# Communicative Competence and It Implication for Teaching and Learning

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*Abstract— At its most basic, competence is seen as a combination of language aptitudes an individual has for learning a foreign language. Such potential contributes to his/her attaining high levels of performance. This paper considers the following: the nature of communicative competence and some of its models; the importance of developing communicative competence among students; and the implications of communicative competence in English language teaching and learning.*

**Keywords—** Linguistics competence, Communicative competence, Models of communicative competence, English language teaching and learning.

## 1. INTRODUCTION

*Competence* - the ability to carry out a real, vital action and the qualification characteristics of an individual, taken at the time of his inclusion in the activity; since any action has two aspects - resource and productive, it is the development of competence that determines the transformation of a resource into a product.

Competence - the availability of knowledge, experience and skills necessary for effective activity in a given subject area.

Competence (Latin competens - suitable, appropriate, appropriate, capable, knowledgeable) is the quality of a person who has comprehensive knowledge in any field and whose opinion is therefore weighty, authoritative.

Competence - potential willingness to solve problems with knowledge of the matter; includes content (knowledge) and procedural (skill) components and assumes knowledge of the essence of the problem and the ability to solve it; constant updating of knowledge, possession of new information for the successful application of this knowledge in specific conditions, that is, possession of operational and mobile knowledge.

## 2. MAIN PART

*Competence is the possession of a certain competence*, that is, the knowledge and experience of one's own activity, which allow making objective judgments and making accurate decisions. (The definition was written by a person, perhaps with some competence, but without the necessary competence.) Sometimes there is competence without competencies, and all the time - competence is given to a person without competence.

*Competence in pedagogy* is the creative ability to carry out one or another type of activity (in this case, pedagogical), with the developing differentiation of scientific knowledge into branch scientific knowledge, the emphasis is on the teacher's successful preparation of students for self-realization.

Competence in the field of independent cognitive activity, based on the assimilation of methods of acquiring knowledge from various sources of information, including extracurricular ones (Cognitive sphere); Competence in the field of civil and social activities (fulfilling the roles of a citizen, voter, consumer) (Society); Competence in the field of social and labor activities (including the ability to analyze the situation on the labor market, assess their own professional capabilities, navigate the norms and ethics of relationships, self-organization skills); Competence in the domestic sphere (including aspects of one's own health, family life, etc.) (Family); Competence in the field of cultural and leisure activities (including the choice of ways and means of using free time, culturally and spiritually enriching a person) (Personality).

The languages as a subject was studied and is still being studied at school in three aspects: mastering the theory of language, developing spelling and punctuation skills and abilities, and developing speech culture. Traditionally, the priority is to study grammar, spelling and punctuation rules. It is the grammatical system that remains the main object of control during testing. The development of speech in the 11-year school goes in parallel with the main course and is perceived as an "appendage" to it.

But is it possible to dispute the fact that success in the life of every school graduate depends on whether he has the skills of correct, accurate and figuratively expressive speech? The shortcomings of the speech culture of the modern schoolchild are well known. Why is it falling so rapidly? Why are our students, with rare exceptions, not eloquent? Why do many of them not know how to build a performance, to prove their point of view? There are many questions, but the answer is one: because today lessons are aimed at teaching language, not speech. And these concepts, although inextricably linked, are not identical, they should not be confused. Speech training is teaching language proficiency in certain conditions of speech activity.

Introducing the concept of "competence", it is necessary to revise the content and ratio of the types of tasks, among which the

analysis and creation of texts of different types of speech and genres should take a worthy place.

The field of second and foreign language teaching and learning has been an issue of debate for a long time. Various theories and methods of language learning have been introduced. Grammar translation method occupied the field of foreign and second language teaching for many decades and is still of use today. The field has also been dominated by the behaviorist theory and the idea that language is nothing but a social behavior that can be learned as any other behavior through the process of habit formation; and many language drills have been designed for this purpose. Learners may share the same aim of learning a language which is 'being able to use it effectively'; but which ability is required for that? and how to achieve it? have been questions for both linguists and methodologists.

In relation to language study and language teaching, it is worthy of mention that Chomsky's views of linguistic competence paved the way for two major theoretical developments; communicative competence and communicative language teaching. Harmer, who has studied Chomsky's theories and how they influenced language teaching, asserts that "Language teaching has never adopted a methodology based on Chomsky's work. But the idea that language is not a set of habits has informed many teaching techniques and methodologies."[1]

With regard to this last argument, many scholars including. *Communicative language* competence can be considered as comprising several components: linguistic, sociolinguistic and pragmatic. Each of these components is postulated as comprising, in particular, knowledge and skills and know-how. Linguistic competences include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realisations.This component, considered here from the point of view of a given individual's communicative language competence, relates not only to the range and quality of knowledge (e.g. in terms of phonetic distinctions made or the extent and precision of vocabulary) but also to cognitive organisation and the way this knowledge is stored (e.g. the various associative networks in which the speaker places a lexical item) and to its accessibility (activation, recall and availability).

*Sociolinguistic competences* refer to the sociocultural conditions of language use.

Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence.

*Pragmatic competences* are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed.

To the question 'how often are we faced with students learning the English language who "know the grammar but just can't use the language"?', the answer is unfortunately very often if not always. Students studying English as a foreign language almost unanimously claim that the six or seven period of studying the language at school has been a total waste of time. They claim that the English language courses they have been introduced to do not equip them with the necessary tools that should enable them to take part in a two-way dialogue in English. They further claim that they often find themselves quite incapable of expressing their emotions, feelings, their agreement, disagreement, likes, dislikes, etc., in an English social context. They often identify their difficulty with English as 'not knowing enough words'. But the main problem, however, is that they don't know the right words to use in a sentence or utterance in order to be communicative. This is undoubtedly due to the fact that instead of acquiring ways of using the language in meaningful situations to produce meaningful acts of communication, they have mastered the formation rules of the language. In short, they have mastered the one, language usage, without the other, language use. Or according to Light communicative competence should achieve four main purposes: expressing wants and needs, developing social closeness, exchanging information, and fulfilling social etiquette routines.

From the above statements, it appears that students learning English as a foreign language are still being exposed to the problem of not being able to actually use the language in normal communicative settings in both the spoken and the written modes. This is surely a result of the deficiency of the traditional teaching and learning strategies being employed and which have dominated the teaching of English as a foreign language in many parts of the non-Anglophone world throughout the years. Widdowson argue that "the difficulties which students encounter arise not so much from a defective knowledge of the system of English but from unfamiliarity with English use and consequently their needs must be met by a course which develops a knowledge of how sentences are used in the performance of different communicative acts."[2]

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[1] Harmer, J. 1991. The Practice of English Language Teaching. Harlow: Longman. p. 33

[2] Widdowson, H.G. 1975. EST in theory and practice. An ETIC Occasional Paper. London: The English Teaching Information Centre

The purpose of the classroom teacher, however, does not simply imply arming his/her learners with tacit knowledge of language structures, but it also entails teaching them ways that enable them to use language in real life situations. That is, the teacher's interest should not just be in the fact that the learners get to know the language but that they get to know how to use it. Therefore, the teacher's concern ought to not be merely with linguistic competence but with what is termed communicative competence or the ability to use language in real communicative settings. This, of course, does not mean that language usage is to be forever stored in the dark corner of language teaching. Contrary, it should be made a 'stock' from which use is to be fed because we cannot achieve communicative competence by divorcing use from usage. Widdowson put it: "knowing a language is often taken to mean a knowledge of correct usage but this knowledge is of little utility on its own. It has to be complemented by a knowledge of appropriate use. A knowledge of use must of necessity include a knowledge of usage but the reverse is not the case." This work about the actual use of language in different social settings has led to the investigators of language to realize that communicative competence goes deeper than linguistic competence. This is true in the sense that communicative competence does not ignore the socio-cultural aspect of language but combines it with the knowledge of the formation rules of the language. Communicative competence is a further continuation of linguistic competence. It includes, in addition to the knowledge of language structures, the ability to use these in instances of social interaction appropriately in concrete situations. Language has always functioned and will always continue to function as a means of communication; a means of establishing and maintaining a contact, expressing oneself (attitudes, ideas, feelings) in different social situation. Based on the analysis of the research of scientists dealing with this problem, the essence, content and features of the formation of the communicative competence of future specialists of a technical higher educational institution are revealed. Currently, great attention is paid to the quality of education in the vocational training system. The quality of education is understood as the result of the educational process in a higher educational institution, the indicator of which is the professional competence of a graduate, determined by the level of formation of general cultural and professional competencies. Note that the successful adaptation of a student of a technical higher educational institution at an enterprise largely depends on them by a set of professional competencies acquired during their studies at a higher educational institution. In our opinion, one of the most necessary for the formation of the professional competence of a young specialist is the communicative competence. It is she who becomes a professionally significant characteristic of the personality, helping to build effective production relations at different levels.

*The Competency Model* is a set of competencies required to successfully complete a given job in a given organization. The competency model can include a wide variety of knowledge, abilities, skills and individual personality characteristics. The main requirement for them is that they must be described in the form of indicators of behavior.

The development of a Competence Model includes:

*1. Preparatory stage* (setting the goals and objectives of the project, planning the project, creating a team to collect and analyze information).

*2. Directly development* of the Competence Model.

selection of performance criteria;

determination of the criterion sample;

selection of a specific analysis technique;

collection of information;

analysis of information and design of the Competence Model;

checking the validity of the draft competency profile.

3. *Launching the model.*

Ways to develop a competency model or profile:

1. Interview to obtain behavioral examples

The behavioral example interview method helps identify the types of competencies required to perform well. By asking people to focus on the critical situations they face at work, data can be collected on the most important competencies. Interviewees tell vivid, concise stories about how they tackled the toughest, most important areas of their work while demonstrating the competencies needed to get the job done.

2. Working with a group of experts

The experts can be managers, top employees, or outside experts. A group of experts in the process of discussion determines the personal characteristics of employees necessary to perform work at the minimum acceptable and highest levels.

3. Libraries of competencies

The use of libraries of competency types ensures the collection of a large amount of data for statistical analysis in a short time. However, the data of such libraries and collections are limited, and therefore, when using them, competencies that were not included in the collection by its compilers are often overlooked. Libraries do not provide an opportunity to identify new types of competence or provide detailed information about the nuances of a type of competence. Libraries of competency types are often used as an auxiliary source of information that allows you to supplement the created competency profile with new types of competence that could not be fixed at other stages of the profile development.

4. The method of repertoire grids

The manager unites employees into groups according to any of the characteristics, which he himself defines as an important characteristic of the successful performance of work. Thus, qualities that are inherent only in high-performing employees are revealed.

5. Analysis of the work task

Employees or observers list in great detail each task, function or action that an employee performs while performing work. This method provides very detailed job descriptions that are useful for analyzing some of the competencies when developing a competency profile. For example, the specification of the terms of reference required for a job can be used to establish the cognitive skills required for the job.

6. Direct observation

Employees performing work tasks are monitored with written records of behavioral indicators that they demonstrate while performing these tasks. This is a good way to identify or test the competencies suggested by expert groups in reviews or interviews to obtain behavioral examples. However, this method is expensive and ineffective for the primary collection of behavioral examples.

## 3. CONCLUSION

In this paper, several models of communicative competence have been discussed. We have also talked about the place the notion of communicative competence holds in the successful design of instructional models and their application to language teaching. Numerous scholars have pushed, through their theoretical approaches, many of us foreign language teachers toward the goals of developing language learners' communicative competence. But helping students achieve such competence in the classroom, however, is not at all easy as it places high demands both on teachers and learners alike. Any language teaching should aim to help learners acquire a practical mastery of the target language to be used communicatively in social contexts. Continuous study and research are essential if we are to fully grasp the process of adopting language teaching approaches that take communicative competence as their starting point for any language instruction.

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