

THEORY OF FORMATION OF STRATEGIC COMPETENCE IN COMMUNICATION ACTIVITIES

Boltabayeva Dilshoda Bakhrommirza kizi

Yangi Namangan district school 63 English teacher

941542050

Abstract. This article analyzes the theoretical foundations of the formation of strategic competence in communicative activity. In the processes of language learning and communication, not only grammatical or lexical knowledge is important, but also strategic competence - that is, the skills of choosing and applying the right strategies to achieve the goal of communication. The author considers the stages of formation of strategic competence, factors and methodological approaches that influence it. The role of active cooperation and dialogue between the teacher and the student in the development of this competence is also revealed. Through theoretical analysis, effective directions for the development of strategic competence have been identified.

Keywords: strategic competence, communicative activity, language learning, methodology, communicative strategies, dialogue, linguodidactics.

In the modern education system, the communicative approach to language teaching is taking a leading place. In this approach, it is important for the student to actively participate in dialogue, freely express his or her thoughts, and choose appropriate strategies for solving communicative tasks. From this point of view, the issue of forming strategic competence is relevant, as this competence serves to make the student independent, effective and flexible in communicating.

The internal capabilities that make up communicative competence are one of the important criteria in the formation of any person as a "linguistic person". Especially in professions such as a doctor, teacher, lawyer, diplomat, these capabilities determine the professional success and social status of a person. Such competencies are manifested through the following main components:

Linguistic competence is a person's ability to freely and correctly use language tools. It includes various levels of the language system, such as phonetics, orthography, orthoepy, lexis, morphology, word formation and syntax. In addition, this competence also includes knowledge of text composition, selection of stylistic means and their adaptation to the context. This knowledge creates the basis for the correct and effective organization of oral and written speech.

Discursive competence is the ability to clearly and fluently formulate and express thoughts using the available language resources of a person, as well as to understand the speech of other people in the process of communication. This competence ensures active participation in such forms of communication as

constructing a speech, asking and answering questions, expressing opinions, clarifying, and arguing based on linguistic norms.

Discursive competence is the ability to ensure the continuation of a statement of thoughts in a coherent and logical manner. It includes skills such as maintaining the general direction of communication, managing thoughts in accordance with the context, and appropriately developing and ending the topic of conversation. Discursive competence is especially important in professional communication.

Cultural competence means understanding and adhering to the cultural values, linguistic and cultural etiquette, speech culture, religious and gender factors of the society in which communication is conducted through language, as well as speech norms in the framework of international relations. In interpersonal communication, cultural competence ensures respect, courtesy and balance between communication participants.

Rhetorical competence is the ability to express ideas in an effective, aesthetic and logical way, to perfectly structure the text in terms of content and form, and to present it in accordance with speech genres. A person with rhetorical competence effectively conveys his or her words to the audience using speech models, inspires confidence and is able to use the art of oratory.

It should be noted that no matter how much language is considered a general social phenomenon, how it is used in each speech situation is closely related to the individual's individual talents, experience, cultural level and social activity. That is, language knowledge and skills determine not only the level of knowledge of a person, but also how he or she enters into social relationships and communicates with others.

Strategic competence is the ability of a student to choose different strategic approaches to achieve goals in the communication process, solve communication problems, express ideas flexibly, and continue communication.

The main components of strategic competence:

- Planning: Determining in advance how to start and in what direction to conduct a conversation.
- Monitoring: Monitoring one's own speech during a conversation, identifying errors.
- Adaptability: Reorienting the conversation in response to a conflicting idea or situation.
- Reframing: If necessary, repeating the idea in a different form.

In modern language teaching methodology, the process of mastering a foreign language is viewed not only as a means of transmitting and receiving information, but also as a multifaceted social and psychological process. According to this approach, communication is a complex activity aimed at regulating relationships between people, analyzing the state of the conversation, determining the communicative potential of the participants in the conversation in accordance with the situation, and

making appropriate decisions. Thus, communication is not only an exchange of information through language, but also an important tool for shaping social interaction between people.

Communicative competence in a foreign language is understood as the ability of a person to communicate in accordance with communication situations, based on a set of linguistic, verbal communication and socio-cultural knowledge. This competence allows the speaker to adapt his actions in communication to the situation, to express the correct and acceptable attitude to the situation. In particular, the communicative effectiveness and purposefulness of the speaker's speech actions in a foreign language depends on the level of this potential.

Also, the ability to communicate in a foreign language creates the basis for the formation of a communicative culture. This culture, along with language knowledge, also includes intercultural understanding, respect, empathy and understanding of social norms and criteria. Correct understanding of the cultural context during communication and appropriate response to it is an indicator that deeply reflects the results of language learning.

Thus, teaching communication in a foreign language is considered a multifaceted and complex process in a modern approach. Excellent language competence is formed through the combination of language knowledge, cultural understanding, psychological adaptation, and communicative strategies.¹

In conclusion, Strategic competence, as an integral part of communicative competence, requires special attention in the language teaching process. By forming this competence, students are formed as individuals who are effective, flexible, and clearly express their thoughts in real-life communication. This skill can be developed through a combination of theoretical approaches and practical methods.

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¹ Uzbekboyeva, N. (2022). Til o'rgatishda kommunikativ yondashuvning samaradorligi. *Filologiya fanlari jurnali*, №2.