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THE MODEL OF TRAINING FUTURE TEACHERS OF ENGLISH TO THE FORMATION OF COMMUNICATIVE COMPETENCE

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Abstract: This article has attempted to raise some of the key issues in relation to competence and the emerging field of EIL as a stimulus for further debate. Proposing what to include rather than what to exclude might prove to be the most helpful approach for promoting the potentially invaluable insights that corpora can provide.

Key words: Communicative-based learning, foreign language, competence of language, conversation and practical, social, linguistic and intellectual, technology of critical thinking, level of communication.

The current status of the theory of learning a foreign language and the obtained knowledge makes it necessary once again to return to the competence of communicative teaching. Greatly increased their educational and self-education functions in schools and universities, professional significance in the labor market as a whole, resulting in the enhancement of motivation to learn languages of international communication. Communicative-based learning is also becoming a tool of social and cultural education. Communicative-based learning of foreign language means to form a school student's communicative competence of language, conversation and practical, social, linguistic and intellectual, when the student is ready to use language as an implement of discourse activity.

One of the principal tasks of the teacher in forming communicative competence of students is the organization of an environment in which students acquire skills that match the high level of communication.

Ability to communicate includes:

- a. the desire to make contact with the students;

- b. the ability to organize communication, including the ability to listen to the interlocutor, the ability to emotionally empathize, to show empathy, the ability to resolve conflicts;
- c. knowledge of rules and regulations to be followed when dealing with the students.

According to Jack C. Richards “communicative competence in communicative language teaching includes the following aspects of language knowledge:

- knowing how to produce and understand different types texts (e.g. narratives, reports, interviews, conversations)
- maintain how to maintain communication despite having limitations in one’s language knowledge (e.g. through using different kinds of communication strategies)”. [4.3]

Also, we shouldn’t forget that the XXI century students are mostly interested in web technology and the innovative role of English Language Teaching has changed where the teacher of English language has to start working with technology. [5.303].

So, communicative competence of future English Teachers considers not only the ability to carry out speech activity which means the language is spoken, properly use the system language, also it covers the web technology standards and choose communicative behavior in accordance with the goals and the situation of communication within a particular sphere of activities.

For the development of the model for teacher preparation to the formation of communicative competence, we adhere to the following definition. The model refers to visualize implemented system, which displays the object of research and study gives new information about this property.

In the research model we can separate individual components, to establish the relationship, the each relationship between the structural components, to identify the conditions for implementing.

The model of training future teachers to the formation of communicative competence is preceded from communicative language teaching approach.

Communicative approached teaching provides a basis to describe the model of training future teachers to the formation of communicative competence means of the following blocks: the target, content, process and criterion-result.

Target block model of training future teachers to the formation of communicative competence of students includes improving the quality of future teachers to the formation of communicative competence in communicative approach teaching with the help of web technology.

The objective of the model is instantiated a number of conditions:

- formation of the students a holistic view in communication of in the pedagogical process;
- increase knowledge of communicative competence of senior pupils;
- improvement of skills to plan and organize training activities with pupils;
- development of communicative skills with modern technology in teaching English to pupils.

The next component of the model of training future teachers to the formation of communicative competence is substantial unit that includes an interdisciplinary theoretical and practical training for students. It results to motivational-adaptive, cognitive, pragmatic, imaginative formation. Each of these components describes:

- ✓ Adaptive motivational — a self-adaptive relationship material and immaterial stimuli which aim at providing quality and high performance communication in the pedagogical process senior pupils at secondary school
- ✓ Cognitive training based on cognitive abilities of the student. To cognitive abilities include: logic and emotion-type ability, meaningful and reflexive vision, the ability to ask questions, predict the future, formulate hypotheses, draw conclusions, etc;
- Pragmatic involves web technology training that significantly enhance the intellectual component of a modern society. Searching psychological and

pedagogical conditions for transition to developmental, challenging, playful, intensifies;

- Imaginative readiness describes the creation of fundamentally new ideas methodologies of teaching English in high school to improve their communication skills in the pedagogical process.

The next component of the model is the technological training stages. It consists of three main divisions. Such as: specialized oriented, academic analysis, competently innovative. It is necessary to use some forms and methods of educational work in preparing future teachers to the formation of communicative competence. The forms are: lectures, seminars, tutorials, pedagogical practice, methods: explanatory and illustrative, reproductive, partial research, exploit modern technology, use of authentic materials and presentations.

The last criterion-effective component of the model represents a synthesis of selected criteria:

- a) young teachers' linguistic knowledge;
- b) their communicative skills with secondary school's senior pupils;
- c) ability to use the authentic materials with modern technologies for their teaching effectiveness;
- d) their teaching results, i.e. secondary school students' formed communicative competence) allows to determine the future teachers' readiness to the formation of secondary school students' communicative competence: low, intermediate, advanced.

Nowadays, the idea of competence-based approach indicated clearly enough formulated, its main provisions and characterized by the transition from the stage of self-determination to the stage of implementation.

The purpose of the article is to consider the role of communicative competence in the XXI century and develop the model of training future teachers of English to the formation of communicative competence at the secondary school.

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