



ACTIVATION OF INTERCULTURAL COMMUNICATION COMPETENCE IN FUTURE GERMAN LANGUAGE TEACHERS , INCREASE SOCIOLINGUISTIC PREPARATION AND DEVELOPMENT OF THEIR DISCURSIVE COMPETENCE

Mamadaliyev Elyor Akhmadjonovich
Senior Lecturer of Namangan State University

Abstract:

This article is dedicated to activating the intercultural communication competence of future German language teachers, increasing their socio-linguistic preparation and developing their discursive competence. The author describes how to activate intercultural communication competence, increase socio-linguistic readiness and develop their discursive competence in the article.

Keywords: Socio-linguistic competence ; Socio-cultural competence; Strategic competence ; eloquence; discourse analysis ; communication skills; pragmatic component; linguistic component.

Today, while organizing the process of foreign language education, it is necessary to study the requirements and wishes of language learners and take into account the requirements of employers for the necessary personnel.

In methodology, the terms "competence", "competence", "communicative competence", "communicative competence" are used in different interpretations. Experts of the concepts of " competence " and " competence " . Experts associate the use of the concepts of "competence" and "competence" with the name of the American linguist N. Chomsky. His ideas competence approach to education basis it happened In particular, N. Chomsky, drawing attention to the fundamental difference between these two concepts, believes that competence is "a perfect knowledge of one's own language and the ability to use it effectively in specific situations. " Speech activity takes place in oral and written form. Oral speech consists of speaking and listening comprehension, written speech reading and writing. In a specific communicative situation, the recipient (speaker and writer) can use the lexical, grammatical and pronunciation phenomena of a specific language to express his/her opinion, and be able to take the initiative to speak from the interlocutor in order to realize the goal of communication; to enable the partner to perform his task; depending on the speech situation, react according to the opinion of the interlocutor; It is important to attract the interlocutor to the speech behavior, correctly perceive the interlocutor's thoughts,



and also improve his non-verbal behavior (behavior) and give him an appropriate response.

"discourse" in linguistic dictionaries concept is defined as a linguistic concept, and its essence is initially interpreted as logical thinking, discussion, and later as dialogue, conversation.

In the opinion of professor J.J.Jalolov, one of the Uzbek Methodist scientists, "discourse is a verbal or written form of speech, and discursiveness is the ability to rely on rules in speech activity, and to use linguistic knowledge in speech with deliberation."

The discourse in the dissertation is complex communicative described as an event. In any field of social and humanitarian sciences, research on discourse is carried out, there is an effort to define this concept in this way.

Russian linguist E.V. Schumann was one of the first to define the term discursive competence as follows: "discursive competence is the student's ability to perceive and create a logical speech product presented orally or in writing."⁸

In the process of foreign language education, fulfilling the social order of society, using advanced, fast, modern methods in learning and teaching foreign languages, introducing an approach based on communicative competence, acquiring speaking skills in a foreign language is the professional goal of education. along with being, the language being studied is recognized as a new and useful means of obtaining/transmitting information.

According to the results of the research, the following factors are considered to be the factors for the development of discursive competence of future German language teachers: the set of motives and personal qualities necessary for the implementation of independent discursive activity; knowledge, skills and competence of discursive activity; the ability and level of training to use acquired knowledge, skills and abilities in practice in the process of intercultural communication.

Based on the analysis, the discursive competence of future German language learners reflects their ability and readiness to use knowledge, skills and competencies in the field of intercultural communication in solving tasks related to the organization of education on the basis of personal and professional necessary qualities. came.

An experienced Methodist scientist, NI Gez, defines communicative competence as "the norms of social behavior, the recipient (speaker and written expression of opinion) and producer (listener and recipient of information) convey their opinion to others or use the opinion of others for the communicative purpose of the work. defines it as "the ability to correlate linguistic tools with the tasks and conditions of



communication, taking into account their compatibility" and suggests the following components:

Linguistic competence - to be able to use the grammatical and syntactic standards of a foreign language correctly, that is, to have knowledge of phonetics, vocabulary and grammar of a foreign language in order to understand and create linguistically correct sentences ;

Pragmatic competence is the ability to achieve a goal in oral and written communication using various methods of receiving and transmitting information . It refers to various relationships that are important in the system of meaning expression;

Socio -linguistic competence is the ability of students to choose an effective linguistic form and method of expression, depending on the situation, communicative goals and intentions of the speaker. Its formation should begin with the stage of language and speech material selection;

Socio-cultural competence – The language of the people being studied is national taking into account cultural characteristics and the state of speech and non-verbal (non-verbal) communication ability _

Strategic competence - communication in the process language of means not enough to cover ability _

Discursive competence is the student's ability to use different strategies in creating and changing a text.

Discursive competence, on the one hand, is considered as one of the components of communicative competence and is defined as the ability to construct and understand coherent and logical statements of various functional styles (article, letter, essay, etc.). the ability to choose linguistic tools depending on the type of statement. On the other hand, discursive competence is a unifying integrative concept.

- textual competence - the ability to create and interpret texts based on the knowledge of which texts are relevant in a certain topic (for example, it is appropriate to start sentences with a small letter in e-mail messages, and it is wrong to deviate from the rules in an official e-mail);
- Genre competence – creation and interpretation of texts of certain genres in usual or new communicative situations based on the conventions related to their use (how the texts acquire meaning, characteristics);
- social competence - the ability to use language to participate in social or institutional interaction, the ability to express social identity in certain social situations of speech interaction.



Based on an in-depth analysis of the issue of communicative competence, it was determined that their structural basis is directly related to communicative competence: perception, **intensive** (suggestive) **teaching of a foreign language**, **empathic**, **cognitive competencies** are among them. In our research, communicative competence was determined as a didactic parameter of the communicative competence set.

Discursive competence includes the following two main concepts: **cohesion** (lat. cohaesus - stuck, connected) and **coherence** (lat. cohaerens - connection, relationship). **cohesion** is the interconnection of words in a sentence and sentences in a text. **coherence** - grammatical, stylistic, logical-semantic integrity of the text.

The famous Russian linguist IR Galperin devoted a separate chapter in his works to reveal one of the important features of the text: consistency of space and time, more precisely, the phenomenon of cohesion.

V. Dressler and Rade Bogrand believe that the position of the text is determined by its having the following seven categorical signs: 1) cohesion - joining of text fragments using grammatical, lexical, rhythmic, graphic means; 2) coherence - connection of text parts on the basis of semantic-logical relations (causal, referential, time-space); 3) intentionality - the connection of the structural and spiritual integrity of the text with the communicative goal; 4) addressability - transfer of information taking into account the characteristics of the recipient, such as social status, mental state (in other words, the recipient's choice); 5) informativeness - the importance of the transmitted information for the addressee or the degree of novelty; 6) situationality - the connection of the content and structural construction of the text with the communicative conditions, the situation; 7) intertextuality – re-creation of invariant content-meaning in a certain type of text.

During research, the didactic principles of the development of discursive competence of future German language teachers (the principle of mutual respect, communication and interaction between languages and cultures; the principle of ensuring the priority of tolerance thinking; social- the principle of priority of ideological culture; the principle of linguistic culture), methodical factors (prediction of the future, technologicalization, algorithmization, design), types of discursive communication, types, research object, identity hierarchy (linguistically, socially and culturally), components of speech culture, educational tools (textual tools, audio-visual tools, pictorial tools, basic tools, auxiliary tools), scientific-methodical system, content of the lesson, pedagogical motives, interests, unanimity of interests were determined, forms, methods and means of achieving the result of effective communication was selected.





References

1. Andreev, A. Znaniya ili komentetsii? / A. Andreev // Vysshee obrazovanie v Rossii. -2005. - No. 2. – S. 3-11.
2. Raven, Dj. Kompetentnost v sovremennom obshchestve: vyyavlenie, razvitie i realization / Dj. Raven; per. English - M.: " Cogito -Center", 2002. - 396 p.
- 3 . Zimnyaya I.A. Communicative competence: psychological characteristics // V S'ezd Obshcherossiyskoi obshchestvennoy organizatsii "Rossiyskoe psychologicheskoe obshchestvo". Materialy uchastnikov sezda. T.1 – M.: Russian Psychological Society, 2012.
4. Gorbunov A.G. Discursive inoyazychnaya competence: an ontological approach // Vestn . TGPU. 2014. No. 6 (147). S. 167–171.
5. Chomsky N. Aspect theory syntax. - M.: Progress, 1972
6. Jerebilo T.V. Dictionary of linguistic terms. Izd. 5-e, ispr . i dop. - Nazran: OOO "Piligrim", 2010. - S. 94-95 .
7. Demyankov V. Z. Text and discourse of ordinary language // Language. Lichnost / Otv. ed. V. N. Toporov. - M.: Yazyki slavyanskikh kultur, 2005. - S. 34–55.
8. Shuman E. V. Possibilities and perspectives of intercultural communication in the German language at school // International scientific and practical (electronic) magazine "INTER-CULTUR@L-NET". 2007. – No. 5. – S. 12-18
- 9 . Mamadaliyev .E. Formation of discourse competence in the sphere of oral communication: Indonesia, Academia Science Publishing, Indonesia (ISSN-2776-0979).) in Volume 3, Issue 6 of Web of scientist: International scientific Research Journal (WoS) June,2022 Pages 1032-1039 . <https://academiascience.org/>
10. Mamadaliyev .E The Role and the content of discourse competence in teaching a foreign language; Germany, Scholar express Journals, **ISSN (E):** 2749- 3644 in Volume 17, of World bulletin of Social Sciences (WBSS) December,2022 Pages 131-139 <https://www.scholarexpress.net/index.php/wbss/ article/view/1844>.

