



FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCE IN ENGLISH CLASSES

Almardanova Zulfiya Chorievna

Teacher, Tashkent State Technical university named after Islam Karimov

ANNOTATION

The article deals with some aspects of the formation of the communicative competence of students studying a foreign language in a non-linguistic university, using examples of the use of communicative methods of play, station learning, experience in the use of video materials and information technologies.

KEY WORDS: *communicative competence, English language, education, interactive methods, pedagogic skill.*

DISCUSSION

The objective need of a modern university is to find the best ways to organize the educational process. A modern specialist must be ready for full-fledged creative activity in the modern information society, which means that he must have not only a certain amount of knowledge, but also possess the skills and abilities that allow him to carry out work, as well as have experience in creative activity, be ready for interpersonal and intercultural cooperation both within his country and at the international level. Knowledge of a foreign language is a means by which a person gets the opportunity not only to enrich their general cultural level, their ability to think, create, but also the opportunity to evaluate someone else's thought and express their attitude to someone else's culture, someone else's creativity. That is why, among the various ways of teaching a foreign language in universities, currently preference is given to those methods that primarily have a developing potential.

In addition, it should be noted that in recent years there have been significant changes in the personal development of young people: modern students are more characterized by pragmatism of thoughts and actions, emancipation and independence. The modern university is experiencing the humanization of relations between students and teachers, which entails the need for the democratization of teaching activities. A dynamically developing society requires bright creative individuals who retain the ability to constantly self-knowledge and self-development.

It is the communicative approach in teaching a foreign language that makes it possible to reveal the

true cognitive capabilities of each student and, in accordance with this, make the educational process more diverse, interesting, and comfortable, which ultimately increases the effectiveness of teaching and the teacher's satisfaction with their own work. That is why the communicative-oriented approach in teaching a foreign language at a university is by far the most popular and priority.

There are various models and theories of communicative competence. However, most theories emphasize the need for personality-oriented developmental learning based on the conscious-communicative method. The set of components of the skills implemented in each specific case largely depends on the communicative situation. The conscious-communicative method involves not only a careful selection of communicative situations, but also their full awareness on the part of the trainees. Thus, the effect of learning is expressed not in the number of words learned, grammatical rules, but in professionally oriented personal development, and this is achieved only when the student realizes some of his life and professional experience, acquires something new for himself, moves to another higher level of understanding and evaluation of events.

It should be noted that the use of a conscious-communicative method of teaching inevitably entails a change in the role of the teacher, who becomes a consultant, adviser, organizing the course of events in the classroom and helping the student to find the way to master the necessary information. This is how a person-centered approach to learning is implemented, which helps to eliminate psychological barriers and create an environment that encourages creativity. Personal-oriented training helps the teacher to



activate the capabilities of each student, to create a psychological and pedagogical space that allows you to increase the success of teaching a gifted student, to build an individual development trajectory for a weak student, to help everyone adapt to the learning process.

The organization of a diverse learning environment in a foreign language class contributes not only to increasing the motivation of students, but also to creating an atmosphere of cooperation.

Among the modern pedagogical technologies used in the formation of the communicative competence of English language learners, the method of station learning deserves special attention. This method fully meets the main principles of personality-oriented learning and is, in our opinion, one of the most promising areas in the work of a modern university. The method of station training can be especially effective in the preparation and conduct of classes to consolidate the material passed, workshops, as well as classes to control the assimilation of new topics. At the preparatory stage, it is necessary to choose a topic that should correspond to the state programs. Depending on the purpose of the lesson, the teacher considers the complexity and volume of tasks - stations that students can perform both individually and in pairs or small groups.

Tasks at the stations can be very different: read an article and answer questions, insert the necessary v-time verb form into sentences, draw what is described in the proposed text, solve a crossword puzzle, etc. It is important to provide a station where students should demonstrate their speech skills, for example, to create a dialogue or speak on a specific topic. In this case, the teacher is at this station either as a listener or as a learning partner. In the process of preparing for such classes, the teacher usually prepares a list of answers-keys to tasks at the stations, which is necessary for self-control of students. During the lesson, students are given sheets of keys to the tasks that they performed at the stations. They check their answers with the correct ones and enter the points they have earned in the itinerary sheets.

The method of station training is almost universal in use, it can be used in teaching any subject, as well as used for conducting subject competitions, correspondence trips and other forms of creative activity of the teacher and students.

To implement the tasks of teaching communication in English, to increase motivation, interest in the subject, in our opinion, it is necessary to use a combination of various technologies, techniques and methods. The method of station training, along with other modern technologies, gives good practical results and deserves to be studied and applied.

Another practical way to form the communicative competence of English language

students at the university can be considered a well-known game method. The game at various stages of classes can be considered as a situational-variable exercise, where it is possible to repeat the speech pattern repeatedly in conditions as close as possible to real speech communication with its inherent characteristics-emotionality, spontaneity, purposefulness of speech influence. In addition to the communicative competence, the use of the game method in English classes helps to form the socio-cultural competence of students, as in the course of the game, students learn the culture, traditions and customs of another nation. As practice shows, the use of games in foreign language classes allows you to reveal more deeply the personal potential of each student, to influence the formation of certain personal qualities necessary for the successful socialization of future specialists.

The formation of the communicative competence of foreign language learners at the present stage is impossible without the use of multimedia tools, addressing the realities of the countries of the language being studied. With the help of film and video materials, it is necessary to draw the attention of language learners to gestures and facial expressions, which native speakers can sometimes supplement or replace speech actions. An interesting and useful practice in this area of the teacher's activity can be the development of classes using episodes from famous films, informational views, professionally oriented video stories.

Special attention, in our opinion, should be paid to the project activities of students, where students together with teachers could show their creative abilities in creating multimedia manuals "My family", "My hometown", "My future profession", etc. Student projects as a practical goal of teaching a foreign language at a specific stage provides the widest opportunities for the formation of students' communicative competence, as well as for the implementation of educational and educational tasks of the university.

Thus, as can be seen from the above, the most effective in the formation of the communicative competence of students of a foreign language at a university can be the use of the entire set of considered communicative methods and techniques. The formation of communicative competence allows students, in turn, to use the acquired knowledge in practice, which means to overcome another step on the way to self-realization and success.

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