COMMUNICATIVE LEARNING AS A BASIS FOR CRITICAL THINKING DEVELOPMENT

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ABSTRACT

This article demonstrates the use of communicative learning, namely linguistic, sociolinguistic, pragmatic and strategic competencies, which are the basis for the development of critical thinking skills. The purpose of the review article is to illustrate the effectiveness of using communicative competencies in teaching and developing critical thinking abilities. Communicative competencies based on the use of innovative pedagogical technologies play a crucial role in the modern process of teaching English. Moreover, communicative learning is an approach to language learning that emphasizes interaction as a means and as the ultimate goal of learning. Great changes are taking place in pedagogical science today. The traditional system of education does not meet the requirements of modern pedagogy, emphasizing the importance and necessity of the comprehensive development of each student in the learning process. Therefore, the principles of developmental learning are implemented through the use of modern pedagogical technologies in the higher education system, which ensure the comprehensive development of the student's personality and cognitive abilities.

Keywords: communicative learning, communicative competence, linguistic or grammatical competence, pragmatic/discursive competence, sociolinguistic competence, srategic competence, pedagogical technologies, written and communicative skills.

INTRODUCTION

Communicative learning is a contemporary model for language teaching and consequently for developing critical thinking skills. Communicative competence which includes linguistic, socio-linguistic, pragmatic, strategic competences get the pivotal role in evolution of critical thinking abilities. Implementing communicative learning in educational process can really highlight learners' communicative skills and be a basis for critical thinking development.

A distinctive feature of the modern methodology is its communicative orientation, aimed at teaching communication, at using language in its main function - in the function of communication

Learning a new language is easier and more enjoyable when it really makes sense. Communicative language learning is an approach to teaching second and foreign languages that emphasizes interaction as a means and ultimate goal of language learning. It is also called the "communicative approach to teaching foreign languages" or simply the communicative approach. With the help of a communicative approach, students practice language learning based on authentic materials, through interaction with each other and the teacher.

"Human communication fulfills many different goals at the personal and social levels. We communicate information, ideas, beliefs, express emotions and relationships with each other in our daily communication, we create and maintain our positions in various social contexts using appropriate language forms and speech that exercise solidarity, harmony and cooperation or to express disagreement or displeasure "[M. Celce Murcia, 2015].

Communication-oriented training aims to teach foreign language communication, using all the tasks and techniques necessary for this [R. P. Milrud, I. R. Maksimova, 2017].

Hence, the goal of teaching a foreign language is not to master its system, but to master speech, speech actions in a given language. The significance of speech communication goes far beyond the actual acts of speaking and information exchange, because speech " formed simultaneously with the consciousness of a person, materializes consciousness, making it the property of not only one person, but also other members of the collective, turns individual consciousness into a part of the social, individual information into public, that is, reveals the information of the whole society [D. Hymes, 2010].

The aim of the article is to characterise the effectiveness of using communcative competences in teaching process, especcially for developing critical thinking abilities.

MAIN PART

Critical thinking skills are closely connected with communicative competences. Therefore, the review of each competence is preferable for further data collection. Communicative competence is the ability and knowledge of the user of the language about

how, what and where to speak adequately from the point of view of culture, traditions, generally accepted rules and norms. The ability to understand social meaning and be understood in a social context. It consists of four aspects: linguistic, sociolinguistic, pragmatic/ discursive, and strategic [U. B. Azizov, 2017].

Linguistic or grammatical competence. Linguistic or grammatical competence is the ability to apply grammatical, lexical, syntactic, and stylistic rules to spoken and written utterances. Linguistic competence is important because it explains how utterances and sentences are structured – the structural conceptualization of language. However, these rules are not sufficient to achieve the communicative goal, since non-linguistic factors play a role in the construction of social meanings.

Linguistic competence is an unconscious as well as conscious knowledge of a language, which consists of the main elements of communication: sentence models, morphological inflections, lexical resources, and phonological or spelling systems [M. Celce Murcia, 2015].

Linguistic competence training in Uzbekistan is traditionally carried out within the framework of Sassur linguistics with close attention to form/structure and meanings/semantics. In this case, rules dominate practice, suggesting that knowledge of the rules can ensure the success of human communication. However, there are no theoretical and practical shifts. Teaching and learning "grammar " should not be boring, static, or linked sentences. When approached from the point of view of language consciousness and within a discursive context, teaching grammatical patterns (form, meaning, and use) can be effective, engaging, lively, and long-lasting [U. B. Azizov, 2017].

Pragmatic / discursive competence. Pragmatic / discursive competence–the ability to interpret and convey meaning in context. Understanding dynamic meaning depends on time, space, and social context. In the process of communication, people not only exchange content structures and semantics, but also convey their intentions to each other. All utterances express the speaker's intentions. This intention is related to time, space, and social context. The ability to interpret these intentions in communication means having a pragmatic / discursive competence.

Pragmatics studies the context in which the interaction occurs, as well as the intent of the user of the language. Pragmatics also explores how listeners and readers can draw conclusions about what is said and written in order to arrive at an interpretation of the intended meaning of the user [M. Celce Murcia, 2000].

Pragmatic competence should be taught in foreign language classes, as it increases students ' ability to interpret meanings in a social context, in real-life situations. Interactive classroom activities should be conducted around concepts such as understanding the principle of collaboration, through which we increase the pragmatic competence of students.

Sociolinguistic competence-awareness of how culture, general social rules and norms affect the way we describe things, objects and processes in society. Sociolinguistic competence is aimed at developing students ' ability to understand how different cultures use different grammar, syntax, semantics, and stylistics when describing the same objects, objects, and processes. This competence tries to understand how oral speech is correctly pronounced in a social context.

"..... a student learning to communicate with the help of language should acquire knowledge not only of grammatically correct sentences, but also of relevant statements from everyday life. He or she gains competence as to when to speak and what to talk about. In other words, there are social rules of use, a measurement of language use, without which grammar rules would be useless" [B. Street, C. Leung, 2010]

Sociolinguistic competence. Sociolinguistic competence-knowledge of how culture and variables such as gender, age, social status, general norms and rules, and ideologies influence, how we describe and/or interpret objects and processes. Therefore, different cultures interpret the same objects and processes differently.

Each culture and variable carries common practices, experiences, rules, and norms, briefly called common knowledge. General knowledge is a preliminary knowledge that has been formed in the course of the previous experience of the interlocutors. Such knowledge is key in interpreting objects and processes. Even if people speak the same language and use grammatically correct sentences (form/semantics), they may not understand each other due to knowledge that is not shared. Myths, proverbs, music, poems, fairy tales, publications they carry certain general knowledge that is activated in and through the language itself.

Different cultures carry different general knowledge and practices in the same social phenomenon. In the cultural context of Uzbekistan, a university teacher demonstrates his authority and control over students at the beginning of a class, while in the United States, the focus is not on showing authority, but on ensuring that students receive the necessary information from the class. Thus, through communication, people in different cultures materialize again and again what separates them. It is within these shared

practices and knowledge that the language and the people who use it gain their significance, social role, and identity.

Hence, sociolinguistic competence explores how culture (general knowledge/practices) influences what we say and feel appropriate to say in a social situation. What is appropriate / acceptable in Uzbekistan for starting university classes may be inappropriate / inappropriate in the United States [U. B. Azizov, 2017].

Strategic competence. Strategic competence - in the absence of knowledge in the field of linguistics, sociolinguistics and pragmatic competence, strategic competence is the ability to overcome such a lack of knowledge by transmitting a message from one language to another using means other than those of linguistic, sociolinguistic and pragmatic competencies.

For example, authentic situations, such as phone conversations and job interviews, create many problems for language learners who are less practical by applying only linguistic rules. For example, what to do if you don't know the meaning of a word/question that is being asked in an interview that you have to answer; at the same time, telling the interviewer that you don't know the meaning of the word directly shows your level of understanding, which may be perceived negatively by the interviewer.

Strategic competence - the presence of shortcomings in knowledge (linguistic, pragmatic and sociolinguistic competencies),the awareness of how to compensate for these shortcomings for more effective communication [M. Celce Murcia, 2015].

The implementation of innovative pedagogical technologies are based on teaching communicative competences, which are the basis for critical thinking evolution.

Currently, using communicative learning can greatly enhance educational process through up-to-date technologies for developing critical thinking skills.. Moreover, there is a huge need to use modern technologies to update methodology of teaching English. In pedagogical science and practice, it is possible to identify the presence of different interpretations of pedagogical technology. And this is not accidental, because each author comes to an understanding of the essence of technology as a whole, based on certain approaches.

However, all existing positions are characterized by the following points:

❖ the technology is purposefully developed for a specific pedagogical idea, it is based on the methodological and philosophical position of the author;

❖ the technological chain of actions and operations is built strictly in accordance with the tasks that have the form of a specific expected result;

❖ the functioning of the technology involves the interrelated activity of the teacher with the students, taking into account the principles of individualization and differentiation, the optimal implementation of human and technical capabilities, the use of dialogue and communication;

❖ step-by-step planning and consistent implementation of the elements of pedagogical technology must be reproduced by the teacher, which guarantees the achievement of the planned results by all students.

The formation of competence is based on a personal-activity approach to learning. At the same time, competence is considered as "an integral characteristic of the subject, which is a potential basis for the success of the activity carried out, allowing to adequately assess and re-evaluate the difficulties that arise in the course of solving problems, to find non-standard ways to achieve goals" [I.B. Shmigirilova, 2018].

Competence is shown in activity, therefore, as S. B. Seryakova notes, it can be checked only in activity. As a result, teachers are faced with the task of revising teaching technologies in order to move from the transfer of information and knowledge to contextual learning, which involves solving practical problems, gaining experience in self-selection of tools and determining the algorithm for their solution [S.B. Seryakova, 2015].

"Thinking is an effective way to refine our assessment skills to the point where we feel confident in our own ability to determine what 'works' in our own classes. Its effectiveness increases if it is evaluated critically" [T. S. Rodgers, 2015].

Ladyzhenskaya defines proficiency communicative learning as "the most important professional skill of a teacher not only to know the norms of the language at the level of native speakers, but also have the ability to speak expressively: the teacher's speech should be exemplary for the student" [B.T. Zelentsov, 2017].

Students experience certain difficulties when communicating on certain topics, therefore the usage of communicative competences can motivate learners and boom the effectiveness of English class.

In particular, students' statements often suffer from insufficient development, logical inconsistency. They do not always take into account the situation of communication, find it

difficult to express their own opinion, when formulating their point of view; they have a slow pace of speech, it is full of unjustified pauses; inadequate vocabulary is used in speech, and words and phrases related to professional terminology are omitted, paraphrased [T.S Rodgers, 2015].

Today, all economically developed countries are forced to provide training for a very wide range of specialists who have the ability to apply theoretical knowledge in practice, use innovative technologies for developing critical thinking skills, actively participate in professional communication at the interregional and international levels, and therefore speak foreign languages as a means of communication and a way to extract the necessary technical and technological information for language learning and teaching. Working with new technologies for critical thinking evaluation is one of the pivotal skills of English specialists, and the knowledge of communication strategies in visual receptive activity ensures the successful solution of communication tasks.

CONCLUSION

The above allows us to conclude that communicative learning based on innovative pedagogical technologies for developing critical thinking skills, create appropriate conditions for mastering foreign language teaching and making favorable conditions for the development of future teachers as cultural and linguistic personalities possessing highly developed communicative and cultural skills in solving communicative problems. The task of modern methodology is to increase teachers competence, in the area of highly effective communication and interactive technologies, creation and development a universal educational sphere, stimulation of formation critical thinking abilities.

Therefore, we distinguish the following communicative competences, namely:
❖ Linguistic or grammatical competence;
❖ Pragmatic / discursive competence;
❖ Socio-linguistic competence;
❖ Strategic competence.

Communicative competences related to the ability of a person to take responsibility, to take part in joint decision making, increase learner's critical thinking abilities. Competences determine learners' possession of written and oral communicative skills, which are particularly important in modern life and professional activities.

Communicative learning is associated with emergence of informative innovative society, where the possession of new   pedagogical technologies is of particular priority. The use of modern pedagogical technologies in the educational process of an Institute of higher education creates quite new possibilities of realization of didactic principals of realization and differentiation of instruction influences positively on the development of students' cognitive activity, their creativeness, consciousness, realizes the terms of transition from teaching to self education. Communicative learning as a source of critical thinking skills, add more ingenuity, creativity and flexibility to English classes.

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