THE IMPORTANCE OF IMPROVING COMMUNICATIVE COMPETENCE AS THE FOUNDATION FOR TEACHING LISTENING AND SPEAKING SKILLS

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Abstract:
This article's major goal is to discuss the importance of speaking and listening skills development for pupils in general education level through a communicative competence, as well as to examine various short-term strategies for doing so.

Keywords: listening and speaking techniques, English, communicative method, challenges, theoretical foundation of speaking techniques.

The study of foreign languages has grown in importance among multicultural people in modern times as English has become more widely used in international dealings. Intercultural communication preparation is the same as getting each person ready to communicate in the language they are learning. Because it is recognized as an international language and has the fourth-highest speaker population, English is a common and well-liked language [14, 665-669]. It is still debatable whether English is one of the most efficient and simple teaching techniques.

Undoubtedly, there are numerous approaches to teaching languages. Devi Gudepu asserts that there are numerous ways to teach. In order to support learners in developing their language abilities, new teaching strategies, methods, and approaches are being developed and put into use [1, 57-64]. Every new strategy has advantages and is better than the prior one. It is feasible to comprehend that no teaching style can develop fully on a single basis through study of these techniques [1, 58-64]. He claims that this method of teaching languages is ineffective at preparing students to use them in real-world situations and that instead, language should be memorized in a formulaic manner based solely on rules. While actively teaching and practicing grammar will produce favorable exam scores, it won't help pupils improve their communication skills [1, 58-64]. According to G. Hu, this conventional way of teaching grammar through translation cannot result in enough communicative competence (i.e., it does not foster the capacity to deliberately use the language for genuine communication) [2, 93-105].

Grammar is not simply a set of rules that is challenging to acquire, but also an active process of remembering and applying them, as stated by T. P. Besarab [10, 665-669]. This illustrates how proficiency in a language is described by its use during communication, not just by its grasp of grammar. D. Snow contends that in order for children to effectively acquire a language, they must actively engage the teacher rather than simply accept what the teacher is saying, learners only develop their language proficiency through experience [8, 10]. According to H.G. Widdowson, we should educate the language as a tool of communication as well as a way of using it that cannot be employed in everyday situations. He keeps expressing the idea that too many exercises for accepting words and making statements will encourage the growth of communication skills [9].

Among the current industrialized nations, our country likewise uses the communicative technique well. Based on this method, there are four fundamental learning abilities for language teaching: listening, reading, writing, speaking. These four skill-building exercises help students achieve the important objectives of learning several languages by giving them opportunity to express their creativity, communicate in real-world situations, demonstrate their language proficiency, and, most importantly, gain confidence.

The development of listening and speaking abilities is crucial to learning a language. Many people use the capacity for communication to use language competency. This, in our opinion, is one of the most important abilities and modes of communication that a student with a

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philological orientation should pick up while learning a foreign tongue. In contrast to what Joe McDonough claims, speaking requires children to develop a broad range of abilities that together make up a general competence in oral discourse. One of the quality factors is the ability to communicate effectively in everyday circumstances in English. Nevertheless, we must point out that in the early years of communicative teaching, the language was interpreted as a "communicative" verbal element, and its connection with other language skills lagged a little [4].

The following four traits of the communicative approach to language are discussed by J.C. Richards and T.S. Rodgers in their investigation of the theoretical underpinnings of teaching communicative languages:

1.Language is an expressive mechanism for meaning.

2.Language's primary purpose is interaction rather than only communication.

3.The language's grammatical structure reflects its communicative and functional use.

4.The category of functional and communicative meaning is one of the basic units of the language, in addition to its grammatical and structural qualities [6].

According to Jeremy Harmer, there are three main reasons why students lose weight in the classroom: speech training gives students the chance to repeat the language - to practice speaking in front of an audience; speech tasks set the stage for teacher and student feedback; and the greater the chance of activating the various language elements stored in students' minds, the more automated the use of elements in real life. Hence, pupils acquire real-world language skills [3].

In his book "How to teach speaking skills," Scott Thornbury makes the case that speaking abilities must be formed in the classroom and that lessons should take the form of "conversation rooms." In other words, students will assume that they will become more confident speakers if the activation of speech is a constant aspect of the lesson [7].

The following conclusions can be drawn from our article in light of the feedback mentioned above:

-teaching learners using a communicative approach is currently the most beneficial and effective method compared to the traditional method of language;

-all types of communicative activities significantly enrich English lessons, which is considered significant for learners and further boosts their interest in learning English;

- speaking is regarded as the primary and most important component of language teaching in English classes;

- well planned communicative activities utilizing a variety of exercises in the session allow learners to learn English in novel ways.

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