the degree of obligatory physical presence in the communicative act, the nature of his response, i.e. the composition of the listener's communicative task. So, for example, "description" combines tasks similar in their psychological properties, which differ in the least degree of communicativeness, into one group. All of them, like the "description" itself, are characterized by a one-component structure of thought, the predominance of empirical forms of reflection of reality and the use of explicit, mainly temporal, connections. They are generated, first of all, by concrete-figurative forms of thinking, imply a mandatory reliance on visibility, minimal influence on the communication partner and his optional participation in the communicative act, and, most significantly, minimally provoke his response, which can be a simple representation of the situation described by the speaker "Persuasion", which occupies a polar position in relation to the "description", as well as tasks similar to it, are characterized by a tripartite thought in their solution, the predominance of theoretical forms of reflection of reality, theoretical and logical forms of thought. They convey the largest number of implicit connections of a predominantly causal plan, are distinguished by the maximum degree of influence on the communication partner and his obligatory presence, the maximum activity of the recipient, namely: his complete understanding of what he heard, agreement or disagreement with the expressed point of view of the speaker and, moreover, emotional attitude towards received information. All the psychological properties of "persuasion" mentioned above predetermine its relevance to the characteristics of fourth-fifth year students, although, as the data of our experiment showed, even these students are not always able to achieve the optimal method of "persuasion". This, however, by no means that problems of this type can be solved only by students of the fourth or fifth courses. First-year students can also convince, but in their own ways and means characteristic of their personal potentialities.

The regularities of the development of students' communicative activity revealed in this way testify to the different sensitivity of the stages of the communicative development of the student's personality to the solution of one or another group of communicative tasks. In other words, the question arises about the existence of a "communicative level" of the subject of communication as a stage of its development, characterized by certain neoplasms in the nomenclature of communicative speech tasks and in the way they are solved.

Thus, the analysis of theoretical literature on the problem of the communicative development of the student's personality made it possible to identify the following:

The communicative development of a student's personality is understood by us in a broad social sense as a process of socially conditioned changes in the course of a person's growing up, closely interconnected with the development of all his mental processes, functions, activities, primarily thinking, speech, memory, communicative activity, which determine the nature and pace of his changes.

In a broad psychological and pedagogical context, communicative development is a long, time-

consuming process of ontogenetic formation of a person's communicative activity, which is laid down and begins its formation in infancy and continues throughout the life of an individual. This is a complex multifaceted process of the formation of all mental and speech functions through which communication is realized, as well as the development of all types of speech activity, which manifest themselves in different ways at different stages of personal development.

In a narrow pedagogical sense, this refers to the process of forming the ability to set and solve communicative tasks that are different in nature and nature in the process of communication.

It is logical to consider communicative development as a successive change of stages in the formation of an individual, aimed at the formation of a subject of activity capable of self-actualization, self-design, reflection, self-analysis of one's activity, interpersonal interaction, perception and communication; as a complex progressive movement, during which a person rises to such a level of formation of interpersonal experience that an individual needs in order to establish interpersonal contacts and successfully function in society within the framework of his communicative abilities and social status.

The level of knowledge of a foreign language by a student is determined not only by direct contact with his teacher. In order to teach a foreign language as a means of communication, it is necessary to create an environment of real communication, establish a connection between the teaching of foreign languages and life, and actively use foreign languages in living, natural situations. These can be scientific discussions in the language with the involvement of foreign experts and without it, summarizing and discussing foreign scientific literature, reading individual courses in foreign languages, participation of students in international conferences, work as a translator, which is precisely in communication, contact, and ability to understand and convey information. It is necessary to develop extra-curricular forms of communication: clubs, circles, open lectures in foreign languages, scientific societies of interest, where students of various specialties can gather.

So, highly specialized communication through written texts by no means exhausts the knowledge of the language as a means of communication, a means of communication. The maximum development of communication skills is the main, promising, but very difficult task facing foreign language teachers. To solve it, it is necessary to master both new teaching methods aimed at developing all four types of language proficiency, and fundamentally new teaching materials that can be used to teach people to communicate effectively. At the same time, of course, it would be wrong to rush from one extreme to another and abandon all the old methods: from them it is necessary to carefully select all the best, useful, and tested by teaching practice.

The main answer to the question of solving the actual problem of teaching foreign languages as a means of communication between representatives of different peoples and cultures is that languages should be studied in inseparable unity with the world and culture of the peoples who speak these languages.

Teaching people to communicate (orally and in writing), to teach how to produce, create, and not only understand foreign speech is a difficult task, complicated by the fact that communication is not just a verbal process. Its effectiveness, in addition to knowledge of the language, depends on many factors: the conditions and culture of communication, the rules of etiquette, knowledge of non-verbal forms of expression (facial expressions, gestures), the presence of deep background knowledge, and much more.

Overcoming the language barrier is not enough to ensure effective communication between representatives of different cultures. To do this, you need to overcome the cultural barrier. The following excerpt from an interesting study by I. Yu. Markovina and Yu. cultural communities), the language barrier is not the only obstacle to mutual understanding. National-specific features of the most diverse components of communicant cultures (features that make it possible for these components to implement the ethno-differentiating function) can complicate the process of intercultural communication.

The components of culture that carry a nationally specific coloration include at least the following:

- a) Traditions (or stable elements of culture), as well as customs (defined as traditions in the “socio-normative” sphere of culture) and rituals (performing the function of unconscious familiarization with the normative requirements prevailing in this system);

- b) Everyday culture, closely related to traditions, as a result of which it is often called traditional-everyday culture;
- c) Everyday behavior (habits of representatives of a certain culture, norms of communication accepted in a certain society), as well as mimic and pantomimic (kinesic) codes associated with it, used by carriers of a certain linguocultural community;
- d) "National pictures of the world", reflecting the specifics of the perception of the surrounding world, the national characteristics of the thinking of representatives of a particular culture;
- e) Artistic culture, reflecting the cultural traditions of a particular ethnic group.

The native speaker of the national language and culture also has specific features. In intercultural communication, it is necessary to take into account the peculiarities of the national character of the communicants, the specifics of their emotional make-up, national-specific features of thinking.

Under the new conditions, with a new formulation of the problem of teaching foreign languages, it became obvious that a radical increase in the level of teaching communication, communication between people of different nationalities can be achieved only with a clear understanding and real consideration of the sociocultural factor.

Many years of practice of teaching living languages as dead ones has led to the fact that these aspects of the language were in the shadows, remained unclaimed. Thus, there is a significant gap in the teaching of foreign languages.

One of the most important and radical conditions for filling this gap is the expansion and deepening of the role of the sociocultural component in the development of communication skills.

Thus, we are already talking about the need for a deeper and more thorough study of the world (not the language, but the WORLD) of native speakers, their culture in the broad ethnographic sense of the word, their way of life, national character, mentality, etc., because the real the use of words in speech, the actual speech production is largely determined by the knowledge of the social and cultural life of the speech community speaking the given language. "Language does not exist outside of culture, that is, outside of the socially inherited set of practical skills and ideas that characterize our way of life." At the heart of linguistic structures are socio-cultural structures.

Knowing the meanings of words and the rules of grammar is clearly not enough to actively use the language as a means of communication. It is necessary to know as deeply as possible the world of the language being studied.

In other words, in addition to the meanings of words and grammar rules, you need to know: 1) when to say / write, how, to whom, with whom, where; 2) as a given meaning/concept, a given subject of thought lives in the reality of the world of the language being studied.

Let us now find out what is behind conceptual equivalence, behind the same amount of conceptual material. Comparison of the two languages, taking into account the socio-cultural component, reveals the depth of differences between what is behind the words of these languages, that is, between cultural ideas about real objects and phenomena of reality and between the objects and phenomena themselves.

CONCLUSION

So, language is a mirror showing not the world in general, but the world in human perception. The world in this case is the reality surrounding a person. At the same time, the mirror of the language reflects the person himself, his way of life, his behavior, relationships with other people, the system of values, culture - the world in man. Language, like a mirror, reflects both worlds: OUTSIDE the person, that is, the one that surrounds him, and INSIDE the person, that is, the one that he himself created.

Language, therefore, is a magic mirror in which the human worlds, external and internal, are enclosed - a mirror that is not objective, not indifferent and dispassionate.

At the same time, language is also a tool, a tool that forms a personality. We are all created by the language and the culture embedded in it, inherited from many generations of ancestors. We choose

neither our native language, nor our native culture, nor the place, nor the time of birth. We enter the world of people, and the language immediately begins its work, imposing on us an idea of the world (picture of the world), about people, about the system of values, about ways to survive. We still don't have a choice.

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