Communicative Competence and its Practical Reflection

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ANNOTATION: The article is dedicated to the development of reading, reading skills in foreign languages in non-philological ESP groups. The competences shouldn't be or cannot be developed in separation or by segregated way; vice versa language is also social event which should be taught in relation with real world situations and conditions. The work challenges to teach proper tips which can be practical in Uzbek cultural context and interlink into its objectives pragmatic and sociolinguistic competences. On the bases of micro-teaching of "Travelling", the main principles and criteria of reading strategies are evolved following the speaking and vocabulary. The lesson enriched best with focusing on the reading activities to enhance students reading comprehension and revealing learners to work on the words and expressions as parts of speech and learning their meanings from the perspective of syntax such as what specific words they are learning are nouns, verbs, adjectives, adverbs applying proper pre, while and post reading strategies such as scanning, skimming, reading for detail, reading between lines and contextual guessing.

KEYWORD: communicative competence, reflection, experience, global process, responsibility, intelligence.

Teaching and learning foreign languages in Uzbekistan has become very essential and global process since the first days of the Independence of our country. It pays much attention to the increasing of educational level of people, their intellectual knowledge. Nowadays, English is worth not just knows, but it is worth really knowing. There is a great importance role to understand modern English in order to make a conversation people who live in foreign countries. Many directions are being implemented to improve the reformation of foreign language in our country. Remodeling the system of teaching is to put biggest responsibilities in front of the teacher who teaches at school, at universities, and colleges. Reforming the teaching system into CEFR is also the main factor to develop the teaching foreign language.

Process of studying a foreign language promotes the formation of creative independence as there is a possibility of using creative tasks, word games and exercises within the limits of the given subject which demands independent work from students.

In recent years there has been growing interest across the world in ways of developing student's thinking and learning skills. This interest has been fed by new knowledge about how the brain works and how people learn, and evidence that specific interventions can improve student's thinking and intelligence. Development of skills of independent by using various kinds of strategies in the course of teaching a foreign language and the importance of the exploring new ways of understanding and

conceptualizing language, language teaching, language assessment, lesson design, classroom observation, and feedback.

Majority students at the institute who are studying for their bachelor's degree are mostly with different academic backgrounds and mixed ability and level students in terms of language skills. In order to convince the needs of current language learners we teachers have to be very curious, imaginative and well aware of modern trends in language teaching. As it is known for many years Grammar translation method dominated in our ELT context which means teaching focuses were mainly linguistic awareness and competence of learners through teacher oriented method. Being far away from disapproval of traditional methods of language teaching I realized the urgent need for transferring to modern ways of teaching according to the educational context and its specifications.

My intention is reading strategies and in particular involving reading strategies in ESP classes in this graduation paper, since I teach at the institute subject called "Foreign language" which I chose as a target to analyze during my project work tasks. I teach this institute course to second and third year students and have gained so far certain successes and as well as faced some difficulties. While participating this teachers' professional development course even though it is online mode I started to realize the causes and influential factors which my achievements and challenges rooted from. The optimistic sides of my activity as a language teacher have been that I could create a "safe zone" for my learners to communicate and promoted their interaction and integration of language skills throughout the procedure while the negatives were related to preparing my learners for flourishing communication in the English language when in the real situation. I used to focus on teaching planned amount of reading strategies and activities with the help of illustrations definitions even in context, however, I understand now, that competences shouldn't be or cannot be developed in separation or by segregated way, vice versa language is also social event which should be taught in relation with real world situations and conditions. As a target lesson for my project work I have chosen one class when I taught students reading skills and strategies that can facilitate them read efficiently while reading intensively. As I mentioned above during the lesson I made a great effort to make the process as communicative and student oriented as possible and develop my learner reading skills where I had some challenges to teach proper tips which can be practical in Uzbek cultural context and interlink into my objectives pragmatic and sociolinguistic competences.

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