

Berdaq nomidagi qoraqalpoq davlat universiteti “Ingliz tili va adabiyoti” kafedrası, PhD, dotsent Uteshova Zerne Hurmetuulaeva taqrizi ostida

**Karlibayeva Alfiya Yermekbayevna
Berdaq nomidagi qoraqalpoq davlat universiteti
13.00.02-“Ta'lim va tarbiya nazariyasi va metodikasi” (sohalar bo'yicha) ixtisosligi PhD
tayanch doktoranti
Telefon raqami: +998907244380
email: alfiyakarlibaeva@gmail.com**

INGLIZ TILIDA O‘QUVCHILARNING KOMMUNIKATIV KOMPETENSIYASINI RIVOJLANTIRISH METODIKASINI TAKKOMILASHTIRISH

Annotatsiya: Ushbu maqolada zamonaviy usullar talabalarga fanda ustunlik qilish uchun zarur bo'lgan asosiy bilim va ko'nikmalarni egallashda yordam berishda muhim rol o'ynaydi.

Kalit so'zlar: Kommunikativ kompetentsiya, texnologiya, zamonaviy, bilim, ko'nikma, malaka, qobiliyat, samaradorlik, madaniyatlararo, ijtimoiy-siyosiy, millatlararo, madaniyatlararo muloqot.

СОВЕРШЕНСТВОВАНИЕ МЕТОДИКИ РАЗВИТИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ УЧАЩИХСЯ НА АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация: В этой статье исследуется решающая роль, которую современные методы играют в оказании помощи студентам в приобретении фундаментальных знаний и способностей, необходимых для достижения успеха в науке.

Ключевые слова: Коммуникативная компетентность, технология, современность, знание, умение, компетентность, способность, эффективность, межкультурная, общественно-политическая, межнациональная, межкультурная коммуникация.

IMPROVING THE METHODOLOGY OF DEVELOPING PUPILS' COMMUNICATIVE COMPETENCE IN ENGLISH

Annotation: This article explores the critical role that modern methods play in assisting students in acquiring the foundational knowledge and abilities required to excel in science.

Key words: Communicative competence, technology, modern, knowledge, skill, competence, ability, efficiency, intercultural, socio-political, interethnic, intercultural communication.

Uzbek society today is moving to a new stage of its development, flexibly entering a multicultural space in which various socio-political, interethnic, intercultural, and communication problems arise and intertwine. They become aggravated in the absence of a culture of communicative competence in various communities, in the process of their entry into intercultural dialogue at the global level.

Due to global changes in society, both in Uzbekistan and throughout the world, the role of a foreign language in the education system is changing, and from a simple academic subject it is turning into a leading element of the modern educational system.

One of the means of developing communicative competence is teaching a foreign language in the general education system. A foreign language is a discipline that contributes to the formation of a humanistic worldview and skills of intercultural interaction. Students, learning a foreign

language in the context of the culture that it embodies, learn to understand the world around them in all its diversity, discover it for themselves, learning in this case has the character of intercultural dialogue, students thus reach a new intercultural level, getting out of the linguistic framework of your language.

For high school students, a foreign language should become a reliable means of introducing them to scientific and technological progress, a means of satisfying cognitive interests. Therefore, in high school, the topic naturally expands and deepens through regional studies, general humanities, or technical material focused on the students' future speciality. Knowledge of foreign languages, in particular at least one of them, is an indispensable condition for a person's success in modern society. Knowledge of foreign languages contributes to the understanding of culture tours, customs, mentality of another people. It is easier for a person who speaks at least one foreign language to adapt to another society, which is important given the ever-expanding cultural and business ties in the modern world. Today, it is much easier to realize oneself professionally if you speak a foreign language, since employers prefer workers who already have the necessary knowledge, rather than those who need to be trained. The opportunity to experience another world while travelling and relaxing also increases when a person speaks a foreign language.

In the sphere of interpersonal relations in the dialogue of cultures, the English language, in particular, being today the language of international communication, plays an important role, which is due to the needs of social and working life and the informatization of society as a whole. By learning a foreign language, students overcome cultural and linguistic distances and reach a new level of intercultural development.

English, being one of the most popular in the world, is the international language of scientific and technological progress, knowing which you can feel extremely comfortable in any country in the world. Knowing English, a person can easily travel to different countries without fear of being without an interpreter, communicate without problems with his foreign business partners, make new acquaintances, work and study in educational institutions in absolutely any country in the world [1].

At the present stage, in the process of creating conditions for learning English, it becomes obvious that it is necessary to simultaneously develop communicative competence in students, that is, internal readiness and ability to compose verbal communication.

The most favourable for the formation of communicative competence, in our opinion, is such a subject area of education as "Foreign language". In connection with the above, in our study we consider such an area of the formation of communicative competence as teaching a foreign language.

Since the school is the main broadcasting core in society, it must prepare graduates capable of effective communication, i.e., mastering completely new social skills: being able to communicate with different categories of people, being able to work in a team, and motivating others. In connection with the above, the task of creating a motivated attitude to learning a foreign language with a clearly expressed communicative orientation becomes more acute. The communicative orientation of teaching has been the focus of attention in pedagogical and methodological sciences in recent decades.

The activity of students, various ways of involving them in all types of speech activities and intensive exercises in speaking, listening, reading and writing are a big plus in teaching foreign languages.

The main goal of teaching foreign languages in secondary schools is to develop students' abilities to use a foreign language as a tool in the dialogue between cultures and civilizations of the

modern world for a more flexible entry into the global cultural space. This goal involves the interconnected communicative and sociocultural development of students using a foreign language to prepare them for intercultural communication in various spheres of life.

Today, when the priority of education throughout the world is obvious to humanity, its quality can be improved through the close interaction of the culture-education-spirituality triad. Education received without cultural and spiritual values is useless and cannot be called cultural. Cultural education can be understood as the entire sphere of education, which is aimed at the cultural and spiritual values of a person [2:117].

In modern society, education is highly valued, and many people are trying to get it. Today, children in schools, colleges, etc. knowledge is given in abundance in various fields of science, technology, and culture. However, people do not experience inner peace, peace and happiness.

Modern education makes it possible for a person to become significant in the eyes of society and earn a livelihood. But it cannot teach a person how to get rid of bad inclinations and bad habits, nor does it provide knowledge on how to build harmonious relationships between people and nature [3:3].

In relation to a foreign language, the materials of the Council of Europe consider two types of competencies in the field of a foreign language: general competencies (General competences) and communicative language competence (Communicative language competence). General competencies include [4: 65-72]:

-ability to learn -existential competence -declarative knowledge -skills and know-how

Communicative language competence includes:

-linguistic component (linguistic component-lexical, phonological, syntactical knowledge and skills)

- sociolinguistic component (sociolinguistic component) - pragmatic component (knowledge, existential competence and skills and know how relating to the linguistic system and its sociolinguistic variation).

In modern schools, the process of developing students' communicative competence is not sufficiently coordinated, as a result of which contradictions arise between the real process of communication and artificially created situations.

Artificially implanted topics do not arouse interest among students learning process. In addition, the English grammar offered by the programs is presented in a normative version. And hence the insufficient naturalness of the statement, which is especially noticeable when expressing one's own thoughts, since the classical syntax comes into conflict with the real speech-thought processes of students, where the construction of a correct sentence becomes more important for the student than a personal statement, and "stamped" ones are used to express a simple idea » cumbersome phrases.

When teaching a foreign language outside the language environment, the communicative orientation must be created artificially - this is one of the problems in school. Inducing a need for speech activity in students during the lesson is a necessary condition for the entire process of teaching a foreign language. An obstacle to the implementation of this condition, as V.S. Korostelev rightly writes, is "the thematic organization of teaching foreign languages and the associated interpretation of the situation as a totality" [5:18]. Although the teacher tries to recreate a "natural" situation in the lesson, for example, going grocery shopping, the artificiality of this kind of situation is obvious, because the true value underlying the natural situation, being

transferred into the framework of the lesson, turns into a pseudo-value. Based on pseudo-value, pseudo-communication can arise.

To solve this problem, methodologists suggest using only such situations in lessons that are based on socially significant values (social, moral, ethical). Topics such as the role of friendship, attitudes towards theatre, music, etc. can be discussed and still maintain the naturalness of the situation anywhere: among friends, on the street, or in class. In addition, the discussion of such topics evokes in schoolchildren the need to express their opinion, prove and defend their point of view, i.e. a natural need to communicate in a foreign language.

Teaching children how to transfer their knowledge, skills, and abilities from mastering their native language to learning a foreign language is essential. However, it is also important to teach them about the culture of the country where the language is being studied, how to perform different types of tasks in all speech activities, and how to use study materials like textbooks, study guides, audio, and video. Finally, it should be possible for students to schedule their coursework in a foreign language. Thus, in order to achieve the objectives of communication, students must be taught logical teaching techniques, acquire a new language, and develop the skills necessary for its practical application. The following factors all weigh in on how pertinent our selected research question is.

REFERENCES:

1. Современные проблемы наукознания[Электронный ресурс] / Режим доступа: <http://perviydoc.ru/v5145/>[дата обращения: 12.02.2014]
2. Маллаев Д. М. Гуманизация общего и специального образования как фактор создания ценностно-ориентированной педагогической среды // Педагогическое образование и наука. 2014. -№ 8. - С. 117-120.
3. Мальцева О. А. Тренинг коммуникативных навыков. Тюмень: Изд-во ТГУ, 2011. - 16с.
4. Современные подходы к преподаванию иностранных языков. Информация из Совета Европы // Иностранные языки в школе. 2000- № 1. -С. 65-72.
5. Коростелёв В. С. Коммуникативность и псевдокоммуникативность // Иностранные языки в школе. 1991. - № 5. - С. 17-22.