METHODS OF ENHANCING COMMUNICATIVE COMPETENCE IN EFL CLASSES

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Annotation: *Since communication is the main objective of language acquisition, communicative competence is essential for language learners. In order to improve students' communicative skills, teachers should be proficient in learning methodologies and learning models. As learning to communicate in a foreign language is one of the key skills that today's individuals need to develop in order to realize their full potential and advance in a rapidly changing world, some strategies for developing students' communicative competence when using communicative technology in English classes are discussed in the following article.*

Key words: *communicative competence, forming the communicative competence, communication, project-based learning, teaching the foreign languages, grammatical and pragmatic competence*

Students must start by comprehending the nature of language as a sign system utilized in communication when studying a foreign language. This implies that formal language proficiency (phonetics, vocabulary, and grammar) as well as language system proficiency should be practised during conversation. As a result, the communicative and cognitive approaches to foreign language study become prevalent in training. Generally speaking, a communicative approach is the application of a teaching strategy that focuses on teaching English as a communication tool in an ordered, methodical, and connected manner. The sequence of the training content's components according to the communicative approach is comprehensive and ideal. The cognitive approach to learning is a method that accounts for knowledge and personal psycho-physical traits on a global scale.

In 1966, Dell Hymes coined the term "communicative competence" in a speech he gave at a conference on "Developing the Language of the Disadvantaged Children." In 1972, he wrote a paper titled "On Communicative Competence," and it was reissued in 2001. Hymes has presented his idea in contrast to Chomsky's distinction between competence and performance, "communicative competence" for competence, according to Chomsky (1965), is "the ideal speaker-listener knowledge of his language" (p. 3). He contended the goal of linguistic theory is to describe the abstract capacities of the speaker and listener that he was able to come

up with grammatically sound statements" (p. 3). According to Hymes (1972), communicative in addition to grammatical proficiency, competency also refers to sociolinguistic proficiency. The author described communicative competence as "the tacit knowledge" of the language and "the ability to use" it, noting that "there are rules of use without which the rules of grammar would be useless" (Hymes, 2001, 60) it to facilitate conversation.

We conclude from the explanation above that Chomsky's definition of competence is equivalent to Hymes' model's grammatical or linguistic competence, which only represents a small portion of communicative competence.The ability to perform in a really communicative situation is how Savignon (1972) defined communicative competence (p. 8). This indicates that her understanding of communicative ability is similar to Hymes'. Since no one can function in real-world situations with just grammatical competence, she views communicative competence as the capacity for functioning in communicative settings. This is very different from Chomsky's (1965) definition of linguistic competence.

Communication competence is the use of language in social interactions without grammatical analysis, according to Terrel and Krashen (1983). Instead of placing a priority on grammatical competence, they related communicative competence to communication. Therefore, communicative communication demonstrates expertise. They stated that the main purpose of learning a language should be the improvement of communication abilities. They came to the conclusion that "language is best" when it is actively taught for conscious learning, but rather when it is used to carry messages. (1983:55; Terrell and Krashen).

The goal of communicative language instruction is to help students acquire language skills through relevant context-based interactions. This method of instruction offers genuine learning chances that go beyond memorization and repetition of isolated grammatical patterns. The ability of the learner to comprehend and use language effectively to communicate in actual (rather than simulated) social and academic settings is known as communicative competence, and it is a key component of the communicative approach to language instruction. In the competitive work environment of today, effective communication skills are crucial to success. Because English is the most frequently spoken language, it is necessary to assess students' English proficiency in order for them to compete for jobs with a global workforce. Therefore, historians must be able to communicate because they frequently give public lectures on their historical specialties. It is also crucial when they interview people to gather oral histories, advise with clients, or work together with coworkers in the workplace.   According to Brown (1994; Buens & Joyce 1997), speaking is characterized as an interactive process of creating meaning that involves the production, reception, and processing of

information. Therefore, the topic of how to teach a foreign language while keeping in mind the social and professional needs of our country's future professionals is still debatable today. Students in ESP classes are typically tense because they anticipate being exposed to many grammatical structures and a dense vocabulary that they will need to memorize. So it is important that the ESP teacher change this wrong perception and make them feel more comfortable.

Speaking techniques can be taught in a variety of engaging ways that are already being used in the classroom to encourage pupils. Among these, project-based learning is regarded as a progressive teaching strategy that satisfies the needs of the contemporary educational system and offers students an excellent chance to develop their language abilities. Because they work individually, they develop a sense of responsibility for their work as they complete the tasks. Additionally, it fosters kids' social development and increases their capacity for teamwork. If the teacher can find out how project work helps students enhance their language and collaborative skills, it can be implemented in ESP lessons quite well. According to Levine (2004), the most widely recognized benefit of project implementation is better language learning because students participate in intentional communication to accomplish authentic activities, giving them the opportunity to use language in a reasonably natural setting. Among the many advantages of project work, the involvement of teachers is crucial to its success.

Teachers can execute a variety of projects in their classrooms. Teachers should organize any offered work as tasks ahead of time. Text projects, survey projects, presentation role plays, and so forth are examples. Project-based learning incorporates the four language skills of speaking, listening, reading, and writing. For historical students, project-based learning can encourage them to read more. They must collect historical data from a variety of sources, including archives and literature. They should be able to assess the significance of historical knowledge. Terms, in particular, are difficult to remember or avoid forgetting while speaking. For these reasons, project work may be the most fascinating and productive method for students to spend their time.

The process of defining the phrase 'communicative competency' has been investigated in this study. It went over numerous meanings of the phrase in order to illustrate its significance in foreign language learning and instruction. 'Communicative competence' is defined here as understanding of language rules and communication skills. Language use, as well as the ability to use such information effectively and responsibly in real-life discussions. It is an important aim for foreign language acquisition, and its framework should be designed to incorporate several components of

Language skills include linguistic, sociolinguistic, pragmatic, strategic, and language macro abilities and others.

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