

THE ROLE OF COMMUNICATIVE COMPETENCE IN LANGUAGE TEACHING AND LEARNING

Uzbekistan has launched a major initiative to improve English language teaching in its education system.

One of the main goals is to improve the communicative competence of the students. It has been three decades since communicative approach to language teaching first appeared in print in the field of second language acquisition. In all secondary schools, academic lyceums, vocational colleges, and universities in Uzbekistan, language teachers and curriculum researchers have implemented communication –oriented teaching syllabi, to seek for more effective ways for improving students' communication skills to replace the traditional, grammar –oriented approach of the past. Some Uzbek teachers are encountering challenges teaching English with the current model of communicative competence in their classrooms. Some projects are launching by British Council, UzTEA Association, Ministry of Higher and Secondary Specialized Education, and the RELO office. Examples are the ETTE project aimed at improving classroom performance of teachers of English and RELO's professional development trainings for English teachers. The textbooks like "English Matters" and "Fly High" include many activities that build communicative competence.

Many linguistic scholars learned and reviewed the communicative competence. Noam Chomsky, Dell Hymes, Canale, Swain, Bachman, and Savignon researched CLT and communicative competence.

What is communicative competence and communicative language teaching (CLT)?

The goal of CLT is to increase communicative competence ,which means being able to understand and interpret messages, understand the social contexts in which language is being used, and the ability to apply the rules of grammar while employing strategies to keep communication from breaking down. With CLT, instructional emphasis shifted from grammar translation, memorization of dialogues, and drills and practice of structural patterns to using language in real-life contexts for meaningful purposes.(Savignon,2001).

CLT demands authentic use of language, which means people interacting with other people.

Communicative Approach. The expressed goal of this method is to produce students who are communicatively competent. While this may not seem different from other methods we have considered here, the notion of communicative competence proposed in the communicative approach is considerably expanded from previous definitions. Communicative competence involves being able to use the language appropriate to a given social context. To do this, students need knowledge of the linguistic forms, meanings and functions. They need to know that many different forms can be used to perform a function and also that a single form can also serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. They must also be able to manage the process of negotiating meaning with their interlocutors.

Teaching and learning process. After an initial presentation by the teacher, students are involved in using the language. They do so through a variety of activities, such as games, role plays jigsaw puzzles, pair-work, interviews, information-gap, and problem-solving tasks. Activities that are communicative share these features: an information gap exists and the speakers have a choice as to which linguistic forms to use; and they receive feedback on their attempts to communicate. An information gap occurs when at least one person in an exchange knows something the others do not. It is the task of the person with the information to convey the missing information. The speaker has a choice in the way to impart the information. The communicative activities in this approach often use authentic materials. It is considered desirable to afford students an opportunity to develop strategies for dealing with language that is actually used by native speakers. Finally, it is characteristic of the communicative approach that much of the class activities are carried out with students working in small groups. Such configurations maximize students' communication and give them ample opportunity to negotiate meaning. Errors of form are tolerated by the teacher. It is seen to be more important that the students communicate and do so with optimum fluency evaluation, which would only be performed via communicative activities. Students are evaluated according to their ability to get their message across.

Teacher and learner.

The teacher is a facilitator of the students' learning. The teacher manages class activities, acts as an adviser, task designer supplying the language that students need, and at other times is a "co-communicator," engaging in the communicative activities along with the students. Students are primarily involved in the task of communicating. They learn to communicate by communicating. Since teachers are less dominant in this method, students are seen to be more responsible managers of their own learning. The teacher establishes activities in which communication naturally follows. What follows is that students interact with each other in various configurations: pairs, teams, and small groups. During these occasions, the teacher circulates from group to group, monitoring students' performance. One of the basic assumptions of the communicative approach is that students will feel motivated if they feel they are learning to achieve some purpose with the language they are studying. Also, teachers give their students an opportunity to express their individuality by having students share their ideas and opinions on a regular basis. Students thus become very interested in the communicative activities in which they are engaged.

Communicative competence has been defined and discussed in many different ways by language scholars of different fields.

We have much to learn about modern language teaching methodology and language development. The methodology of teaching continues to broaden. Today communicative competence has emerged as a young and dynamic field of inquiry. Through communicative competence we can motivate our students to learn. CLT arouses student interest and leads to more active participation in class. Students avoid age-old texts, as reading materials must relate to their own lives and must be fresh and real. Spontaneous and improvised practice helps minds to be flexible and inspires, while giving confidence to students. The use of visual stimuli like OHP, flashcards, digital projectors, etc., is important to provoke practical communicative language. Visual resources can be applied at whatever level. As a result this will help to motivate and focus students' attention. In conclusion, embrace teaching using communicative competence.

Sample Lesson Plan.

TEAC 851

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Proficiency level/Class: Intermediate.

Estimated time of Lesson: 20 minute.

Theme/ Context: Culture. Uzbek cuisine.

Performance Outcome/ objectives By the end of this lesson, students will be able to :identify Uzbek and American cuisine and culture. Content knowledge skills: Develop students creative and critical thinking skills.

Resources/ materials needed: White board, markers, Realia, Handouts. Video clip from www.youtube.com (Uzbek Cuisine), samples of uzbek and American food.

Outline/ description of learning/ teaching activities:

Segment	Time	Teacher tasks	Student learning tasks	Rationale	Skills.
Warm up.	3 min	Introduction, greeting students and introducing them the "Scavenger hunt" game	Students respond to teacher greeting in the same manner.and playing the game.	Getting their attention, breaking the ice, and preparing them for the lesson	Interpersonal skills; listening and speaking.
Input phase.	10 min.	Asking students reading the text and showing them video clip about uzbek cuisine. Presenting new topic, culture.	Students listen, identify Uzbek cuisine, reading the text, and learn the culture, traditions of Uzbek cuisine..	Learning new info and exposure to new forms emphasizing on aural mode.	Interpersonal skills, short answers, interpretive listening.
Extended practice.	7 min.	Discussion activity.	Students exchange their	Enhanced interaction	Presentational skills.

		Comparing the similarities and differences of Uzbek and American cuisine	ideas with the others and exchange their ingredients of their favorite food.	among students And checking students understanding culture topic.	
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References and Resources

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2. Klaus Brandl.”Communicative language teaching in action: putting principles to work”. Prentice Hall. 2008.
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