



CORRESPONDING STATE EDUCATIONAL STANDARDS AND CEFR FRAMEWORK TO COMMUNICATIVE COMPETENCE

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Communicative Language Teaching, eclectic approach, language proficiency, language performance, methods and activities, principles, pragmatic and cultural aspects, teaching material

ABSTRACT

Growing of the status of methodology of FLT both in western countries and Uzbekistan has been seen for the last time because of a changing educational paradigm. This article focuses on a discussion of Communicative Language Teaching in the national context of Uzbekistan. This educational approach or method is widely used in all over the world. That is why this article provides a clear articulation of efficacy of some principles of the Communicative Language Teaching applied in English classes at the senior grades of the secondary schools, as well as necessity and rationality of application of the eclectic method.

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INTRODUCTION.

It should be noted that Uzbekistan has its own place in the world and economic relations are open for each country. The labels and manuals, documents of the goods which coming from outside are written in foreign language. That's why, each specialist should learn foreign language.

Nowadays, we have a lot of problem with learning and teaching foreign languages. They are: we haven't got enough literatures, new handouts and newspapers, new literatures of countries which we learn their language. But we should say that, after president's resolution they found their solution. Today, we have a lot of new books, literatures and handouts, dictionaries but still we have such problems in some places of our Republic. In my opinion, it's not big problem because today we give great attention for education system and supporting with necessary books is the main purpose of our government. Today, we have every condition for learning foreign languages. But here we should pay attention for some problems which we came to across up to now.

LITERATURE REVIEW.

About additional courses: the participation of students for the additional courses isn't well, but their participation for the tutorials are very good, but for the free classes isn't well. That's why there should be included additional practical lesson in a week.

These two groups are different from each other according to their purpose. In the first group language is taught deeply, both practically and theoretically, because, they prepare specialist language teachers. The syllabus structure will be compiled widely and deeply. The language is taught with special textbook. There will be lectures on English phonetics, grammar, analytical reading, home reading, oral speech and working with information materials will be learned perfectly. Requirements for using independently oral and writing speech and also, having free communication with foreign people. In the second group language will be taught in all courses. Complex purpose will be taken account in this type of group. The student will learn language in four purposes and his/her aim of learning language and using it during working activity. They will learn translating and reading the text and learn new words which belong to their specialty. That's why, syllabuses and textbooks will be compiled for each specialty. Also, students learn English independently. Problems which shown above are all belong to proses of language learning, there is another problem with preparing teachers who teaches these specialties.

Forming communicative skills of students' is actual problem of nowadays and we are trying to find its solution. If we use new pedagogical technologies during EFL classes our work will be easy. Also, students should have independent creative research, they should work on themselves.

We need specific research on how technology can be best used to increase students' proficiency in other languages. There are television programs, films, computer games, and music videos and teachers try to develop successful strategies for integrating their students' informal foreign language exposure into classroom teaching. The use of new information technologies, especially networked computers, has contributed to increased

communication among foreign language teachers and students in many countries. Through e-mail, mailing lists, discussion groups, and chat rooms, the Internet has increased access to and communication in the foreign language with speakers.

DISCUSSIONS.

Exploring the standards of higher education in recent years, it should be noted that there is the increased level of foreign language proficiency requirements for the students of non-linguistic faculties, not only in terms of the ability to produce information, but also the ability to exchange information at the understandable level for learners. To my mind, the analysis of such skills in practical terms allows us to identify easy ways of developing learner's communicative skills. We should pay attention for their attitude for capturing the knowledge according to the specialty and integration of subjects.

According to Shaturnaya: "There is a need for such an organization process of teaching foreign Languages, which would encourage integrating didactic, psychological, linguistic, socio-cultural and methodological tools that contribute to the successful development of communicative competency"

The system of communicative competence of the future specialist should correspond to its basic functions as training, developing, bringing up.

Training function consists in formation of bases of communicative competence of students on the basis of mastering by it in the course of training of system of scientific knowledge of essence competence the approach, essence of is personal competence etc. Mastering by ways of self-educational activity in the course of expediently organized independent work on system «the information - knowledge - the information».

Developing function is shown in its orientation on development intellectual, emotionally-strong-willed and motivational spheres of the person of the student in the course of knowledge, decisions of necessary problems on management of the self-educational activity.

In the psychological point of view, we may say that in the process of training future specialist's abilities, forecasting and reflection should be developed, the basic psychological mechanisms of self-education, self-development and self-determination are generated. In my opinion, if the student wants to learn or to do something himself or herself, they will do it, this process should be natural, and here personnel wishes stands in the first place.

According to G. Mahkamova: "In innovative technological approach the following psychological principles will help to improve the efficiency of teaching a foreign language by forming interest and motivation for learning a target language:

1. Efficiency of teaching is depended on the activity, interest, personal or individual abilities of the pupils. They are especially meaningful for learner-centered teaching.
2. Efficiency of teaching is depended on the teachers' ability and professional skills of a teacher.

Efficiency of forming and developing communicative competence is dependent on the degree of acquisition of language knowledge and skills and on degree of creative thinking"

Youth of nowadays are eager to learn foreign languages, not only English, but another language like Korean, Chinese, Arabian and others. Also, the participation of young generation to additional language learning courses has grown rapidly and it shows the result of great attention for the language learning in our Republic. There is also a great number of online and self-study courses which help the learners of foreign languages very much. Hundreds of languages are available for self-study. Today, the aim of teaching English is creating convenient condition for developing learner's communication and international co-operation under the perfect learning of language.

It's known that, CEFR is the most famous system for checking learner's knowledge. The Common European Framework of Reference for Languages: Learning, Teaching, Assessment, abbreviated as CEFR or CEF, is a guideline used to describe achievements of learners of foreign languages across Europe and, increasingly, in other countries International level system (CEFR) includes three main levels A,B, C

The first level- using language; A1, can understand a few everyday expressions of simple functions of known situations, and can produce some single words and set phrases, A2, can understand many simple expressions of everyday basic functions in familiar situations and sometimes grasp what the basic topic of a conversation in English is, can write a few simple but connected sentences on a given topic, even if not always using them correctly.

The second level- using the language in a free professional communication. B1, can understand the gist of a commonplace conversation in English, though not in detail, and can produce English well enough to take part if spoken to carefully. Can write effective communications of information or opinion. B2, can understand well enough to hold a continuous conversation with a native speaker. In reading, can understand the majority of any non-specialist, modern text, can produce fluent writing on most kinds of topic, including arguing for an opinion and can use complex sentence structures without many errors.

The third level- using and knowing the language as a mother tongue. C1, can produce speech fluent enough to convey feeling to argue and maintain a point of view, or to convey complex information to a listener. C2, can understand main points, important details and implicit information, at a level nearly comparable to native English speakers during social and basic instruction.

It should be learned language continuously in order to achieve good results. The main purpose of the practical English course in non-linguistic faculties is to form learners' linguistic, communicational lingua-culturological habits and skills and also, it is important to gain the success in educational, practical, and developing aims of FL teaching. When talking about language skills, the four basic ones are: listening, speaking, reading and writing. The learner will learn language in four purposes and his/her aim of learning language is use of language during working activity.

Communicative orientation is the basis for teaching a foreign language, since it refers to focus on the other person, partner communication. As rightly said by A. A. Leontiev, the communication system is focused lazy and motivated processes that ensure the interaction

of people in the collective labor activity, implementing social and individual psychological attitudes and use specific means, first of all language. Communication is a process of self-management of the company and its constituent social groups. Only secondarily communication acts as an individual process. This approach to communication has its didactic result of different interpretation of communication in the process of learning has its didactic result of different interpretation of communication in the process of learning.

RESULTS.

We mean the direct inclusion of the processes of communication in the learning process, which will result in the optimization of mastery of the language, through the organization, communicating. Communicative competence represents a shift in focus from the grammatical to the communicative properties of the language; i.e. the functions of language and the process of discourse.

As well as, according to PRESETT curriculum, by the end of year from the subject (Integrated skills) 1st year students will:

- be able to use the four language skills in integrated ways to a level equivalent to Band B1 in the CEFR
- have developed intercultural awareness and learned how to communicate appropriately across cultures.

And they will:

- develop an ability to utilize the skills of listening, speaking, reading and writing for the purposes of obtaining and providing information
- be able to initiate and sustain discourse in role-plays, discussions, pair and group work on the targeted topic areas
- be able to read/listen, comprehend, and respond to authentic materials when the topic and language are reasonably familiar
- be able to express themselves clearly but at a basic level in oral presentations
- develop writing, reading, listening, and speaking skills in integration through accomplishing a wide range of project work built around the topic.
- develop a number of transferable skills.
- develop an ability to compare and contrast their native culture and the target culture
- develop awareness of how cultural contexts influence language use.
- develop tolerance and empathy towards otherness.

CONCLUSION.

Today's requirement for learning English and finding out new methods, technologies of teaching/learning the languages and overcome the problems which we can face during teaching FL.

We should pay attention for the following measures of improving the role of foreign language in formation of students' professional skills.

1. To working out scientifically maintained methods and exercises;
2. Developing the methods of using technical devises and computer during

educational process;

3. Working out methodology of checking the level of professional formation;
4. Finding out the ways of carrying out high quality methodological preparation of FL teacher;
5. Working on the problem of future teacher's self education and independent preparation.

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