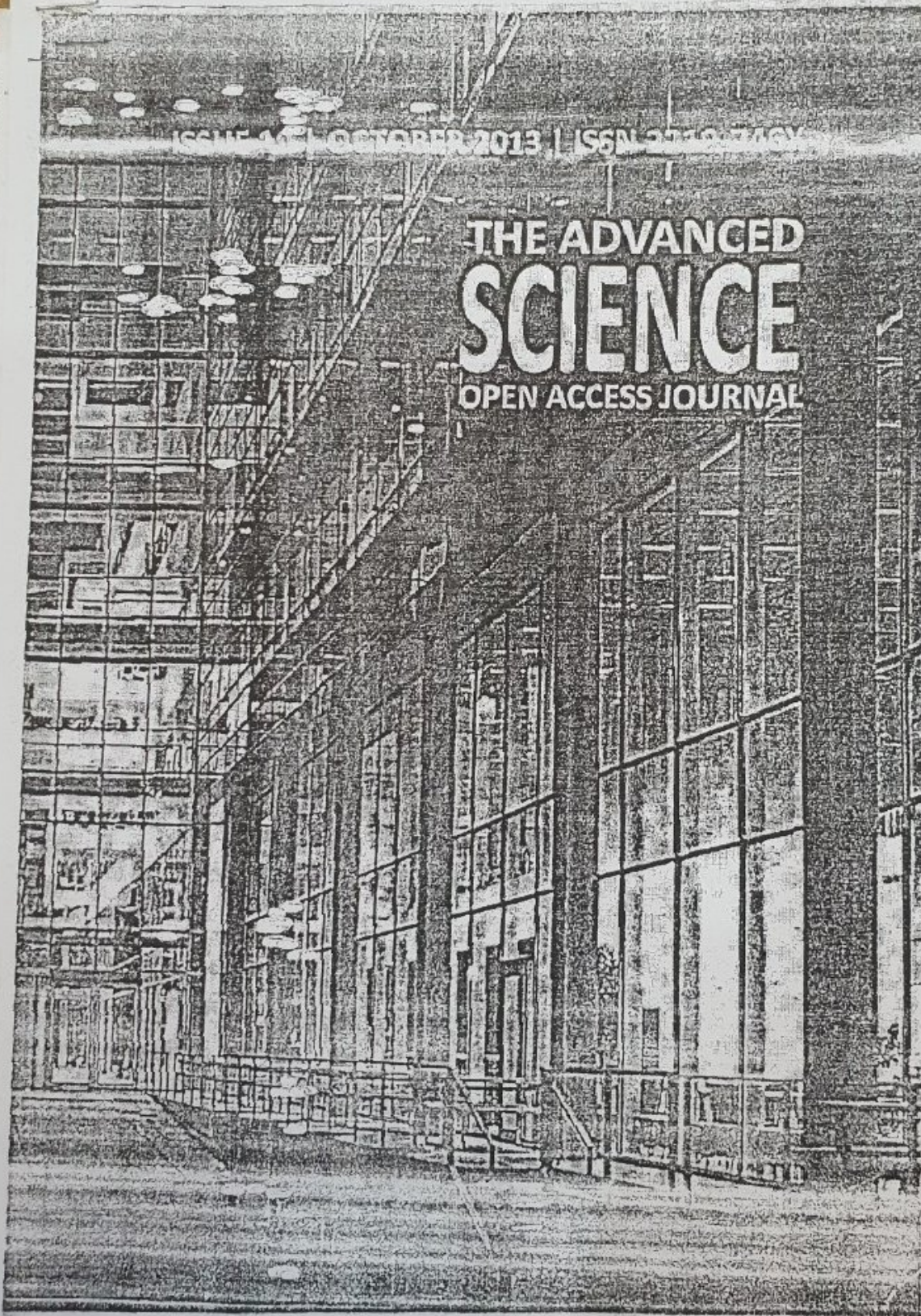
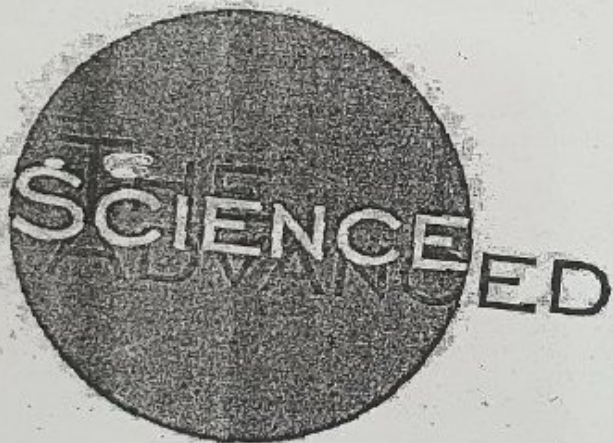


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BUILDING COMMUNICATIVE COMPETENCE DURING LANGUAGE LEARNING

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Abstract. The article covers theory and practice of productive and receptive character of teaching linguo-cultural competence to students with nonlanguage specialization. Receptive knowledge is a reserve of active skills and is a foundation for foreign language communication skills, i.e. it allows to build up skills of productive character, using the studied language under the conditions and with functions maximum close to reality. This means that the studied language is used both as studied object and teaching tool. Methodical content of stages of work at technical texts is defined by problems of decoding meaning of compound words and derivatives, grammatical difficulties in the text, implicitness of lingvo-cultural information in the lexical-terminological material.

As we know, receptive and reproductive aspects in communication process reflect various parts of speech: complete apprehension of a statement is not fully provided by lexical-terminological forms expressing a thought. We suppose that formation of proforma semantic analysis of a statement (text) also requires building up automatic performance of apprehension, resulting from prolepsis by a participant of a speech canvas during communication. So, another general purpose means enabling formation of communication activity, is an outrunning reflexion during speech apprehension, based on prolepsis by a participant of a semantic communication. During speech the speaker (writer) is based on necessity to convey meaning of some statement and, therefore, proceeds from meaning to the form.

Receptive and reproductive aspects of a communication creating a basis for professional competence are to provide a specialist with a creative approach to problem solving and obtaining necessary results [Bezukladnikov K. E., Professional'niy portfolio kak sredstvo formirovaniya professional'noy kompetentnosti buduschego uchitelya inostrannogo yazika, 2008, pp. 66-67; Normuratova V. E., Formirovaniye reitsiptivnikh leksicheskikh navikov u studentov-yuristov (na materiale angliyskogo yazika, 2008, pp. 95-96)]. Receptive knowledge is a reserve of active skills and is a foundation for foreign language communication skills, i.e. it allows to build up skills of productive character, using the studied language under the conditions and with functions maximum close to reality. This means that the studied language is used both as studied object and teaching tool.

As noted above, methodical content of stages of work at technical texts is defined by: a) problems of decoding meaning of compound words and derivatives, which is conditioned by developed system of word formation being different from the system of Uzbek or Russian language and assuming background knowledge of the trainees; b) difficulty of grammar material in the text; c) implicitness of lingvo-cultural information appearing in lexical-terminological material.

Receptive reading assumes generation of a thought directly on the basis of the language, i.e. generation of not own thought takes place, but of a thought that reproduces, copies the thought of the author of the text being read. This means that receptive and productive functions of the language are opposite to each other. However, as a matter of fact, these two processes are just two types, two aspects, of the same feature: so, in both cases, an essential and main thing is «smooth, direct generation of a thought on the basis of another (foreign) language, that requires to free from used base of a native language» [Smirnitkiy A. L., Akhmanova O. S., O lingvisticheskikh osnovah prepodavaniya inostrannikh yazikov. Problema usvoeniya novoi yazikovoi sistemy v svyazi s voprosom o edinstve yazika i mishleniya, 2008, pp. 23-24].

Knowing by the trainees of lexical-terminological material as a basic of the language code is a main factor not for apprehension of a technical text, building up speech strategies during reading only, but for generation of such a type of competence as lexical skills enriching oral and written statements of the trainee.