



EXTENDED VERSION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

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ABSTRACT

Language education in a multicultural world is a foreign language on the quality of training modern, competent and competitive specialists in all spheres of life. Business projects of the global economy have no boundaries, and for their effective implementation, an important factor is the ability of partners to communicate on professional topics in foreign languages. The combinations of project participants depend on the qualifications of the specialists and often involve representatives of different nationalities and cultures. In order for communication in professionally oriented situational foreign languages to contribute to the achievement of the goals of the project, participants need to know a foreign language multi-linguistic and multicultural competence in a foreign language.

KEYWORDS

Language education, foreign languages, communicative competence, multi-linguistic competence, multicultural competence.

INTRODUCTION

Knowledge of these competent foreign languages in professional situational languages The Council of Europe has designated as the ability to function in a multi-foreign linguistic and multi-cultural world because of the knowledge of a foreign language in two or more foreign languages. It is the developed foreign

language communicative competence of the foreign language specialists, expressed through the ability to adequately use sociolinguistic, sociocultural, and discursive language features, that contributes to effective intercultural communication.



This article presents the possibility of adjusting the goals of teaching a foreign language to foreign languages, taking into account the features of multilingual, multicultural competencies and mediation as components of foreign language communicative competence, developed by the additional volume of CEFR published in 2018.

Since 2001, the CEFR monograph (Common European Framework of Reference for Foreign Language Proficiency: Learning, Teaching, Assessment) has become a guide in the system of teaching foreign languages to foreign languages in different countries and continents. In the field of language education, the processes of globalization and integration are making their own adjustments, which in turn facilitates communication specialists on a global scale.

Further, in the article, we will briefly present the main features of multilingual, multicultural foreign language competencies and mediation in the focus of the methodology of teaching a foreign language to foreign languages.

In 2018, an updated version of the CEFR foreign language was published, which introduced

- an extended version of communicative competence due to the addition of a foreign language plurilingual/pluricultural competence;
- revised description of the main types of speech activity (audited foreign language, spoken foreign language, read foreign languages, letters);
- new types of interaction/foreign language\interactivity (telecommunication interactive foreign language and online interactive foreign language);
- Descriptors of mediation as a "special" type of speech activity (media-foreign language of the text, media-foreign language in the process of forming a foreign

language of ideas, meanings, concepts and media-foreign language as mediation in communication).

Know more about some of the innovations in the CEFR monograph for 2018.

Communicative competence in a foreign language, comprising linguistic, sociolinguistic, sociocultural and pragmatic competencies, is now accompanied by plurilingual/pluricultural competence.

The plurilingual/pluricultural competence of a foreign language allows you to effectively cope with communication in a multicultural world because of the knowledge of a foreign language by communicants in several languages. The formation, development and improvement of plurilingual/pluricultural competence is an integral part of the developed foreign language communicative competence. Psycholinguists in their studies of foreign languages proved that "different languages and linguacultural phenomena do not exist in separate mental formations of foreign languages, but closely interact in the mind of an individual, while knowledge and experience in any languages contribute to the further development of general communicative competence, and experience (o) in foreign languages the language of some languages, with its proper activation, helps to understand unfamiliar linguacultural phenomena in other languages"[1].

The structure of multilingual/multicultural competence includes: - multicultural repertoire (adequate communication in a multicultural environment, due to the existing multicultural experience),

- The multilingual erudition of a foreign language (using knowledge of other languages to recognize a foreign language in the context of a common foreign language in cases of communication difficulties),



- Multilingual repertoire (adaptation of a foreign language of one's own speech behavior, a foreign language to the peculiarities of the communicative situation and communicants).

In light of the appearance of a foreign language of multilingual and multicultural competence, it is advisable to clarify the purpose of teaching a foreign language to foreign languages and, accordingly, correlate the academic process and educational and methodological literature in foreign languages on this basis. Undoubtedly, a FL teacher "must himself have multilingual and multicultural competence at a level not lower than C1.

In addition, professional and pedagogical skills should expand the content of methodological competence in foreign languages to organize a plurilingual/pluricultural oriented process of learning a foreign language "[2]

The next innovation worthy of introducing a foreign language into the national system of teaching a foreign language to foreign languages, which it is advisable to pay attention to, is the updated versions of the description of the main speech activity and introducing leisure reading in a foreign language in particular.

The media, foreign language offered within the framework of the 2018 CEFR monograph as a special type of speech activity deserves to be studied and we introduced a foreign language into the real process of learning a foreign language along with plurilingual/pluricultural competence.

Mediation descriptors developed in three directions of foreign languages: the media-foreign language of the text; media, foreign language in forming a foreign language of ideas, meanings, concepts; media-foreign language as mediation in communication, open up new horizons for effective common foreign language for the communicants. The media-foreign language of the

text is associated with the transfer, generalization, interpretation, analysis, expression of personal relations with the foreign language and opinion of the foreign language about the information of a particular discourse. Features of mediation relating to the process of generating foreign language, ideas are important for the development of cooperative thinking in a foreign language and the adoption of a foreign language of joint decisions. The role of mediation associated with mediation in communication implies the facilitation of the process of a multicultural common foreign language by communicants with the necessary linguistic or cultural real foreign languages in order to resolve common foreign language problems.

In conclusion of the article, we can recommend methodologists and practicing teachers' pay attention to its innovative components (multilingual, multicultural competencies, and mediation) in order to form a foreign language of high-quality foreign language communicative competence of specialists. An extended version of foreign language communicative competence can serve to improve the quality of language education as an integral part of staff training.

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