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DEVELOPMENT OF COMMUNICATIVE SKILLS IS THE BASIC MECHANISM FOR FOREIGN LANGUAGE COMMUNICATION

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Annotation;teaching communicative competence, is one of the most popular themes in the period of the dialogue of cultures. New tasks in teaching English presuppose changes in the requirements for the level of language proficiency, content and organization of the material, the use of adequate forms of teaching, in different variants of its study. In this work the teacher relies on an integrated approach to teaching English, especially in the development of speech culture, development of such competences as communicative-strategic, discursive, socio-cultural.
Key words: communicative competence, non-traditional methods, communicative-oriented learning

Under the concept of modernization of education, communicative teaching in English language education has taken on a special importance. This is because communicative competence serves as an integrative competence that focuses on

the practical outcomes of English language acquisition as well as on the education, parenting, and personal development of schoolchildren.

The current changes in social relations and means of communication (use of new information technologies) demand the enhancement of communicative competence and improved linguistic training of schoolchildren, with priority given to the learning of English as a means of communication and the generalization of the language of learning and the spiritual heritage of the people [1, 56].

In a cultural dialogue, students can, on the one hand, enter into the culture of another country and, on the other hand, gain deeper insight into their own culture, which, like a mirror, can be reflected in the culture of the country of the language they are learning. Students will become more knowledgeable about the world around them, more interested in world literary works, and more motivated to apply their knowledge and creativity in the English Olympiad and in other classes. Become more motivated to enter higher education and to choose a profession related to English (diplomat, international lawyer, business manager, social worker, psychologist).

Unfortunately, not all the laws that allow for the effective teaching of language activities have been studied and shaped, but one thing is certain: the basis of the methodological content of modern lessons should be communicative. Teaching foreign language forms of linguistic communication as concepts and as combinations of terms has a firm place in the methodological literature.

Education is a powerful means of shaping not only the mental faculties but also the spiritual, emotional, and sensitive aspects of the personality, which can be programmed to a certain extent for its development and life path.

The modern paradigm of education implies a philosophical rethinking of the purpose of the educational system, both general secondary and vocational. One of the most common principles of this paradigm is the transition from knowledge to competence. Already in the 1990s, the field of foreign language education emphasized the development of communicative competence in speaking and writing, both at the level of reception and production. In today's foreign language lessons, a high percentage of mechanical training, memorization of learning themes and grammatical rules, and reproductive rather than productive activities predominate, and are unfortunately still the norm, not the exception, even at the level of developing writing and speaking skills in elementary school children and students.

Foreign language tasks require the ability to reason, compare, and evaluate received information, interpret it in light of pre-existing concepts and perceptions, and argue one's point of view. The ability to memorize vast amounts of information is becoming unnecessary, which corresponds to a process of transition from knowledge to competence, including communication skills.

Contemporary principles of communicative teaching need to take into account the relevant doctrinal principles of "accessibility," "student age and individual characteristics," and "coherence and consistency in learning."

In this type of work, the teacher should consider the characteristics of communicative learning of communication in English: about the communicative orientation in teaching all kinds of language activities and language means; about the stimulation of students' speech and thinking activities; about the individualization of learning; about the situational organization of the process about the novelty and informatization of the learning process [2,18].

Communicative teaching, a type of speech activity and means of communication, has five principles

a) The principle of speech-thinking activity,

b) The principle of individualization, in which the personal aspect plays the leading role,

c) The principle of functionality,

d) The principle of situational judgment,

e) the principle of novelty [3,45].

These principles perfectly reflect the regularity of communicative teaching of language activities.

The task of the modern teacher is to guide students in acquiring the ability to find the necessary information and to apply it most effectively to solve problems.

The practical needs of foreign language teaching determine the priority of particular methods. Currently, the following are priorities in foreign language teaching methodology:

- Structure-oriented methods aimed at the acquisition of specific skills, such as pronunciation, vocabulary selection, and grammatical sentence structure;

- communication-oriented methods aimed at the formation of skills to express ideas adequately in a particular language [4,75].

In literary works, the boundaries of foreign words are usually clearly marked by inverted commas. Since the leading role of the communicative function is undeniable in this case, it seems most logical and justified to give preference to the communicative method.

The main purpose of this work was intended to demonstrate the preferred role of non-traditional communication methods in English language lessons. In this regard, the methods that yield the best results are the most acceptable and effective, which is quite reasonable at this stage. In many cases, communicativity refers to the optimality of teaching in terms of the efficiency of its impact on the learner.

Communicativity (lat. somminicatio - an act of communication, a connection between two or more individuals based on mutual understanding) [5,154]. Therefore, all communicative pedagogy must be based on the ability to make connections in order to find successful forms of communication in any language. This is difficult even when learning one's native language, where the thoughts and actions of the participants in communication are clear to each other. In this respect, foreign languages are more difficult to learn because students do not always understand each other.

The basis of communicative learning is speech activities that include the development of reading, listening, and speaking skills. Participants must learn how to use the foreign language to solve real and imaginary problems of joint activities.

Learning takes place through activities that are realized through techniques and exercises.

In this case, examples of non-traditional communication methods for students include the following types of tasks

- Communication games (communicative games);

-Communicative stimuli in role-playing and problem solving (communicative stimuli);

- Socialization (free communication through Ted Talks and Debate).

The three-level framework format of communication-oriented tasks is now becoming more widespread. Virtually any task can be performed in three phases: - Pre-Activity (Preparation);

- Pre-activity (preparation); - During-activity (execution);

- pre-activity (preparation); - during activity (execution); and - post-activity (final).

In doing so, it is necessary to create positive conditions that allow individuals to actively and freely participate in the activity. They can be summarized as follows:

- Students are given the opportunity to freely express their thoughts and feelings during the communication process;

- Each person participating in group communication remains within the focus of the other participants;

- Individual self-expression becomes more important than demonstrating linguistic knowledge;

- Contradictions, paradoxes, or even "wrong" judgments are encouraged, but they show that students are independent and active;

- Participants feel safe from criticism, persecution for mistakes, and punishment;

- The use of language material follows the purpose of individual speech intentions;

- The linguistic material corresponds to the speaker's ability to think;

- the relationship is constructed on a nonjudgmental, uncritical (empathy and understanding of others' experiences) basis [6,41].

At the same time, speech errors are not only possible but must be considered normal. The grammar of the spoken language permits certain deviations from the grammar of the written language.

The above conditions are essential in teaching a foreign language.

An important role in the implementation of non-traditional methods is the learner's informational competence, which includes the following

- Information "frames" (frames);

- Established knowledge (schemas);

- linguistic representations of the world in the form of a foreign language;

- Background knowledge;
- general knowledge [7,87].

This is an important prerequisite for engaging students in communication. Student silence in a lesson is often explained by the fact that, despite learning vocabulary and grammar, they do not know the object of the conversation, have no personal connection to the issue being discussed, or are not familiar with possible modes of behavior.

Communication-based English language teaching can be done with tasks such as the Information Gap task.

Information gap tasks can take non-traditional forms:

-picture gaps (matching tasks in which students are presented with almost identical pictures, but some pictures are different, and they find the differences by asking questions without looking at the other student's picture);

-Text gaps (one student's text is similar or part of the same text, but another student's text lacks information and must fill in the gaps - jigsaw reading);

-Knowledge gap (one learner has information that another learner does not have and must fill it in - table completion task);

Belief Gap (learners have different beliefs and need to reach consensus); - Belief Gap (learners have different beliefs and need to reach consensus)

-reasoning gap (learners have different evidence and it is important to bring them together and compare them) [8,156].

Depending on the teacher's resourcefulness, many such tasks can be devised. They can also design such tasks themselves and even seek to organize "game" and "task" competitions.

Such tasks help to identify "thoughtful" learners who are willing to think, speak, and communicate in English. It is an important prerequisite not only for successful text work, but also for organizing role-playing and discussion communication in the classroom. Questions such as: "What is the communicative organization of a lesson is not only a condition observed externally, but also internally by the teacher and students. In some cases, teachers and students can very actively exchange replicas in a "teacher-student," "teacher-class," or "student-student" mode.

Special attention should be paid to communicative competence when non-traditional communication methods are used in English classes. The analysis of students' communicative competence divides them into the following blocks

Speaking learning requirements.

Areas and topics of communication (ability to communicate with peers).

Interactive speech (different types of interaction, such as asking questions, exchanging opinions, exchanging information, etc.).

Monolingual speeches (statements, retelling what you have heard, seen, read, etc.).

These communicative skills should be implemented in communicatively oriented learning, both in foundation courses and in the course of intensive English language teaching using non-traditional communicative communication methods.

Each of the three blocks implies the development of specific communicative skills. For example, Block 1 includes requirements such as the ability to communicate with foreign peers in a variety of situations and activity areas.

The communicative orientation of English language teaching requires a review and reorientation of all components of the learning process. This is most fully implemented when teachers use non-traditional communicative methods.

As already mentioned, traditional methods focus on rote learning, "rote memorization," of routine tasks on topics provided and regulated by the basic curriculum. These methods do not always produce positive results, as they do not encourage students to actively "speak," and their essence is reduced to the acquisition of minimal vocabulary and the ability to reproduce memorized conversations and poems.

What is interesting is a method that stimulates active thinking activities and encourages students to express their thoughts in English. One such technique in the communicative communication method is the communicative task.

One author believes that communicative tasks are goals set under certain conditions of communication, from which it becomes clear who speaks, what, to whom, under what circumstances, and why. The communicative tasks of the Intensive Methodology help to keep the learner in a pure learning activity through predetermined roles. The situation + role governs the learner's speech behavior.

The goal of the communicative task is to encourage the learner to use the language tools learned from the original polylogue to solve a new communicative task.

Great ingenuity is required in the creation and formation of communication tasks. It is important to base the task on real and exciting subject matter, while allowing students to use their imagination. Teachers need to create a "fact bank," a collection of surprising examples, and make the task stimulating for speechmaking and enhancing the tone of communication. In our case, we have taken the works of the great AbhayKhnambayev as "words of wisdom" or as topics for poems and songs.

Many communicative assignments are based on dramatization. Intensive methods introduce sketches and role-plays.

Dramatization is an accurate model of true communication and retains its basic characteristics. The point is that the most diverse conflicts, no matter how fantastic and fairy-tale-like, are always psychologically motivated and relevant, in which everything happens in the here and now, bringing it to life and facilitating the absorption of the material.

It is very important to be able to use certain "passable" characters for communication tasks, such as reporters, writers, leaders, pessimists, optimists, skeptics, popular fairy tale characters, favorite book characters, etc.

Their speech behavior is predetermined by their occupation, personality, or "previous life" in the book. For example, in Jubilee of the Lion, the fox gives a flattering speech and the mouse praises democracy. Sometimes it is also beneficial to put different masks in the same situation to "clash" with each other. An example

would be how an optimist, a pessimist, and a skeptic would evaluate a rock band's performance.

Examples of non-traditional methods include "sketches," "role plays," "round tables," "discussions," "debates," and "Ted Talks.

A sketch is a short scene played out in response to a given problem situation, showing characters, social status, and roles. Sketches differ from role plays in that they are less complex and the characters are free to speak freely. Small scenes can be acted out in the form of skits.

Role-plays can simulate real communication situations and are characterized above all by the freedom and spontaneity of the characters' speech and nonverbal behavior. Role playing requires a certain number of characters and a game problem situation in which the participants act. In the course of the game, each participant organizes his or her role according to the other's behavior and his or her own communication goals. The outcome of the game should be the resolution of the conflict.

A round table is an exchange of ideas about an issue or problem of interest to the participants. When participating in a round table, learners speak for themselves. The issues discussed at round tables can be very diverse, including social, country-related, moral and ethical issues. Participation in the Round Table requires a sufficiently high level of language proficiency and a certain level of knowledge about the issues. Therefore, round tables can be used as a control technique, at advanced stages of learning or when The class should be planned in such a way that students are aware of the problem and have the opportunity to explore independently the accumulation of new knowledge. Students should be taught to communicate with each other in class, to listen to each other, to help each other, and to make suggestions if the person speaking cannot find the words they need.

The teacher acts as a source of needed information, as a support factor, and as a controlling force in the student's activities. This is the most sensitive point in the student-teacher relationship. It is extremely important to provide the necessary support in a timely manner while respecting the student's autonomy as much as possible.

That is why the development of communicative competence in English lessons is a fundamental mechanism of foreign language communication, which can be developed and improved by graduates in the future according to their individual needs.

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MODERN APPROACHES TO TEACHING ENGLISH LANGUAGE

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The study of foreign languages in modern society is becoming an integral part of the professional training of specialists in various fields, and the degree of their language training can largely depend on their further career development. Studying a foreign language contributes to the development of communicative competence and develops students' ability to the study of a foreign language contributes to the development of communicative competence and develops students' ability to use it as a tool for communication. The success of learning depends largely on the right choice of teaching methods.

The variety of methods and ways of mastering a foreign language in a higher educational institution leads to the necessity of rational choice of one of them or an optimal combination of mutually complementary methods and technologies, from which follows the necessity of generalizing knowledge about methods and techniques of organizing foreign language communication. Now intensive foreign language teaching is realized in various developing, newly created and operating methodological systems. It is conditioned by the variety of specific goals of foreign language teaching for different groups of learners, as well as the diversity of learning conditions.