

Enhancing the Communicative Competence of Students at the English Classes

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Abstract: Given work shows the individually intelligent and practically realizable (and realized) system of communicative foreign education, as well as long years' experience of working at UzSWLU. Occurring today's changes in public relations, facilities of communications (using new information technology) require increasing the communicative competence of schoolchildren, improvements of their philological preparation so priority value has gained the study of English as a means of communication.

Keywords: content selection, communication, competence, communicative competence, components of communicative competence.

If in other subjects, when selecting content from the arsenal of science, they proceed from the implementation of general educational and educational tasks, then in a foreign language one has to proceed from a practical task - the ability to enter into communication. Therefore, general educational and upbringing tasks are subject to practical ones and are solved in the course of the implementation of an act of communicative competence at one level or another, that is, the ability to enter into intercultural communication. The entire learning process is subject to the main task - the formation of communicative competence.

Communicative competence is the readiness and ability to interact, verbal and non-verbal (facial expressions, body language), with other people.

Therefore, the basis of all methods of communicative training should be the ability to establish connections, find successful forms of communication in any language.

This can be difficult to do even when learning the native language, when the thoughts and actions of the participants in communication are clear to each other. A foreign language, in this regard, is more difficult to learn, since students do not always understand each other. Therefore, the main principle of communication-oriented learning is speech activity. But it is necessary to form and improve communicative competence in the aggregate of all its components, namely: speech competence - improvement of communicative skills in four main types of speech activity (speaking, listening, reading and writing); the ability to plan one's verbal and non-verbal behavior; language competence - systematization of previously studied material; development of skills in operating with language units for communicative purposes; sociocultural competence - increasing the volume of knowledge about the sociocultural specifics of English-speaking countries; compensatory competence - further development of the ability to get out of the situation in the conditions of a lack of language means when receiving and transmitting foreign language information; educational and cognitive competence - the development of general and special educational skills that allow improving learning activities in mastering the EL, satisfying cognitive interests in other areas of knowledge with its help.

Basic methods: Teaching methods, the result of which is always educational products created by students: an idea, a hypothesis, a text work, a picture, a hand-made article, a plan of one's classes, etc., are called heuristic.

The method of empathy (getting used to) means "feeling" a person into the state of another object, "settlement" of students in the studied objects of the surrounding world, an attempt to feel and know it from the inside.

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For example, get used to the essence of a tree, a cat, a cloud and other educational subjects. At the moment of getting used to, the student asks questions to the object-self, trying to perceive, understand, and see the answers on a sensual level. The thoughts, feelings, sensations that are born at the same time are the educational product of the student, which can then be expressed by him in oral, written, pictorial form.

Example:

- *Teacher:* Imagine yourself that you are ‘Tornado’. How can you describe yourself, what are your feelings? Name your adjectives, verbs, your favourite season, places you occur, your weather.
- *Student:* — I am Tornado. I am the most terrible of all storms. I am dangerous, violent, strong, cruel, noisy and destructive. I destroy houses, carry away cars and telephone boxes. I occur in the springs, throughout the world, but mostly in the United States, especially in the central states. I occur in the afternoon or in the early evening in a hot day. Large clouds appear in the sky. They become darker and darker. The sounds of thunder, bright flashes of lighting! I form a funnel and begin to twist. My funnel touches the ground, it picks up everything it can.
- The ‘Mind-Map’ method is a simple technique for recording thoughts, ideas, and conversations. Recording is fast, associative. The topic is in the center. First there is a word, an idea, a thought. There is a stream of ideas, their number is unlimited, they are all fixed, and we begin to write them down from the top left and finish at the bottom right.
- The method is an individual product of one person or one group. Expresses individual capabilities, creates space for the manifestation of creative abilities.
- Possibilities of using ‘Mind-Map’
- When systematizing, repeating the material; when working with text; when repeated at the beginning of the lesson; when introducing a topic; when collecting the necessary language material; under control.

The main ways to develop all components of communicative competence:

Education is carried out through the following types: communication games (communicative games);

1. Communication games (communicative games)

- picture gap (trainees have almost the same pictures, some pictures are different, and the differences need to be found with the help of questions without seeing the picture of the partner - matching tasks);
- text gap (schoolchildren have similar texts or fragments of the same text of one student, are missing in the text of another student, and the lack of information needs to be filled - jig-saw reading);
- knowledge gap (one student has information that another does not have, and it needs to be filled with complete-the-table tasks);
- Belief gap (trainees have different beliefs, but it is necessary to develop a common opinion); reasoning gap (schoolchildren have different evidence that is important to bring together and compare).

2. Communicative stimulations in role-plays and problem-solving (communicative stimulations)

- Role-playing games (assumes the presence of a certain number of characters, as well as a game problem situation in which the participants of the game act. Each participant during the game organizes his behavior depending on the behavior of partners and his communicative goal. The result of the game should be conflict resolution.)
- Disputes (represents one of the forms of a dispute as a verbal competition. This is an exchange of views on a subject in order to achieve unity of views on this subject. A prerequisite for discussion



is the presence of any controversial issue. The final solution to this issue is developed during discussion (for its successful conduct, participants must have knowledge of the subject of discussion, have their own opinion on this issue)

- Round tables (is an exchange of views on any issue, problem of interest to the participants in communication. Participating in a round table, the student speaks on his own behalf. The problems discussed at the round table can be very diverse: social, regional, moral -ethical Participation in the round table requires students to have a sufficiently high level of language proficiency and certain knowledge on the problem.)
- Sketches (this is a short scene played out according to a given problem situation with an indication of the characters, their social status, role behavior. In the form of sketches, small scenes can be played related to social spheres on the topics “Food”, “Shopping”, “The city and its sights

3. Socialization (free communication).

- line-up (students try to line up as quickly as possible in accordance with the proposed sign);
- strip-story (each student gets his own phrase and tries to quickly take the appropriate place in the “story”);
- smile (students come up to each other and exchange remarks with a mandatory smile);
- merry-go-round (schoolchildren form an outer and inner circle and, moving in a circle, exchange remarks);
- contact (participants approach each other and start a conversation);
- kind words (students say any nice words to the interlocutor);
- reflection (participants try to imagine what other schoolchildren think about them);
- listening (students listen carefully to the partner, nodding in agreement and expressing agreement with him)

In modern conditions, it is naive to believe that full-fledged communication is possible only on the basis of the ability to operate with linguistic material. For a successful communication process, it is necessary to have a general amount of knowledge that students receive by studying other subjects of the general education cycle. The Russian language, literature, history, geography, music, biology, physics are subjects whose content is to some extent reflected in the subject matter of the foreign language program. Knowledge of regional studies and the history of the language, obtained by students in the lessons of a foreign language, is applied, in turn, in the lessons of geography, history, and literature.

Conclusion

At present, education faces the difficult task of preparing a growing person for life in a multinational and linguistic environment, when it is necessary not only to develop one's own national language, but also to understand the uniqueness of other languages. Raising young people in the spirit of respect for all peoples, eradicating negative ideas about people of other nationalities is a task that requires appropriate training of teachers working in the field of education and upbringing of children.

At the present stage of the development of society, it has long become obvious that we cannot limit ourselves to the concept of “education” as a process of giving a mental and spiritual shape to a growing person. A holistic process of the formation and development of a personality, its acceptance of moral norms and mastery of communication is impossible without education. The education of communication is the same long process as the education of other human qualities. In the process of familiarization with different languages, in the process of acquiring communicative competence, both the teacher and the student go through several stages, the relationship between which is rather dialectical and complex. To such steps, in particular, we can include tolerance, understanding and acceptance of a foreign language, as well as ways of behaving in problematic communicative



situations, knowledge of grammar and vocabulary. The essence of competence is determined by the compliance with the requirements, established criteria and standards in the relevant areas of activity. Competence in language education is often associated with the concept of "communicative competence", which only partially reveals its essence.

The role of communication as an environment for the development of each individual is very great. An individual's education develops and grows in the course of the interaction of the individual with the languages of the community. The more diverse and wider the connections of the individual with the linguistic culture, the richer the prospects for its individual education. And the main role in organizing these relations for a long time belonged to schools and universities.

Unlike a separate skill or skill, which can be trained on its own, the development of competence requires the inclusion of the whole complex of abilities and skills at once.

The theoretically admissible mastering by students of the entire set of a huge palette of languages does not make them subjects of communication, despite the outward signs of education. The language is transmitted not in the process of passive assimilation of ready-made information, but in personal communication, that is, in communication with a person as a native speaker of a particular language.

Communicative competence is a characteristic of a person's personality, his ability, which is manifested in his behavior, activities, allowing him to resolve life situations (including communicative ones).

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