



COMMUNICATIVE APPROACH TO FOREIGN LANGUAGE TEACHING IN THE HIGHER EDUCATION

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ABSTRACT	KEYWORDS
This article is written about the fact that the meaning of the ideal translation should be clear and natural for the used receptor language forms, and will be devoted to this topic. The following article also provides information on the communicative approach and how it is used in teaching foreign languages.	translation, translation competence, lexicon, grammar, communication, communicative approach, analysis and analysis.

The target audience, unfamiliar with the initial text, easily understands it. The success of the translation is measured by how close it is to these ideals. Thus, the translation consists of studying the lexicon, grammatical structure, communication situation and cultural context of the source language text, analyzing it to determine its meaning, and then reconstructing that meaning using the corresponding lexicon and grammatical structure. information about the receptor language and its cultural context is also provided. Currently, in the formation of student translation competence in our society, teachers, using innovative technologies and ideas, in the process of teaching, first formulate fundamental knowledge of the language, and then gradually form the concept of translation in them and develop translation competence. Recently, the need for translation is also much greater than before. This in turn requires us to train mature specialists in our society, that is, translators.

When teaching foreign languages in the preparation of translators, teachers can also achieve high results by making students hear audio recordings of Chinese texts and by putting Chinese films on them.

Chinese scientist Dong Liu says that the following is necessary for the implementation of translation competence, namely:

1. How the translation belongs to sphere;
2. Knowledge and translation skills from which book to translate;
3. Know how to work with terminology;
4. It consists in knowing the special translation theory.

Written translation is used in scientific and technical texts, correspondence in the process of work, charters, contracts, conclusion of economic contracts, implementation of projections, courts, drawing up acts and writing examinations.

Simultaneous translation is used in participation in scientific and practical conferences and legacies through review written audio.

The term "approach" can be used in literature both in a broad sense and in a narrow sense. Speaking about the approach in the broad sense of the word, we mean three components of this concept:

Linguistic component - how we choose language tools for learning

Didactic component-what techniques and technologies we apply, how we organize the development of educational material.

Psycholinguistic foundations of teaching - what is the role of students and teachers, what is their relationship, what are the peculiarities of the perception of language material by students taken into account.

Communicative approach-the leading direction of this method is communication. Students apply their language skills and skills in conditions of communication with real foreign languages. Thanks to such opportunities, students can freely express their thoughts in a foreign language, using the knowledge and skills acquired earlier.

The communicative approach is characterized by:

Language learning is learning to communicate;

Language is created due to individual trial and error;

Communicative competence is the desired goal (the ability to effectively and correctly use the language system);

Teachers help students in a way that motivates them to work with the language;

Language is taught in context;

Attempts at communication are encouraged from the very beginning.

Therefore, we came to the following conclusion, that is, the communicative approach is associated with translation competence, in which the language is their weapon in order for students to communicate with representatives of different states, and communication is also necessary to be by students and the teaching teacher.

In the future, when preparing the necessary specialists for society, teachers like us need to teach foreign languages to students. This allows you to get acquainted not only for communication, but also with the culture of the language representatives of this people who are studying. In the process of globalization, this leads to the reproduction process of those who communicate in connection with the activities of human history. If the communicators know the language perfectly, they will fully understand each other and will not have any difficulties in the time they speak. When doing this, not only personality formation that is, the student also develops a culture of dialogue. When teaching foreign languages, methods of various methods are used. They change and update from year to year.

Hence, the purpose of showing these methods is that scientists can acquire excellent knowledge through these methods in the process of translating texts into writing and orally to students using methods in the formation of a foreign language into translation competence in the light of different methods.

In the process of teaching the foreign language, first of all, how it perceives the culture of representatives of other nationalities in its land.

Secondly, how the intellectual and psychophysiological mechanisms of the student work, to what extent the higher mental activity works it is very important.

Thirdly, - it teaches students to the culture of mutual dialogue, which is one of the most relevant concepts of the present time. When we give knowledge, we need to teach them not only their oral speech, but also their mental activity and the process of entering into communication.

In the 60s of the 20th century E.I.Passov developed a communicative method in the study of foreign languages. The communicative method of teaching foreign languages in it uses various modifications. The approach of the communicative method is much more important to draw up these programs and apply foreign languages in a colloquial style. In this we establish an acquaintance, hear news, we can express our opinion in relation to the speaker.

In this research work, we should know what the word competence itself means before giving a definition to the concept of translation competence. Therefore, we will dwell on what this word means. Summarizing many of the definitions given, we came to the following conclusion when expressing these concepts: "competence" is the effective application of chassis qualities and knowledge, skills and abilities in the process of functioning in a particular sphere, and "competence" is the ability that exists and arises for the implementation of a particular activity.

The concept of a "competent approach" became popular at the beginning of the XXI century in the process of discussions on the problems and ways of moderating education. A competent approach is the sum of the general principles of setting educational goals, the choice of the content of education, the organization of the educational process and the assessment of educational results.

In the definition of O.Permjakov, competence is understood as a description of a person's qualities that are generalized for activities in certain areas as a result of training a graduate of a professional educational institution. In his opinion, "competence-activity shows the ability of the subject, knowledge, skills and abilities in a holistic integral way, showing his readiness to perform functions within the framework of a particular type of activity".

In the process of economic and social transformations and Information development, new interactive methods have been created in the Republic of Uzbekistan to form translation competence in students currently. And in the preparation of new personnel, the training of personnel with this skill competence is one of the urgent problems. To achieve such a result, we rely on new technologies, methods and new methods of teaching in the learning process. Students in the world education process must have the following competencies:

1. Showing knowledge and skills for his homeland, relying on his own strength and knowledge;
2. Making decisions based on oneself;
3. Extensive use of technological and information knowledge;
4. Readiness for communication in the oral and written process;
5. Getting ready for future social cooperation;
6. To stand ready for self-development and achieve a rise.

In the training of future personnel and mature specialists, teachers today also rely on new interactive methods. Mature specialists need not only to know the language perfectly, besides, they also need to know the computer industry, conduct scientific and practical work and analyze it. That is why the teacher, in the process of working, teaches using his own pedagogical manuals and interactive methods. Since our state has chosen a democratic path, in students we are using interactive methods at the right time. But with these interactive methods seem easy, they are much more complicated and not so easy to apply. Therefore, in order for students to have such competencies, we need teachers to teach

them in the process of forming translation competencies using module technology and interactive methods.

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