

The Importance of Developing Students' Foreign Language Communication Skills

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Abstract:

Learning and communicating in a foreign language is increasingly necessary in today's world. To improve foreign language teaching efficacy, it's vital to align with international standards and implement new pedagogical technologies. Effective technologies are crucial for developing young people's ability to communicate freely in other languages. This article explores successful strategies for developing pupils' communication skills.

Keywords: Competence, communicative competence, linguistic competence, sociolinguistic competence, pragmatic competence.

The main purpose of teaching a foreign language in all areas of education in our republic is to develop the competencies of fluency in a foreign language in the course of scientific, daily and professional activities of students. The word competence, translated from English, "competence" means the ability to effectively put into practice the theoretical knowledge gained in a particular activity, to show high skills, abilities and abilities.

The term "competence" was first introduced into practice in the 60—70s of the XX century at the University of Massachusetts in the USA by Noam Chomsky as "language competence" and received the following definition: "Competence is a set of knowledge, skills and abilities aimed at activities in the process of using a language." According to some sources, in 1959-60, in White's works, "Competence—human life -was interpreted as an integral concept based on human motivation (motivation was reconstructed into the concept of competence)" [2]. Thus, in Europe, the term began to be used in the 1970s. The term communicative competence was introduced by researcher E.I. Litnevskaya puts forward the following definition of competence: "mastering all types of speech activity by elements of oral and written speech culture, basic skills and abilities of

using language in life spheres and communication situations at a given age" [2]. So, communicative competence includes the ability to communicate correctly in the process of communication, taking into account linguistic, socio-cultural norms, understanding its purpose and condition. Foreign language communicative competence refers to the ability to freely apply theoretically acquired knowledge, skills and abilities in practice, that is, in the process of communication. Communicative competence includes sociolinguistic competence, linguistic competence and pragmatic competence.

Sociolinguistic competence is the ability of a speaker to choose the desired language form, type of expression based on a specific situation. This competence presupposes the ability to correlate traditions, values and other national characteristics of the State whose language is being studied with the native language, including socio-cultural competence.

Linguistic competence is the idea of a language system, linguistic thinking, the ability to know language sections (phonetics, lexicology, phraseology, morphology, syntax, spelling) about the structure and functions of a language [6]. Pragmatic competence refers to the ability to get out of these situations when there is a misunderstanding in a specific communicative situation, to express oneself through apologies and punishments.

The development of students' communicative competence depends on many factors. To develop students' speech competence, it is necessary to have a high level of language proficiency, the ability to communicate fluently, and possess relevant knowledge, skills and abilities. The role of a teacher is of great importance in the process of forming this communication. The teacher will have to use the foreign language being studied when communicating with students during the lesson and explain to students that they should also use this language in the process of interaction. When developing communicative competence, a teacher should use effective methods that develop types of speech activity and give tasks that encourage students to communicate. E.N. Zaretskaya believes that communicative activity is a system of sequential actions carried out in a certain order, each of which is aimed at solving particular tasks and can be considered as a kind of "step" towards the goal appeals." [3].

When developing students' communicative competence, the following factors must be taken into account:

1. Aimed at developing students' communicative competence, it is necessary to identify their interests, needs and opportunities. Due to this, based on the interests of the students, it is possible to use effective teaching methods and achieve the intended goal faster.
2. The right methods, forms and ways of developing communication skills are to be able to choose directions. This helps students choose the right means of communication in various situations, be able to express their opinions clearly and develop free communication skills.

The development of speech competencies contributes to the development of the following skills in students:

- active participation in the communication process: through the development of speech competencies, students can freely and clearly express their thoughts, improve interaction in the communication process.
- flexibility: students learn to choose certain forms of speech in various socio-cultural relations to the foreign language culture being studied.
- problem solving: develop skills in choosing an alternative style of speech in various problematic situations, in case of misunderstanding.

Communication exercises can be divided into several types:

1. Communicative exercises aimed at the development of oral speech (text retell, retell a text or video sequence, comment on the situation under consideration, continue the text, etc.).
2. Communicative exercises aimed at the development of written speech (construction of text based on basic words, construction of text based on images, construction of text from mixed set sentences, etc.).
3. Independent tasks for students (a separate word and a word for correct pronunciation and reading, exercises in reading parts of the text, exercises for developing listening comprehension skills, etc.) [4].

To summarize, we can say that communicative competence is one of the most important competencies in the educational process of students. The formation of students' speech competence is achieved through the acquisition of free communication skills in the foreign language being studied, as well as through the choice and use of certain speech forms in various socio-cultural relations. The formation of students' communicative competence contributes to the establishment of dialogue, improvement of interaction, and the formation of socio-cultural relations. The development of communicative competence requires high skills and competence from the teacher. The use of effective forms and methods of teaching in the formation of speech competence further increases the ability to communicate freely.

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