



New Communicative Paradigm of Language Education

Turdieva Luiza Artikovna

Lecturer at Tashkent University of Applied Sciences, Russian Language Department

Abstract. the article touches on the problem of revising methodological approaches to language teaching. According to the author, the transition to a competency-oriented model was marked by a shift in emphasis from knowledge of rules and norms to the effectiveness of speech behavior. Home reading as an aspect of speaking practice in a primary foreign language allows you to implement the principles of the communicative activity approach and solve a number of other issues related to the preparation of undergraduate degrees.

Key words: competence; new communication paradigm; communicative-activity approach; home reading; literary didactics.

In the last decade, Russian education has been characterized by the development and implementation of new standards focused on a competency-based approach. The competency-based model of education is the most important condition for modernization and bringing its results in line with international standards. The desire to adapt to new conditions forces the education system to change methodological approaches to teaching in general and to teaching foreign languages in particular, resulting in a sharp reorientation of the results of educational activities. The goal of education today is seen not only in the formation of a solid layer of knowledge, skills and abilities, but primarily in the development of the ability to apply acquired knowledge, skills and abilities to solve various situational problems, i.e. training is carried out within the framework of a competency-based approach. "...in the theory and practice of teaching foreign languages, as well as the legislative framework from Anokhina I.V., 2019, the pragmatic goal is increasingly reflected - teaching communication, with the main methodology being communicative" [4, p. 147]. Speaking about such an aspect of learning as home reading, it is necessary to emphasize the important role of the latter in the formation of communicative competence. Home reading in the higher education system today is not just reading as a type of speech activity, but a separate discipline that includes: reading, speaking, writing, and with the development of information technology, listening. Interest in reading and discussing fiction in foreign language lessons is explained by the latter's ability to implement the requirements for competency-based learning. Firstly, home reading involves the intersection of various subject areas: grammar, speech practice, lexicology, regional studies, literature, i.e. it is interdisciplinary in nature, and secondly, it goes beyond the scope of the academic subject and creates a natural situation of communication in foreign language lessons.

When introducing home reading courses into work programs, it is necessary to turn to the analysis of documents regulating the educational process in the higher education system and its European analogue. This approach seems logical due to the fact that « methodologically and historically anticipates the emergence, and also serves as an example of linking language policy into a single regulatory document, which at this stage does not exist » [4, p. 148]. The prologue to the introduction of a competency-based approach to teaching foreign languages was the entry into the



Bologna process, therefore, in many respects, federal standards are based on their European predecessor. CEFR is the Common European Framework of Reference for Foreign Languages and reflects the result of the work of experts from the Council of Europe countries, which began back in 1971, to systematize approaches to teaching foreign languages and standardize assessments of language proficiency levels. Competencies determine what knowledge and skills a student of a foreign language must master in order to use it for communication purposes, and also describes the parameters under which communication becomes successful, i.e., a set of tools that determines our ability to solve specific problems at one of the levels language proficiency: elementary proficiency A, independent proficiency B, fluent proficiency C. At each level there is a certain list of skills and abilities, i.e. the level of a language is not a set of language rules, it is what we can do with this language, but grammar and vocabulary become necessary tools for mastering a foreign language. The competency-based approach to teaching foreign languages, which emerged in the Western pedagogical tradition, is currently widespread and relevant in Uzbekistan for measuring the quality of educational outcomes. And if the CEFR has been regulating the processes of teaching foreign languages for more than 20 years, implementation began relatively recently (in 2010). Therefore, despite the similarity of the goals and objectives of training, methodological approaches differ somewhat from European traditions. The EU actively advocated for political and economic integration, which led to the full opening of borders, including linguistic ones. This is how it differs from which it is mandatory and covers not only the framework of language education, but also generally describes the methodology of teaching in higher education. They rely heavily on their predecessor. In the Uzbek higher education system, when teaching foreign languages on the basis of the CEFR, a competency-based approach was introduced, criteria for assessing the strength of competencies were formulated, and a three-level system for assessing learning outcomes was introduced: basic, intermediate, advanced. At the content level, both documents demonstrate significant differences.

The central issue in the CEFR is the development of communicative competence, while communicative competence is not considered as an independent unit. "Pedagogical education with two profiles of training":

- OK-4 ability to communicate orally and in writing in Russian and foreign languages to solve problems of interpersonal and intercultural interaction;
- OPK-5 mastery of the basics of professional ethics and speech culture;
- PC-6 readiness to interact with participants in the educational process. The communicative component can be traced only as a component of general cultural, general professional and professional competencies, while in the system of European standards communicative competence is a central component, which could not but be reflected in the organization of the educational process, in the selection and content of educational materials, including and for home reading.

The selection of materials for home reading, in our opinion, is a central issue, since it predetermines the content, and ultimately the result of mastering the discipline. The main goal of home reading was and remains to expand the student's vocabulary, therefore, a correctly selected book recommended for additional reading in a foreign language is the key to effective learning. The quality of educational literature on foreign languages from Russian publishing houses differs significantly from the quality of book products abroad. On bookstore shelves you can find adapted and original books by German-speaking writers such as E.M. Remarque, T. Mann, S. Zweig, G. Grass, G. Böll, G. Hesse and other masterpieces of the 20th century, which indicates a deeply diachronic approach to the selection of fiction for home reading. The use of classical literature, in the opinion of German colleagues, does not meet modern demands for teaching foreign languages, since it does not reflect the current situation in German-speaking countries either at the level of language or at the level of reality. Another difference in the approaches and organization of home reading is the selection of literature for each level of preparation. A genre approach has been established in the Russian tradition: for the basic level, reading poetry and fairy tales is



recommended; at the intermediate level - stories, short stories; at advanced level - major literary genres. German-language publishing houses remain committed to European standards when selecting educational literature for reading and rely on the European scale of language competence for reading books. A1, A2... these letters with numbers in the European system of teaching foreign languages are used to mark any educational materials: textbooks on grammar, phonetics, video courses, as well as reading books.

In addition, the age characteristics of students remain an important criterion. German-language publishers publish books for all age groups: children's books, youth literature, as well as literature for adults. This approach makes the process of reading and understanding accessible and interesting. Fairy tales, in particular the works of the Brothers Grimm, W. Hauff or E. Hoffmann, will be inaccessible to understanding for students at the initial stage, and do not meet the requirements for mastering a foreign language from the point of view of a competence approach, since they represent a monument of the German language, and do not have nothing to do with the modern development of German-speaking culture, therefore, cannot serve as a tool for mastering communicative competence. However, for many years it was fairy tales that formed the basis for reading in junior courses at language universities.

The books tell about the problems of modern youth, family values, problems of integration of foreigners in Europe, that is, they create the basis for productive communication, provide food for thought and discussion. The books were very popular because the main emphasis was placed on the content, which in turn provides the opportunity to awaken positive motivation and create a need to read in a foreign language. Interest in the content side of what is read can also be traced in the development of didactic materials for books, which was considered in the Russian-speaking environment as an innovative approach. While similar manuals for home reading from Russian-language publishing houses contained predominantly linguistic exercises: working on vocabulary, searching for synonyms, antonyms, training grammatical structures at the segmental level, manuals from German colleagues were characterized by a predominance of tasks aimed at developing communicative competence: working on associograms, drawing up a portrait of the main characters of the book, discussions on problematic issues. The main emphasis in the manuals of that time was not on knowledge of rules and norms, but on the effectiveness of speech behavior. The tendency to include a communicative aspect in the educational model is characteristic of the Western educational paradigm.

An analysis of the communicative component in German as a foreign language programs allows us to conclude that the task of such education is pragmatic and is to teach people to communicate. And communication education in general was aimed at developing skills in public speaking, interpersonal communication and group communication [2, p. 43]. From the standpoint of the development of modern science, communicative education is considered as adequate to the needs of modern society. At the same time, communication education cannot be focused only on the introduction of courses of a communicative nature. And the concept of communication is undergoing great changes today. Communicative competence is, first of all, successful communication in real communication conditions. Modern home reading aids, however, reduce the entire nature of communication to the formation of skills and abilities of discussion and public speaking. Thus, exercises of a speech nature: object, find confirmation in the text, paraphrase, can be considered from the standpoint of the competence approach as pseudo-communicative, since they are carried out according to strict algorithms using speech samples and have nothing to do with the ability to build one's own author's actions to solve various situational problems or lead successful communication in a foreign language environment. Communicative didactics is focused not just on the formation of knowledge, but rather on the formation of competencies. But if on the pages of Russian publications, where we talk about the competency-based model of education, all communicative competence comes down to the ability to independently obtain knowledge, i.e., comes down to working with text and information, foreign colleagues emphasize the idea that communication is not only the process of information exchange, i.e. a purely communicative approach, but also includes the process of social interaction, the interaction of people in joint



activities, i.e. it should be considered from the perspective of the event-activity approach. Already starting from the A1 survival level, not only fluency, range of speech, speech coherence, but the ability to interact with an interlocutor come into focus. The communicative model of education is thus undergoing great changes. The activity approach, interdisciplinarity, introduction and active use of electronic communications are coming to the fore. These accumulating changes mean the process of changing the educational paradigm, which is noted by many researchers. The new communicative model considers traditions and innovations at a new dialectical level; this is no longer a purely communicative, but also not a purely structural direction, but their dialectical unity, aimed at developing the competence of successful social interaction in a new communicative environment.

In relation to home reading, the emergence of a new communicative paradigm was marked by the appearance of new literature on home reading, created specifically for reading in German as a foreign language. Stories for every level of preparation and every taste. All books have audio accompaniment, which allows you to work on the basis of oral anticipation, listen to the normative sound of speech, and also get acquainted with the features of dialectal and emotionally charged speech. It stands out clearly from the background of well-known home reading courses, since it illustrates all the modern achievements of literary didactics. The books in this series will attract readers who are far from the problems of didactics due to their bright illustrations, interesting plot, and accessibility of the material. Together with the main characters, who find themselves in different life situations, we learn to cook German cuisine, master the basics of communication by phone, write letters to the main characters, fill out various kinds of documents: questionnaires, medical records, European protocols. All tasks are functional in nature. Since language proficiency levels A1 and A2 presuppose language proficiency at the survival level, then in terms of content this course prepares you for various kinds of life situations. After completing the entire course, the student will have to be able to make purchases in a store, describe the symptoms of his condition at a doctor's appointment, pass an interview, write a resume when applying for a job, fill out documents in the event of a traffic accident, buy or order online tickets for any type of transport and much more. And although this course was not created for professional study of the German language at a university, it can easily be used as individual reading for students or as an application to speech practice, since this course allows you to correlate texts with the topics of the main course: healthy lifestyle, visit to doctor, shopping, going to a cafe, pets, traveling, job search, rest and leisure, studying at a university, profession, relationships in the family and with work colleagues, partnership, etc.

In addition, each story contains additional texts on regional studies, so we additionally receive information about the German healthcare system, the history of the German automobile industry, the current situation on the labor market and much more, which, in principle, puts into practice the literary and regional studies approach to language learning. The authors of the course did not ignore the formal side of speech and prepared a number of lexical and grammatical exercises, the distinctive aspect of which is their contextual interconnectedness. The student is offered traditional exercises for substitution and transformation, but always at the level of a completed text or dialogue, which is fundamentally different from Western-style manuals.

In actual teaching practice, the course is very popular among students. The main thing that students note is the accessibility and quick assimilation of the material, the relevance of the information, and the absence of language difficulties that reduce interest in reading. Naturally, for university preparation, reading this kind of books will not be enough, since the student is faced with solving a number of complex problems related to mastering the linguistic side of speech, studying the historical features of the development of the German language and literature, practicing abstracting skills, as well as developing scientific research skills. Activities.

All these needs can be fully met by a home reading course. Thus, students master home reading as part of educational practice to acquire skills in research activities. During practice, students get acquainted with the writer's work, try to reveal the contradictory aspects of the biography, describe



autobiographical moments in the book, the era in which the story takes place, get acquainted with the realities described in the book: geographical names, national cuisine, customs and traditions of the inhabitants of one or another lands, hone their small group discussion skills, as well as their stagecraft by re-enacting the most dramatic moments in the book. For the test lesson, students prepare projects in which they present the results of their mini-research.

In conclusion, I would like to note that the role of home reading has not yet been fully studied. However, today we can note the high potential of the latter in teaching bachelors in the field of “Pedagogical Education,” since the home reading course solves a number of problems related to the main activities of the program: pedagogical, project, research and cultural-educational.

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