

Development of Communicative Competence of the Students of "Temurbeklar Maktabi" in English Classes Based on the Communicative Approach

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Annotation: The article reveals the factors in the development of communicative competence of students at the Temurbek School in English classes based on the communicative approach. In particular, the main aspects of the communicative approach and the stages of its implementation are highlighted. The main criteria for the development of communication skills of students at the Temurbek School in the education system using a communicative approach were also shown.

Keywords: communicative competence, communicative approach, teaching system, traditional method, communicative method, image gap, text gap, reasoning gap, belief gap, knowledge gap.

Today, the ability to communicate effectively, which we call communicative competence, has always been of interest to many scientists. In the field of linguistics, sociology, social psychology, pedagogy and other modern fields of knowledge, the theoretical study of interpersonal interactions and human communicative behavior is purposeful. However, a practical study of a person's speech readiness to perform social functions is also necessary. The concept of communicative competence developed in this direction, in our opinion, helps to connect socio-humanitarian knowledge with the formation and development of effective communication skills in all life processes of students, and therefore with their practical actions to perform social functions. Accordingly, the importance of scientific recommendations increases, which can be taken into account when implementing various educational reforms, in particular, during the transition of the education system to new state standards and in the training of future specialists.

Nowadays, with the rise of English as the language of international relations, learning foreign languages is becoming increasingly important among multicultural countries. As a result of the changes taking place in the republic, today the process of learning foreign languages is developing taking into account the needs of people and becoming a more specific practical and communicative direction. Preparing everyone to communicate in the target language is equivalent to preparing for intercultural communication. English is a common and popular language because it has the status of an international language (number of native speakers 4th place) [1]. There is still debate about which method of teaching English is the most effective and easiest to learn.

Of course, there are many ways to teach languages. Devi Gudepu notes that learning is not defined by any one method. In response to the growing needs of students, new teaching strategies, methods and techniques are being developed and implemented to help students acquire language skills. Each new approach is more advanced than the previous one and certainly has advantages. Studying these techniques allows us to understand why the teaching method cannot be complete in isolation [2].

It is known that when teaching English, two methods are mainly used:

- traditional method;
- communicative method.

The traditional method of teaching languages is relatively widespread and is a priority form of teaching in many countries. The traditional method is a method characterized by the fact that students usually spend a lot of time memorizing rules, modeling, memorizing words, translating, and the main focus is on learning grammatical rules. It is assumed that they cause some reduction in the ability to communicate.

As Devi told Gudepu, teaching languages in this way does not help students to use it in real life and they have to memorize the language only based on rules and formulas. Conscious teaching and practice of grammar and performing grammar exercises leads to positive results in exams, but does not develop communication skills in students [3]. According to G. Hu, this traditional method of grammatical translation cannot develop sufficient communicative competence (i.e., real communication does not develop the ability to use this language for its intended purpose) [4]. The traditional way of teaching grammar completely closes the door to learning and free communication.

It can be seen that fluency in a language is explained not only by knowledge of grammar, but also by the ability to use it during communication. According to D. Snow, students learn language more effectively when they actively interact with their teachers than when they passively accept what they say. It is only through experience that students become proficient language users[5]. Therefore, Shet language teachers should pay serious attention to activity-based exercises and encourage students to participate in activities so that they can apply their knowledge in everyday life. According to W. Littlewood, many aspects of a language are realized only through the natural process of communication of a person using this language [6]. As can be seen from the analyzed materials, teaching using the communicative method is considered more effective than the traditional method.

Based on the views of the above scholars, we believe that the benefits of the communicative approach are quite significant. In addition to engaging each student in the activity, a communicative approach maximizes the student's success in achieving positive outcomes. This proves that students' ability to communicate in the final exam is superior to the traditional method. This is one of the most successful approaches to awakening students' interest in learning English.

The use of a communicative approach in teaching is based on the involvement of students in solving current problems and issues. Students should be encouraged to use the language they are learning, even if they do not speak it very well. This prepares them to use English in a real communicative situation, in real life.

The communicative approach always puts learning at the center and all learning is centered around it. This means that the teacher must take into account the needs of the students, their interests and goals. This is the main value of the communicative approach for others: its assimilation is more important than dry rules and grammatical calculations.

It is necessary to develop the communicative competence of Temurbek School students in English by implementing a communicative approach in the following tasks. Including:

- 1) communication simulations in role-plays and problem-solving - sentence-picture - students are offered almost identical pictures, the differences must be found using questions without looking at the picture of another student;
- text gap (reading puzzle) - schoolchildren have similar texts or fragments of the same text, information from one student is missing in the text of another student and this deficiency must be filled;

- gap in knowledge (tasks to fill out a table) - one study contains information that is not in another, and it should be included in the table;
- sentence-belief - students share different opinions, but they need to develop one common opinion;
- reasoned proposal - students have different arguments, and they need to combine and compare them.

2) communicative simulations in role-playing games and problem solving (communicative simulations)

- role-playing games (a certain set of characters and the game in which these characters act are determined by the problem situation. The behavior of the participants is based on each other's behavior, as well as their communicative goal. The conflict resolution game becomes the result of yin).
- disputes (are one of the types of discussion as a verbal competition. An exchange of opinions occurs on any issue. There must be some controversial issue. Also, the participants must understand the topic of the discussion, and also have their own opinion on this issue. be).
- round table – a student participating in a round table expresses his opinion. These problems or issues can be discussed in different ways: local history, social, ethnoethical. In order for schoolchildren to participate in a round table discussion, they must have a sufficiently high level of language proficiency, as well as have sufficient knowledge of the issue being discussed).
- sketches - personal scenes played out from a specific problem situation, they show the characters, their role and social position. Short sketches can be performed in sketch format, for example, on social and everyday topics.

3) socialization (free communication)

- line-up – according to the sign, students try to line up as quickly as possible;
- strip-story - each reader is given a written phrase and tries to take his place in the overall narrative as soon as possible;
- smile – schoolchildren come up to each other and exchange opinions, always smiling;
- merry-go-round – create two circles, external and internal, and students move in different directions along these circles and exchange ideas;
- contact – students approach different interlocutors and try to start a dialogue;
- kind words – students come up to each other and say any kind words;
- reflection – some students try to guess what others think about them;
- listening – students listen carefully to the interlocutor, agree and thus show solidarity.

One of the leading roles in the development of communicative competence belongs to the communicative method. When choosing tasks, priority should be given to communicative tasks (role-playing games, debates, round tables, etc.).

In short, the communicative situations created with the help of these tasks create conditions that are as close as possible to the natural conditions of interaction in English, developing in students the ability to think critically and think independently.

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