

DISCURSIVE COMPETENCE AND COMMUNICATIVE COMPETENCE DEVELOPMENT AT ENGLISH LESSONS IN HIGH SCHOOL

Abdurasulova Nilufar Abdusalim qizi

PhD student, Uzbekistan State World Languages University

<https://doi.org/10.5281/zenodo.7039846>

Annotation. The article dissected the hypothetical suggestions with respect to the issue of ability and its parts. The issues of desultory capability and its development by foreign language in secondary school. Further, while gathered by sex, the information demonstrate a huge contrast as far as phonetic and competence capability. In actuality, no huge contrast is noted when the respondents gathered by strand for the two regions. By and large, the relational abilities of senior secondary school learners may as yet be moved along. Consequently, a discursive competence expected to help the troubles of learners in English language learning was proposed.

Keywords: communication, competence, discourse, discursive competence, foreign language communicative competence, discursive competence in high school;

Introduction. Communicative competence alludes to the quantity of fundamental classes of the cutting edge hypothesis and practice of showing foreign languages and, specifically, English as a foreign language. In the logical writing there are numerous meanings of open skill. There are various ways to deal with the primary examination of the open skill. The expression “informative capability” showed up on the possibility of the American etymologist Chomsky (N.Chomsky) on phonetic (language ability). Be that as it may, the principal etymologist who laid out the distinction between language as a framework, which he called “langue” and discourse (“parole”) was Ferdinand de Saussure (Ferdinand de Saussure). As indicated by Saussure under a framework includes just language that can be learned, while the discourse movement - it is a result of a specific speaker. During the 1960s of the last century D. Hymes (Dell Hymes) begat the idea of “open competence” (the concept of communicative competence). According to D. Hymes was the embodiment of open ability in the inside feeling of situational fittingness of language. The construction comprised of informative ability: syntactic, sociolinguistic, key, rambling skill. Hypothesis D. Hymes was a vital commitment to the instructing of a subsequent language (unfamiliar). It was the main progressive move toward the field of language educating. In 1980 M. Kaneyl (M.Canale) and M.Sveyyn (M. Lover) kept dealing with the improvement of the hypothesis of open skill, since it is generally perceived and embraced.[]

Issues of hypothetical and reasonable ways to deal with the arrangement of communicative competence keep on being created underway of present day unfamiliar educators: D. Wilkins (Jennifer D. Wilkins), A. Harding (A. Harding), P. Hartman (P. Hartman), D. Johnson (D. Johnson), N. Kerr (N. Kerr), J. Slope (J. Slope), M. Long (M. Long), P. Potter (P. Potter), and so on. Research results are utilized broadly practically speaking. For instance, one of the locales for educators of schools and colleges in the U.S. noticed that language showing in the United States pointed toward accomplishing students communicative competence: the capacity to accurately utilize language to accomplish open objectives. Proclaimed section 4 QC: etymological, sociolinguistic, competence and vital (semantic, sociolinguistic, competence, and strategic). In homegrown Didactics term “communicative competence” was brought into logical use M.N. Vyatyutnevym. He proposed to figure out communicative competence “as the decision and execution of projects of verbal way of behaving relying upon an individual’s capacity to explore in a specific climate collaboration; capacity to group circumstances relying upon the subject, goals, correspondence frameworks emerging learners to competence, as well as during a discussion during the time spent shared variation”.

Known homegrown Methodist Solovova EV gives the accompanying meaning of foreign language communicative competence, “foreign language informative skill might be viewed as needs be and adequate for a particular age level of language abilities, discourse abilities and socio-social information to the learner to be capable and willing openly fitting and effectively seek after their verbal way of behaving”. In light of the examination of systemic writing and perspectives on certain scientists E.V. Schuman presumes that the best is the recognizable proof of the accompanying parts of open skill: etymological, sociolinguistic, socio-social, social, desultory, vital. EV Schumann is the primary homegrown etymology specialist, has proposed a meaning of competence capability. Rambling part of communicative competence implies quality involving language abilities in discourse action, rightness and precision in competenceing and writing in a foreign language, rationale and the data lavishness of articulation, which likewise implies regard for and comprehension of another culture.

In this manner, digressive ability is one of the underlying components of the foreign language open skill. Foreign language informative skill is right now characterized as a reason for learning a foreign language. Rambling capability, in view of the meaning of EV Schumann is an expertise the learner to comprehend and make the most sensible and lucid discourse expressions introduced orally or

recorded as a hard copy. The premise of this term is the idea of competence as a free semantic classifications, which has become boundless. As of late the prevalence of the idea of competence prompted the ambiguity of the term and extend. In the broadest feeling of the competence - is the most common way of utilizing any language or any language utilize enduring more than one bid. Begin by requesting the idea from competence proposed definitions current word references. In this way, in the Oxford English Dictionary the word "discourse" deciphered as "discussion (modeler)," yet in addition "postulation, composition, lesson," i.e. as a specific class, which centers around the thought in its turn of events.

Webster's Dictionary (Dictionary of American English), thus, regards competence as "correspondence, correspondence as a subject of study," yet in addition as "the course of correspondence (oral or composed), zeroed in on the topic of discussion and it develops; lecture, composition, message, the proposal." Here competence - this field of movement, and material structure manifestation, and the construction (design) verbal action. As per the meaning of DA Arutunova introduced in Linguistic Encyclopedic Dictionary, the competence is a text in addition to setting (no setting for verifiable texts doesn't permit them to call the competence); competence incorporates paralinguistic that is perused by the capability - cadenced reference (deictic motions), semantic (looks, signals, implication), profound assessment, as well as consequences for the capability of the conversationalist (illocutionary force); competence goes about as a triangle: three of his hand - a sober minded, mental (outlines/situations) and mental cycles (discourse processing as the selection of means to accomplish the objective).[]

Hence, the meaning of competence introduced in word references, are questionable and don't give a total picture about the idea, requiring response to the thought of the creator's definition competence. As per the definition ES Kubryakova, competence is a "type of language use continuously, which mirrors a specific sort of friendly action, made determined to plan a unique world (picture) with the assistance of his point by point depiction of the language and is by and large piece of the course of correspondence between individuals, described by correspondence accomplices, and the particulars of the targets". A.A. Kibrik characterizes competence as "the solidarity of the course of etymological action and its outcome, i.e. the text". A.A. Kibrik considers competence as an open demonstration, the construction of which are recognized speaker and recipient. Concurring V.G.Borbotko in discourse movement

competence seems to be a unit having a place with a more elevated level language comprising of related inside the significance of sentences.

All syntactic and semantic cycles run of the mill levels words and sentences are because of design of the entire competence as somewhat free phonetic unit of a higher request. Competence, nonetheless, contrasts from the lower units of language that he normally doesn't play like the phonemes and morphemes, however made in a discourse. Among the properties that you can discuss a particular competence as one more elevated level language, you can indicate the accompanying: 1. Competence in its design contrasts from any remaining units of the language from which it is built. 2. Competence can work overall, standard reproducibility (aggregate or fractional) in the language. 3. Competence one language is converted into one more language overall unit. Where it could be the lexical request holes, yet additionally elaborate hole, i.e. the shortfall of the proper style in the objective language, which expects resort to complex rendering. 4. Competence has semantic and ethno-etymological qualities in the beautiful angle, which isn't simply cadence and metric wonderful works and their rhymed association. These incorporate Linguocultural linguo-expressive and minutes that show up at the degree of competence, as well as class explicit qualities and different rambling models in various etymological societies. 5. Competence has an underlying particularity in the language as a model of a circumstance, and consequently the framework can match him some language "Stemm" with a complicated construction, with its fundamental significance network.

In view of these meanings of competence, it could be noticed that the desultory part of communicative competence implies quality involving language abilities in discourse action, rightness and precision in competenceing and writing in a foreign language, rationale and the data lavishness of articulation, which likewise implies regard for and comprehension of another culture. Development desultory skill starts with mastering a foreign language in school. Desultory abilities in discourse are abilities the learner legitimately and reasonably put together their own explanation as per the syntactic and phonetic construction of a language with its own jargon. Arrangement verbose ability in oral correspondence has its own particular caused mental, psycholinguistic and phonetic qualities of this type of discourse. The chief point of competenceing in secondary school is the development of such language abilities that would empower the learner to involve them in non-scholarly discourse practice at the degree of customary ordinary correspondence. The acknowledgment of this

objective is related with the development of learners' informative capacities of the accompanying:

- a) comprehend and create foreign language proclamations as per the particular circumstance of correspondence, discourse task and informative aim;
- b) practice their verbal and nonverbal way of behaving, considering the standards of correspondence, public and social attributes of the country the language is spoken;
- c) the utilization reasonable strategies for dominating a foreign language, to work on yourself in it.

As for the prerequisites of the program the capacity to send data associated contemplated explanations (competenceing and composing) at the senior phase of learning a foreign language is remembered for the idea of discourse skill, which alludes to the practical utilization of the objective language for the purpose of correspondence and mental action. Development desultory capability conceivable if open logical, conceptive and useful activities to assemble abilities of the multitude of primary parts of rambling skill.[]

Conclusion. Instructive open doors for the improvement of rambling capability in molding learners' still up in the air by its widespread person of verbose abilities are appropriate to all fields of human action. Its particularity (objective setting, arranging, assurance of the ideal proportion of finishes and means, and so on) advances reflection fair and square of the typical inward activity, it is essential for experts in each field, and is a sign of a full grown character with an elevated degree of cognizance and expert personality. In this specific circumstance, verbose skill is a significant component in the by and large instructive capability, which is the solidarity of hypothetical and useful readiness and learners' capacity to carry out instructive exercises, eagerness and capacity to advance over the course of life.

References:

1. Arutyunov, DA Discourse / / Linguistic Encyclopedic Dictionary. - Moscow: Soviet Encyclopedia, 1990. – 688.
2. Borbotko, VG Elements of the theory of discourse. Formidable – Univ Chechen-Ingush.University Press, 1981. – 113.
3. Galskova, ND, Gez NI theory of learning foreign languages. Didactics and methodology.- Moscow: Academia, 2006. – 334.
4. Kibrik, AA Discourse analysis in the cognitive perspective. - Diss. in the form of a scientific paper Ph.D. - M.: Institute of Linguistics, 2003. – 90.

5. Kobzev NA Communicative competence as a basic category of modern theory and practice of foreign language teaching [Text] / NA Kobzev / / Young scientist. - 2011. - № 3.V.2. - S. 118-121. / [Http://www.moluch.ru/archive/26/2790/](http://www.moluch.ru/archive/26/2790/)
6. Kubryakova, ES Language and Knowledge: On the way of learning the language: Parts of Speech from the cognitive point of view. The role of language in understanding the world / Ros.akademiya Sciences. Institute of Linguistics. - Moscow: Languages of Slavonic Culture 2004. - 560 c.
7. General educational standard (complete) secondary education in a foreign language. - Moscow: AST in 2010. - 25.
8. Passow EI Kuzovleva NE Foreign language lesson. - M.: Gloss-Press, 2010. - 640.
9. Solovova, EN Methods of teaching foreign languages. Basic course lectures. - M.: Education, 2002. - 239.
10. Schumann EV Possibilities and perspectives of intercultural communication in German in school / WEB-magazine "Issue number 5 / / International scientific-practical (electronic) journal« INTER-CULTUR @ L-NET »/ / http://vfnglu.wladimir.ru/Rus/NetMag/v6/v6_ar17.htm
11. The Merriam Webster Dictionary. New edition. - Merriam-Webster, Incorporated, 2002. - 2500 p.
12. The Oxford English Dictionary. Second edition. Band 2. - Clarendon Press Oxford, 1989. - 1200 p.