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## THE ESSENCE OF THE METHODS OF CHECKING THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN TEMURBEKLAR SCHOOL STUDENTS IN ENGLISH LANGUAGE TEACHING

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### ABSTRACT

The article is dedicated to the theoretical foundations of the organization of scientific research on the development of communicative competence in the students of "Temurbek school" in teaching English. It is also aimed at revealing the content of a number of pedagogical conditions that serve to check the development of communicative competence in the students of "Temurbek School".

### KEYWORDS

Communication, competence, communicative competence, developmental, differentiation, integration, cognitive-search, spiritual-ethical values, complex, approach, linguistic, speech, discursive, informative, sociolinguistic, strategic.

### INTRODUCTION

As a result of the analysis of the psychological-pedagogical foundations of the formation of communicative competence, it is appropriate to distinguish a number of didactic conditions under which teaching English serves to develop all components of communicative competence and increase its level. Including:

I. Training should be carried out taking into account educational, practical, developmental and educational goals.

The educational goal of teaching English is to expand students' worldview, to learn about the culture, customs, religion and history of another country, that is, to make students gain language and cultural

knowledge through the use of culture and intercultural communication, and to familiarize them with the English language.

Realization of the practical goal of teaching English, that is, the ability to communicate in English, requires students to acquire all types of speech activities, as well as a number of general educational skills.

The developmental goal of teaching English is the comprehensive development of the student's personality, that is, the formation of his worldview, value directions, feelings and emotions, all mental functions: memory, thinking, imagination, social-cultural and communicative development of students, development of intellectual and cognitive abilities of students and revealing their creative potential, striving for self-improvement and self-education, etc. Communication-oriented teaching of English involves creating positive conditions for the active and free development of the student's personality, as students have the opportunity to freely express their thoughts without fear of making mistakes in the process of communication.

Students of the upper class, determined in all aspects of life, actively participate in social activities, their moral values are formed. The cultural component in teaching English is a tool for the development of students' spiritual and moral values, because it is culture in all its forms that helps to form a well-rounded personality. English serves as a means of introducing students to the spiritual culture of another nation. Accordingly, it is necessary to make wide use of its educational opportunities.

The main goal of teaching English, as we mentioned above, is the formation of communicative competence. A comprehensive approach aimed at the formation of components of communicative

competence provides linguistic, speech, discursive, informative, sociolinguistic and strategic support for the realization of this goal.

The formation of students' communicative competence includes the formation of appropriate language skills (phonetic, lexical, grammatical, speech, listening, reading and writing). The level of formation of communicative competence is characterized by a set of skills in all types of speech activity. When teaching high school students all kinds of speech activities, they should be based on prioritizing the problems of career guidance, intercultural communication and self-determination. It is necessary to take into account the psychological, age and individual characteristics of high school students.

Listening teaching in Temurbek school students can be based on real and educational-analytical materials that include different situations from the life of native speakers, and the compulsion in this communication-oriented teaching can become important. For students of Temurbek school, listening includes the following types of work: working with audio text (dialogue, interview, story, conversation, etc.); to better understand the content, first listen to the whole text, and then divide the text into several parts; answer questions, discuss the text; listen and read the whole text again; play several educational and speech situations using phrases from the read text; reflects on what has been heard, each student expresses his opinion.

It is very important to create an appropriate environment in the learning process for a more complete understanding of English speech by students. That is, the use of visual materials is mandatory. It also requires the right combination of equipment. In all linguistic aspects, it is most effective

to teach listening at an advanced level with specific language skills.

Learning and teaching the English language of students of Temurbek school has the following goals:

- formation of reading skills as a type of speech activity, development of the ability to find and extract necessary information from texts of various genres (public, socio-political, artistic), formation of independent work skills; understand the content of the read material;

- through students' assimilation of new knowledge.- the educational goal manifested in the formation of students' aesthetic sense (expressive reading), intercultural competence, tolerance of foreign culture and language; broaden your horizons.

In the process of studying through the English language, the transfer of intellectual and life experience, the formation of the mind of students, the ability to act in someone else's information field is carried out. Focuses on correct and complete reading at an advanced stage of teaching reading.

In the process of teaching students of the Temurbek school, working with the text includes not standard assignments, but creative work, that is, students should justify their answers more, give examples not only from the text, but also from their personal experiences and argue. S.K. Folomkina defines the types of reading, such as learning, accessing, viewing and searching, depending on the communicative tasks of the student. The most effective at the senior stage, in our opinion, is learning to read, because solving the problems that arise in the process of this type of reading requires the perception of the text in the event aspect [5].

M.N. Kozhina rightly states that the entire text "cannot be understood (and studied) outside of its semantic, content side, not taking into account a number of its communicative parameters (cannot be taken for granted): intention, understanding, purpose, communication, knowledge of communicators base, topic of speech, addressee, etc., and on the surface level - includes the principles and methods of text organization, composition, text placement conditioned by specified and other extralinguistic factors. Thus, learning to read implies a discursive approach to understanding the text, helps to form communication skills [3].

In the modern world, written and spoken communication is of great practical importance (internet, e-mail, filling out questionnaires, writing an application, writing an autobiography, business letters). The whole set of exercises should be based on the principle of communicative direction, the purpose of which is to form elementary writing skills. That is, it is necessary to move from oral speech to writing. It is advisable to use the following types of speech exercises: picture description; come up with the beginning or end of the story; creating and writing dialogues on various topics; presenting the main content of the text in written form; write an essay on a given topic; write different types of letters; a written statement of your opinion on the read text or the discussed issue (summary); dictations; preparation of study notes and others.

The writer first imagines or perceives (in ear recording) the sound sets to be corrected. It then correlates them with the corresponding graphemes. When creating a written statement based on a printed text, the work begins with the perception of graphemes, after which they are associated with the corresponding phonemes [1].

### III. The ratio of grammar, lesson and speech material.

Normative functioning of speech is impossible without knowing the grammatical norms of the language, because grammar constitutes the entire speech process. Without the help of grammar, it is impossible to form a sentence correctly, to express your opinion, therefore, grammar is of great practical importance. The correct ratio of grammatical, lexical and speech minimum is necessary in the process of teaching English, because an excessively high minimum of grammatical or lexical material can lead to problems in speech. When teaching grammar, it is necessary to focus on the events that are most often used in speech.

### IV. The combination of different forms of work (frontal, collective, individual, independent) and the inclusion of educational and speech situations in them.

The rational combination of different forms of work activates the mental activity of students, their individual abilities are revealed, and independence develops. The combination of frontal and collective forms of work helps to build students' communication skills, and individual work should be used when students have difficulties in understanding grammar.

V. The use of various teaching methods, in particular, interactive methods, such as practical work, debates, role-playing games, etc., the main purpose of which is the practice of communicating in English. The use of these methods allows students to fully express their creativity and activity. Creating an environment of interaction in the classroom, that is, interactivity, is a necessary condition for communication-oriented education. During the use of interactive teaching methods (dialogue games, cases, etc.), all types of speech activities (speaking, listening, reading and writing) are activated. This is an important condition for the formation of communication skills in English.

Interactive forms of learning in English language teaching include the creation of specific learning and speaking situations, including the creation of certain reference "frames" in which students can freely exchange ideas and speak English with each other and with the teacher. Learners find themselves in real-world environments that require oral communication. Live use of vocabulary in class is more effective than memorizing it. The use of interactive methods in English lessons creates the prerequisites for the natural integration of students' communicative skills into all types of speech activities, which in turn serves the effective cooperation of students in and outside the classroom. The emotional richness of learning using interactive methods also has a positive effect on students' perception of English vocabulary.

### VI. Taking into account all components of communicative competence for a more effective perception of English speech by students.

Communicative competence, as we said above, includes the following components: linguistic, speech, discursive, strategic, socio-cultural and sociolinguistic competence. Each of the components of communicative competence is an important component of it. The formation of communicative competence is characterized by the sequential formation of all its components, which is aimed at the entire process of communication-oriented education.

### VII. Students' motivational-valuable attitude towards learning English is one of the important conditions of communicatively oriented teaching.

Understanding the importance of using English as a tool of intercultural communication today creates a stable internal motivation in students to learn it. Knowing English leads to a deeper understanding of



another national culture, which in turn expands the boundaries of intercultural communication.

It is necessary to take into account the specific features of the formation of the motivational-valuable attitude of students of the Temurbek school to the educational activity, because high positive motivation plays an important role in the process of learning English. The use of information technology (presentations), interactive methods, creating a comfortable emotional environment in the lesson is a condition for increasing the enthusiasm of students. Lessons should be meaningful, rich in various educational materials.

VIII. Periodic monitoring and evaluation of students' level of communication competence formation.

Supervision as a component of the entire educational process is an important step in the acquisition of skills and competencies of students. In communication-oriented education, control should be carried out taking into account how successfully students solve communication problems, that is, it is not appropriate to pay too much attention to the number of mistakes they make during language learning. Supervision should be teaching, that is, in this process, students are involved in speaking activities.

Distinguish between individual, frontal, group and paired types of control, the choice of which depends on the object of investigation (one or another type of speech activity). Control can also be initial, thematic, current or final. In addition, there are various control methods, such as verbal and written control, machine control, self-control. In the implementation of control, it is necessary to follow the principles of visibility, systematicity, convenience and consistency. Each type of speech activity corresponds to certain indicators of skill formation. As a means of monitoring communication skills, the test is the most suitable,

because it allows testing and checking a large number of students in a short time. Communicative orientation tests can be informative (with a choice of answers), the purpose of which is to determine the level of formation of skills such as understanding, evaluating, acquiring, processing information, and you can also use oral communication tests (interviews). The above pedagogical conditions are a complex model of its own, consisting of several components, and the whole process of education and knowledge is characterized by a systematic approach.

As we can see, the whole process of communication-oriented education is based on a number of principles: the principle of communicative orientation, the principle of differentiation and integration, the principle of interaction, the principle of innovation and the principle of oral promotion.

The principle of communicative direction includes creation of necessary conditions for communication, careful selection of language material, educational process, lesson organization; implies the formation of a person who can actively participate in intercultural communication.

The principle of differentiation and integration implies both demarcation and close interaction of different aspects of language in the process of formation of all types of speech activity;

The principle of interactivity implies close interaction of students with each other.

The principle of novelty lies in the constant updating of all elements of the lesson: the content of educational materials, the use of different non-monotonous forms of lessons, etc.

The principle of verbal development is the ability to organize the teaching of the English language in such a

way that the acquisition of lexical units is presented first verbally, and then visually, in which all types of analyzers participate: motor-graphic, visual, speech-motor. and hearing [2], [4].

The proposed system of principles included in the scheme of formation of communicative competence of students of Temurbek school allows teachers to implement the goals and tasks of communicatively oriented teaching of English more effectively and purposefully. The use of these principles makes it possible to actualize aspects of educational and cognitive activities that help to form the communicative competence of students of Temurbek school.

The practical direction of formation of communicative competence of students of Temurbek school includes involving them in active communicative activities. The students of Temurbek school will have the opportunity to apply their knowledge in practice, that is, to participate in various competitions and Olympiads in English:

Therefore, the formation of communicative competence through the pedagogical conditions offered by us is a symbol of the transition to a qualitatively new stage in the teaching of the English language.

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