

The most significant methods of mastering of communicative competence in target language

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Abstract: Higher education plays an important role in developing communicative skills of ESP learners. ESP is oriented towards mastering the skills for professional communication. However, most of the students find themselves incompetent in the course of their work. The article discusses the benefits of using a project work to history students to improve their speaking skills as well as professional communication. The topicality of the article is determined by the fact that the projects proposed have not been actively introduced into curriculum designed for history students. The article is aimed at analyzing the problems the teachers face in teaching process. It proposes six methods for teachers as practical advice that can be used effectively to master students' speaking skills at the end of the project. The results show that implementing project is very effective in improving speaking, critical thinking skills, creativity, and how to manage the time. The purpose of the article is to encourage ESP students to learn English through introducing new approaches to teaching. The author indicates that applying project work to language learning raises the academic achievement in which students explore the real world challenges.

Key words: Project work, ESP, communication, competence, history, methods, implementation, language skills

Communicative competence encompasses a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. The study of communicative competence in linguistics originated in response to perceived inadequacy of the notion of linguistic competence. To define the notion 'communicative competence' we can delve into the two words that constitute it, of which the word 'competence' is the headword. Competence can be described as the knowledge, ability or capability while the word 'communicative' has the meaning of exchange or interaction. So we can say that communicative competence is nothing but a 'competence to communicate'; that is, having the ability that allows the person to communicate in order to fulfill communicative needs.

The term 'communicative competence' was first used by Dell Hymes in 1966 in his lecture delivered in a conference on 'Developing the Language of the Disadvantaged Children', then it was published as a paper entitled 'On Communicative Competence' in 1972 and republished in 2001. Hymes has introduced his notion 'communicative competence' in contrast to Chomsky's distinction between competence and performance. For Chomsky (1965), competence is "the ideal speaker-listener knowledge of his language" (p:3). He argued that the focus of the linguistic theory is "to characterize the abstract abilities of the speaker listener which enable him to produce grammatically correct sentences" (p: 3). Hymes (1972) points out that communicative competence doesn't only represent the grammatical competence but also the sociolinguistic competence. He has stated that "there are rules of use without which the rules of grammar would be useless" (Hymes, 2001, 60) and defined communicative competence as "the tacit knowledge" of the language and "the ability to use it for the communication".

From the discussion above, we come to a conclusion that the term competence as used by Chomsky equals the grammatical or linguistic competence in Hymes' model which represents only one part of the

communicative competence. Savignon (1972) has defined communicative competence as “the ability to function in a truly communicative setting” (p: 8). This means that, to her, communicative competence is close to Hymes’ view. She considers communicative competence as an ability for functioning in communicative settings and this is something totally different from the linguistic competence by Chomsky (1965) as no one can function in real life situations with only grammatical competence. For Savignon (1983), competence is “what one knows” and performance is “what one does” (p: 94).

Terrell and Krashen (1983) have defined communicative competence as the use of language in social communications without grammatical analysis. They related communicative competence to the communication and didn’t give a focus for the grammatical competence. This means that communicative competence is manifested in the communication. They argued that the primary goal of language learning should be the development of the communicative skills. They arrived at a principle that “language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning” (Terrell and Krashen 1983:55).

Canale and Swain (1980) defined communicative competence as a synthesis of an underlying system of knowledge and skill needed for communication. This view agreed with Hymes and others that communicative competence includes various competencies. Knowledge here refers to one’s knowledge of the various aspects of language and language use, while skill refers to how one can use the knowledge in actual communication.

Communicative language teaching includes applications of communicative competence. The understanding of communicative competence has been influenced by the field of pragmatics and the philosophy of language, including work on speech acts. The term communicative competence refers to both the tacit knowledge of a language and the ability to use it effectively. It’s also called communication competence, and it’s the key to social acceptance. The concept of communicative competence (a term coined by linguist Dell Hymes in 1972) grew out of resistance to the concept of linguistic competence introduced by Noam Chomsky. Most scholars now consider linguistic competence to be a part of communicative competence.

Communicative language teaching involves developing language proficiency through interactions embedded in meaningful contexts. This approach to teaching provides authentic opportunities for learning that go beyond repetition and memorization of grammatical patterns in isolation. A central concept of the communicative approach to language teaching is communicative competence: the learner’s ability to understand and use language appropriately to communicate in authentic (rather than simulated) social and school environments. Communicative competence plays the most important role to achieve success in the field of today’s professional world. Students’ English proficiency is being examined to compete for job positions with a global workforce as English is the most widely spoken language. Thus, historians need to have communicative skills because many give presentations on their historical speciality to the public, and also it is very important when they interview people to collect oral histories, consult with clients or collaborate with colleagues in the workplaces. Speaking is defined as an interactive process of building meaning that includes producing, receiving and processing information (Brown, 1994; Buens&Joyce, 1997). So, nowadays it is still discussible that how to teach a foreign language taking into account the objective of social and professional needs for future specialists in our country. Usually learners in ESP classroom tense because they think they will get involved with different grammatical structures and loaded with lots of highly terms that they will have to memorize. So it is important that the ESP teacher change this wrong perception and make them feel more comfortable.

According to Hutchinson and Waters (1987) ESP is an approach and not a product to a language teaching. Robinson (1991) defines that ESP is a goal-directed and its courses are developed from needs analysis. Since the emergence of ESP in the 1960s, the English language teaching, in general, and status of an English teacher, in particular witnessed a radical change (Halima Saadia, 2013). So, Teaching speaking communicatively for ESP students is so vast area that one cannot tackle all its aspects. But some teachers believe that being a good communicator means that you must be a good teacher, but when they are put in the classroom environment they find themselves looking for additional preparation to succeed in their teaching career (Jourdanais, 2009). Teachers of history have the same problems which is discussed above.

There are different and interesting ways of teaching speaking methods that are already successfully implemented during the classes that lead students to be motivated. Among them, project work is considered

as a progressive teaching method which meets requirements of modern educational system and also it can be a good opportunity for students to improve their language skills. While completing the tasks, it develops their sense for responsibility for their work because they work independently. Besides that, it helps to widen students' social skills, as well as it encourages their ability to cooperate together. The implementation of the project work in ESP classes can be very effective if the teacher can investigate how project work benefits students in developing language and group work skills. As Levine (2004) claims that mostly recognized benefit of implementing project is improved language learning because, students engage in purposeful communication to complete authentic activities, they have the opportunity to use language in a relatively natural context. Among many benefits of the project work, teachers' role is also very important of its fruitfulness.

There are different kinds of projects that teachers can implement in classes. So, any given projects as tasks should be structured beforehand by teachers. For example, they can be text projects, survey projects, presentations role plays and so on. Implementing project-based learning includes the four language skills; speaking, listening, reading, writing. For the historian students, project-based learning can help to push students to read more. They have to gather historical data from various sources, including archives, books. They should be able to analyze historical information and its significance. Especially, terms are very difficult to remember or not to forget while speaking. For these reasons, project work can be the most interesting and productive way for students. There are six useful methods given to use ESP classes.

“Women's history” (Talk show of historical figures). So, this is the project that students work in groups of four or five. They plan how to present a talk show by collecting the most important information and facts on women or heroes who were engaged in science, society, politics. Each group should collect list of the influential women then they do a research work on their lives. After that the first group should prepare their own list on screen or their posters to choose one of them to brainstorm. Other groups will select the one from the list then they start to ask questions on this famous woman. The group which was responsible for investigating should answer all their questions. The objective of this project is that by collecting the data students learn English terms, improve their speaking skills, history, and culture, and women's experiences. For example, students are given various options for presenting what they learned about the person.

The advantages of the project work are: teachers spend less time teaching individuals through engaging this project work, students develop their skills how to set around challenges. Project based learning is suggested as instructional approach that provides students potential to improve lifelong learning skills. History is also one of the important disciplines at the Institute education. It is the study of the past which helps us to understand our present and shape our future. Projects tend to be more open-ended that gives students more choice when it comes to demonstrate what they know. It drives students to investigate, do research, as well as build their own solutions. Organizing project work with students is demanding that requires planning and management skills of teachers. The following project work is also interesting to implement with students that can develop skills to comprehend, analyze evaluate historical evidences.

Creating timeline. This is the most challenging task, and students find it more interesting because of the timeline is an effective tool to learn about the history. So, creating timeline is one of the good examples of useful vizualization. It can show how events happened in the past. The main purpose of this project work is to help students how to collect data and work cooperatively, organize thoughts and can be very beneficial for meeting the needs of different learning styles. Papers and poster boards are good options to create timelines but using digital tools can be much more easier and interactive. A timeline can be as effective as traditional narrative format. Some timelines even can be designed in a way to show where things happened in time.

Timelines are designed to provide a broad overview of a sequence of events in time. Handy flow chart, sequence of events or events project cycle are the ways of creating timeline about the past. So, teachers should explain how to create timeline projects. Every timeline should have a title identifying the project or historic events it illustrates. The title should be given by a teacher. Students are divided into three or four groups to make timeline projects. As ESP teachers should always look for innovative ways to allow students to demonstrate what they have learned. So, students begin their research on one topic such as “Before colonial times” or “ The second world war”. Before starting to create a timeline project they should gather all information related to the given, assigned topic, make notes about possible events to include. They need to provide a well-rounded history of the topic. Then they have to make a list of events to conclude. Besides that,

giving title for a project is also one of the creative jobs that should be discussed and evaluated. For example, if students are given to do research on topic “Zahriddin Muhammad Bobur”, they can title their project” Memoirs of Bobur” or ”Footsteps of Bobur” instead of “Zahriddin Muhammad Bobur”. They can add pictures by drawing themselves or they can copy from the books, on-line images. There are different ways of implementing timeline project such as; an experiential set-induction to a new topic of study, biographies, multimedia project, templates by adding new details or connecting to prior learning.

Multimedia project can be done in creative ways, for example, creating a storyboard for a movie about the events. Students are divided into two groups and a teacher assigns each group one event. Groups should create a new video about particular video. The task is: students have to add an introduction explanation how events are connected. By creating the timeline project students can comprehend information, understand events occurring sequences, analyze causes and effects.

In doing ESP programs, teachers will more closely and directly satisfy their students’ immediate needs and help them to boost their self-confidence and will implant the motivation towards English learning. (Sifakis,3003) Hutchinson and Waters (1998) claimed that ESP teaching should target developing learners’ underlying competence, that is factual as well as linguistic knowledge. Competence is very important in teaching and learning process that gives opportunity to accept new knowledge. For example, ESP for historian students targets both language skills, history studies and language based concepts from history fields. Project work aims at improving collaborative working skills that either teachers and students engage in creative textual, visual, factual analyses to further research.

Biography research in education may be concerned in many different ways; however, typically the topic constitutes the study of a single life, focusing primarily upon an individual who in some way is affiliated with the professional field of education, broadly conceived (Oates, 1986) Biography research is one of the interesting and useful ways of organizing project work in ESP classes. So, a teacher should give instructions on biographic researches for students what and how to do. It seems to be a very easy and simple task but it also requires time and to read more and gather information and facts. As a project work it builds students independent planning, decision making, organizing, and problem-solving that is very important for students who study history. A teacher can divide students into three or four groups that each group will make their own biography research on the topic. How should they organize it?

Opening includes name of the person, interesting facts, quotes, stories about this person. This is because the audience can be attracted easily by giving interesting facts about him/her. The second step be organized by adding information on his/her date of birth (place of birth), family, education, marriage. Sometimes telling about one’s life can be boring for listeners, but if students make it in different ways by using their creative ability it can be more effective. In the third part, it would be better talking on accomplishments, reasons historically significant. Having collected data, the gained accomplishments can be given one by one. Rewards and achievements are also important to indicate.

In the last part, students can be noted how accomplishments have affected world, history, society today. Then discussion will be on what the lessons learned from this person. This project can be designed in different ways, presentations, making graphic organizer, biographic reports, making posters. So, what can biography research give to students? Learning biography outcomes are understanding the relationship between biography and history, evaluating new forms of biography, demonstrating skills in researching and writing short critical biographical studies.

Travel brochures project (ancient civilization), this is the art that students enjoy and lets them learn some geography of ancient civilization. This project can be given for students to create or make when the topic is related to curriculum or when the topic is appropriate to what they have learned. According to the Lee (2002) projects that incorporate authentic tasks are more meaningful to students. As a result, it could uplift interest and motivation of the students and can therefore promote learning. Due to these facts that learning English becomes meaningful if the ESP teachers implement various project works in their classes. From motivational perspective, projects being authentic tasks, are more meaningful for students, increase interest, motivation to participate, and can promote learning (Brophy, 2004) A teacher can give this project making travel brochures in order to learn ancient civilization. Task can take two weeks to prepare.

First of all, students are given instructions how and in what ways travel brochures can be created. Students have to study about ancient civilization. Creating travel brochures, they can make various map projects like,

civilization expeditions, futures of civilizations, map booklets on civilizations, role-playing research project, history's great mystery and so on. Students research one of the following method to make their research. Photos are the most important part of travel brochures. The photos can lead students in and help them picture themselves at the destinations. Students research one of the state, or region. It should be colourful. and includes history of the civilization or events, climate and geography, economy, architecture, people and society, interesting or unique qualities of civilization or event.

Having studied the main aspects of the topic they make their speech. Each student of the groups should talk to present what they have researched and tried to give the chance others to approach the ancient time. By implementing project based-learning a teacher can teach speaking, researching, creating as well. While creating historical travel brochure project students should have the ability to synthesize. It can be divided into five parts. In each part historical locations should be represented with its different aspects.

1. Cover-This is the coverage of the project that includes a title that is very important to be catchy, colourful photo and a sentence that convince readers to travel.
2. Frequently asked questions-based on the historical location students develop three questions which are open-ended. They are demonstrative with clear understanding of the area being discussed. Additionally, students have to provide the answers. As completing the answers they show their level of analysis.
3. Reasons – in this part students have to provide three or four different reasons to visit this historical location. This task urges students to think positively about the historical place. A picture to demonstrate each reason should be included.
4. Accuracy – The next section includes accurate facts about the location. It requires students to be able to tell the differences between facts and opinions.
5. Famous people – in this section students have to identify the people related to the historical place. With accurate historical facts, each person should be listed. It gives students an opportunity to broaden the scope of learning.

This project work can be applied to any historical location. Language learners make productive use of oral communicative strategies to monitor speech (Nakatani & Goh, 2007) When it comes to history, there are some challenges that teachers face in their classes. However, there are some creative tips that can help them to tackle them.

Historical scene investigation is one of the interesting project works that teachers can implement with their history students in order to improve their speaking, writing, researching skills. To achieve the aim of the project, teachers expect from learners to work independently in small groups outside the class to collect the information. The project which requires not only reading, analysing the sources but also it starts with essential questions. Students are given different questions related to the topic by their teachers. For example: Historians have to work like detectives to investigate about the past event. . Depiction of history period through paintings.

This project work can be implemented to familiarize students with various aspects about the past such as politics, court proceedings, domestic life, war, trade. One of the objectives of the project work is to comprehend the relations between various societies and empires by reading the sources in English. This project can be organized as a whole class project and at the end students present their projects in the form of an exhibition. The teacher assigns each group or a student a particular sub-topic, for example, social life of Mughals, politics. First of all, groups should try to identify miniature paintings related to their topic from books they have to scrutinize the information. Then their descriptions should be written down with emphasis on the colours, or portrayed to present.

A trip through time is one of the best interactive project-based learning methods that inspire students to speak English by reading historical sources and learn some terms related to the topic. At the beginning, project topics are designed from study curriculum. In order to arise naturally out of the interests of the students to learn English, historical museums can be the most important destinations to do presentations on “A trip through time”. Students are very interested in investigating and visiting the places where they can find and discover the things that can tell about history. This project work takes two weeks preparation that students go to the historical places such as museums, mosques, to explore. Their task is not only to visit historical places but also should try to make videos collecting the most interesting historical facts about that place.

Learners work independently with their groups out of the classes. And they travel together to historical places. Based on this, students have to collect information by interviewing as many practitioners in this field

as possible. Although they can get information from practitioners, students also read books and journals, internet to make their videos about a trip through time be more interesting and factual. While carrying out project work learners' experience responses to their open-ended questions. And they have to add what valuable experience that they gain from their work will be discussed in class whether they face problems while conducting project work. Students can get satisfaction from their learning meeting with professionals in this field.

On the other hand, they can obtain knowledge on history by touching real things from history and feeling the atmosphere of that period. Furthermore, students feel that they will have soft skill development, they can improve their self-esteem by communicating with people in the workplaces and also by working cooperatively. Conducting interviews can be the valuable experience to improve their communicative and speaking skills. As making videos one should be the main guide, others can be the visitors, practitioners. In class, they watch their work with group then they talk and discuss about their experiences. Language acquisition is more than the acquisition of linguistic competence. It is also the acquisition of discourse competence, sociolinguistic competence, pragmatic competence and strategic competence. (Canale,1983) Thus, by carrying out a real play, learner-centred project work students improve their soft skills and also confidence.

This paper has explored the process of defining the term 'communicative competence'. It has gone through the various definitions of the term in order to highlight its meaning in foreign language learning and teaching. 'Communicative competence' is to be defined here as the knowledge of the rules of language and language use and the skill to use such knowledge effectively and appropriately in real-life communications. It is a major goal for foreign language learning and its frame should be developed to include various aspects of language such as linguistic, sociolinguistic, pragmatic, strategic, language macro skills...etc..

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