



ELABORATING COMMUNICATIVE COMPETENCE IN JUNIOR CLASSES

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Abstract: Communication is of the most important categories of human life being both the expression and condition of social life. With the increasing participation of any individual in the society, the interactive efficiency is formed and developed. It allows a man to exist in a social group, understand the relationships among the participants of social life and successfully accomplish their own objectives. The issues of language communication as one of the most important categories of human functioning, which is both an expression and condition of social life, are discussed in the article. The issues concerning acquisition and development of language fluency in terms of communication and culture, with special emphasis placed on the effect of family relationships on their formation are also discussed.

Key words: Language communication, language fluency, communicative competence, cultural competence.

The early years of a child's life, when it is completely reliant on adults, as they decide what the child's language functioning will be like in the future, when it will have to take responsibility for the development of its language and choose strategies to communicate with other people. The article deals with the role of the family in children's language development. Particular attention has been paid to issues concerning transformations of contemporary families posing some threats to young children's development. It is emphasized that children mainly learn and acquire their parents' language to identify and verbalize behaviors associated with specific social situations.

Speech plays an extremely important role in human life. It is an asset in establishing social contacts, provides the opportunity for precise communication, is a tool in gaining information, allows you to express your own judgments, feelings or preferences. It is also a testimony of intellect and culture. However, communication skills are not developed without contact with the social environment. The course of this process is equally dependent on biological as well as social factors.

In communicating with people, we distinguish the following areas of information transfer - a language channel and a non-verbal communication channel. Speaking involves mastering two basic skills: understanding the meaning of words, their grammatical arrangements, and also saying sounds of a certain meaning. During the full communication, it is important not only the right choice of content, but also the manner of their transmission on



both the segmental and suprasegmental levels. With time, the young learner's shapes the language in both planes. It uses prosodic features not only for better understanding, but also for improving one's own statements.

According to contemporary linguistic interpretations, within speech one can distinguish the sphere of common behaviors, connecting all participants of the social group, and the sphere of individual behaviors, belonging to particular members. The sphere of common behavior is determined by language competence - knowledge allowing to build grammatically correct sentences and communication competence - knowledge enabling the creation of meaningful statements. The sphere of individual behavior is revealed as specific for each member of the group, conditioned by the psychological and physical capabilities of the speakers, the implementation of sentences and statements. Speech formation and development are closely related to social development. Frequent verbal contacts of a child with the environment accelerate this development, improving pronunciation, enriching vocabulary, teaching the correct application of grammatical rules, proper use of the melody, accent and rhythm, which components determine the correct picture of speech. At the same time, in the case of environmental negligence, the lack of role models - there is a delay in the development of speech or its various disorders.

Speech can therefore be considered as a mean of socializing and interpersonal communication, ie as a complex and specifically organized form of conscious activity in which two entities participate - transmitting and receiving statements.

A human being, endowed with specific biological abilities, acquires given competences only and exclusively in contact with the social group in which he resides and grows. Language and language communication are therefore difficult to limit to the sum of the factors that condition them, because they constitute their accumulation.

Waksler, F. C distinguishes among communicative competences:

- verbal (linguistic) competence, which refers to the ability and ability to formulate messages using words correct in terms of articulation, grammar and syntax; it is conditioned primarily by an appropriate resource of words that the child uses in everyday situations, as well as the fluency of his speech and the pace of speaking; this competence is determined by the efficiency and proper construction of articulatory, phonatory and respiratory apparatus as well as auditory perception;
- non-verbal competence – it is related to the skills of using non-language means as well as speech of the human body, which includes gestures that complement the verbal communication, allowing the message to be given a certain expression and emphasize the importance of verbal information;
- symbolic competence as the ability to transmit, to understand the interpretation of symbols and meanings by means of language and the skill of symbolic reasoning and the use of symbols;



- cognitive competence, revealed through the ability of the person to take action to satisfy his / her individual cognitive needs;
- social (interpersonal) competence, which connects with the actions of the person in different social situations, in contacts with others, with the ability to adapt the message to the level and potential of the interlocutor, and the type of relationship between the sender and the recipient of the message;
- corrective (corrective) competence relating to correcting own ambiguous and incorrect statements, as well as statements of other people within the scope of the applicable standard;
- emotional competence, or the ability to receive, interpret and broadcast messages that relate to emotional experiences using different verbal, emotional and abstract codes; this is related to the strength of the voice and the tone of the tone in order to present your own emotions or the recipient;
- sociolinguistic (cultural) competence related to communication behavior, determined by specific cultural norms, flowing directly from the context of a given person's functioning;
- metacommunication competence regarding the process's ability and content of communication as well as its own reflection on this process;
- pragmatic and meta-pragmatic competencies associated with the practical functioning of a person in communication with other people, using language for a specific purpose and understanding the purposefulness of this use

The essence of the influence of the school context on the development of the individual should be reduced to the statement that it is able to learn from teacher with whom it connects the social and emotional bond. The classroom and teacher can therefore be treated as an area of activity, resulting in various experiences. These experiences, in turn, constitute a rich material of the developmental processes of the individual.

Communication in the classroom is directed by teachers who are responsible for its quality. They can, more or less consciously, enrich the development of speech by providing language patterns and creating appropriate conditions. Sometimes they take action spontaneously, and their effectiveness determines the interest shown to the young learner or care for his or her needs. Effective communication between the individual and the environment determines its development and improvement of many cognitive or social functions, as well as satisfying emotional needs. However, it is necessary to establish an emotional relationship for full agreement

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Western European Journal of Historical Events and Social Science

Volume 1, Issue 3, November, 2023

<https://westerneuropianstudies.com/index.php/4>

ISSN (E): 2942-1926

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