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METHODOLOGY OF FORMATION OF COMMUNICATIVE COMPETENCE OF ELEMENTARY SCHOOL STUDENTS BASED ON MODERN APPROACHES

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ABSTRACT

This study focuses on the scientific-theoretical foundations underlying the development of communicative competence in elementary school students, drawing on modern approaches to education. The research explores the key principles and strategies that contribute to enhancing students' communication skills and fostering effective communication in educational settings. By examining the theoretical framework and practical implications of this topic, the study aims to provide insights into how educators can support the development of communicative competence among elementary school students.

KEYWORDS

Scientific-theoretical foundations, Communicative competence, Elementary school students, Modern approaches to education, Communication skills, Effective communication, Theoretical framework, Practical implications, Educators, Development of communicative competence.

INTRODUCTION

In today's fast-paced global landscape, effective communication is the foundation of success and permeates every aspect of human interaction. Now more than ever, the ability to express thoughts, ideas,

and feelings clearly and convincingly is essential to navigating an increasingly interconnected world. In the field of education, the importance of developing communicative literacy in elementary school students

cannot be ignored. As young learners begin their educational journey, they need to develop the basic skills they need to communicate effectively with their peers, teachers and the wider community. Communicative literacy involves more than just knowing a language; it involves the ability to understand, interpret and produce meaning in different social and cultural contexts. This involves not only mastering language structures and conventions, but also strategically deploying communicative strategies to achieve desired outcomes. From participating in classroom discussions to collaborating on group projects, elementary students rely on their communication skills to manage academic tasks and social interactions. In such conditions, it is necessary to study the scientific-theoretical foundations of the formation of communicative literacy in elementary school students. By exploring the rich tapestry of research and scholarship in fields such as linguistics, psychology, and education, we can uncover the underlying principles that underpin effective communication. Based on empirical evidence and theoretical frameworks, contemporary approaches to communicative literacy education offer educators a roadmap for developing young learners' communication skills in fun and meaningful ways. In addition, we try to go beyond theoretical abstraction by exploring real examples of communicative literacy teaching through in-depth case studies. By revealing the practical application of modern pedagogical

approaches, we hope to provide teachers with practical insights and best practices for developing communication skills in elementary school students. Ultimately, our goal is to equip teachers with the knowledge and tools they need to produce confident and skilled communicators ready to thrive in the complex and interconnected world of the 21st century.

METHODS SECTION

An Interdisciplinary Perspective: Our research on the development of communicative literacy in elementary school students begins by integrating insights from different academic disciplines. Drawing from linguistics, psychology, education, and related fields, we synthesize theoretical frameworks and empirical research to fully understand the multifaceted nature of communication skill acquisition. By adopting an interdisciplinary perspective, we aim to uncover the underlying cognitive, linguistic, and sociocultural factors that contribute to communicative competence.

Literature review: A systematic review of existing literature forms the basis of our methodological approach. By carefully examining peer-reviewed articles, books, and academic journals in the field of communicative literacy education, we identify important work and emerging trends. By synthesizing findings from various sources, we aim to create a solid theoretical framework for analyzing contemporary approaches to the development of communication

skills in elementary school students. Complementing our theoretical inquiry, we conduct in-depth case studies to explore the practical application of contemporary approaches to teaching communicative literacy. By studying real-life examples of classroom practices and educational activities, we seek to determine the effectiveness of various pedagogical strategies in developing communication skills among young students. Through interviews, observations, and document analysis, we aim to uncover insights into the contextual factors that influence the implementation and outcomes of communicative literacy initiatives in primary school settings.

DISCUSSION SECTION

Constructivist Learning Theory: Central to constructivist theory is the belief that learners actively construct their knowledge through social interaction and cognitive engagement. By creating an environment that promotes collaboration and communication, teachers can help elementary school students develop communication skills. Through activities such as group discussions, cooperative learning tasks, and brainstorming, students have the opportunity to express themselves, discuss meaning, and build common understandings. In addition, by providing learning experiences appropriate to students' current levels of understanding, teachers can ensure that communication tasks are appropriately challenging yet attainable, which instills in students a

sense of competence and autonomy. can develop. **Technology integration:** Technology integration offers unique opportunities to improve the communicative literacy of elementary school students. Digital tools such as interactive whiteboards, educational software, and online platforms can facilitate classroom participation, collaboration, and authentic communication. For example, video conferencing communication platforms allow students to connect with peers from different cultural backgrounds, create opportunities for intercultural communication and global cooperation. Similarly, digital storytelling tools allow students to create multimedia presentations combining text, images, and audio, fostering creativity and self-expression. By using technology as a pedagogical tool, teachers can improve communication literacy and prepare students for the digital communication landscape of the 21st century.

Constructivist learning theory: Based on the belief that learners actively construct their knowledge through social interaction, constructivist approaches provide valuable insights into the development of communicative literacy. By engaging students in cooperative learning activities and encouraging peer interaction, teachers can create an environment conducive to the development of communication skills.

RESULTS SECTION

Improving language skills: Empirical evidence shows that the use of modern communicative approaches leads to significant improvements in students' skills in all language domains, including listening, speaking, reading and writing. Increase motivation: By including engaging activities and authentic tasks in communicative literacy teaching, teachers can increase students' intrinsic motivation, which leads to greater enthusiasm and participation in learning activities. Enhanced socio-pragmatic skills: Through exposure to a variety of communicative contexts and interactions, students develop a nuanced understanding of the social and cultural norms that govern communication. This high level of socio-pragmatic awareness equips them with the skills necessary to function in a variety of social settings and communicate effectively with others.

Language Enhancement: The introduction of modern communicative approaches has been shown to significantly improve students' language proficiency in all language domains. Studies have shown that students who engage in communicative activities make greater gains in listening, speaking, reading, and writing than those who receive traditional grammar-based instruction.

Increased motivation: Engaging in authentic communication tasks has been found to increase students' intrinsic motivation and enthusiasm for language learning. Communicative activities create

opportunities for meaningful interaction and personal expression, affect students' intrinsic interests and develop a sense of ownership of their learning process.

CONCLUSION

In conclusion, effective communication skills are indispensable for success in the 21st century, making the development of communicative literacy among elementary school students an important educational goal. By adopting modern approaches based on scientific and theoretical principles, teachers can train students to become confident and competent communicators adapted to the challenges of an increasingly interconnected world. Through constructive pedagogy, communicative language instruction, and technology integration, we can create the foundation for developing the lifelong communication skills necessary for personal, academic, and professional success.

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