
THE FORMATION OF COMMUNICATIVE COMPETENCIES IN THE NATIVE LANGUAGE LESSONS USING MODERN METHODS

Utemuratov Bayrambay Kulmuratovich

Candidate of Philological Sciences, docent. Docent of the Department
“The methods teaching preschool, primary and special education” of the
National Center for training pedagogical staff to the new methods of the
Republic of Karakalpakstan. The National Center for training pedagogical
staff to the new methods of the Republic of Karakalpakstan. 230105,
Nukus city, Ernazar Alakuz street 54, The Republic of Karakalpakstan,
The Republic of Uzbekistan,.

Phone: +99861-224-33-78, +99899-758-78-33

e-mail: bayram75@list.ru.fax: (61) 224-13-80

Abstract:	Keyword
The article is about the ways, tasks, work that is necessary to form communicative competencies among students of a comprehensive secondary school. The formation of moral norms in a situation of communicative interaction among schoolchildren is determined.	student, teacher, competence, conversation, communication, linguistics, method, skill, reflection.

Education aimed at the formation of competencies consists in the possibility of applying in practice the knowledge, skills and abilities acquired by students in personal, professional and social activities. Training based on the application of a competency-based approach forms the ability to take a free, active citizenship, correctly use media resources, information and communication technologies in one's work, consciously choose a profession, as well as the skills of healthy competition and general cultural competencies. The main task of teaching the native language is to teach students the correct speech and literate writing. Therefore, in order to expand the vocabulary of students in the classroom, it is necessary to effectively use modern methods. If such methods are not used, the objects they remember, different terms or phenomena occurring in nature, will not remain in memory. This, in turn, completely deprives students of the opportunity to master the subject.

A person must have the key competencies necessary to have an individual, social, economic and professional approach to his/her life and take his/her place in society, find solutions to possible problems, and most importantly, be competitive in his/her field, profession. In addition, in the process of mastering the subject of the native language, students develop individual competencies that are relevant for this area, depending on the specifics of the subject and its content.

Communicative competence is the key to successful student learning and is a personal change formed in the process of student development and contains a system of concepts, value attitudes, communicative universal actions, stability and experience of positive communicative activity. It is also important to introduce children to different ways of harmonizing their relationships.

Communicative competence is the ability to communicate, the ability to quickly and clearly establish business and friendly relations with people, to have a good understanding of communication and relationships, as well as the skills to apply knowledge in practice. Communicative competence and effectiveness of conversation: defined as conversation through language, the ability and actual readiness for a talking appropriate to the field of communication, its goals and the environment as a whole and includes the following:

- knowledge of language norms, the ability to use them functionally;
- language skills and abilities;
- personal communication skills: the choice of language norms appropriate to the situation, the experience of language communication, conversation and talking, taking into account who, when and for what purposes the conversation is being conducted.

Communicative competence: focus on quick and clear interaction; the desire to understand each other in a certain context; when establishing communication, focus not only on the question, but also on the conversation; have self-confidence more deeply penetrating into the situation; manage the situation, be ready for the initiative; complete satisfaction from communication, reducing the cost of nervous and mental energy during communication; the ability to establish effective relationships in situations involving different statuses and roles.

Communication is a complex process of establishing and developing contacts between people, generated by the needs of joint activities that people should jointly conduct entrepreneurial activities. It includes three processes: information exchange, interaction - the development of a behavioral strategy and perception - understanding a partner.

Requirements to the speech: Content of speech. Availability of information. Casual speaking style. Skillfully use gestures. Conviction and emotionality of the speaker are important. A moderate pace of speech, pauses are necessary. A good sense of humor is not an odd one. Constant eye contact with the audience. The final phrase should be related to the topic of the speech, be optimistic in spirit.

From the acquired skills the speaker ability are added. Speaker must be able to independently prepare a speech, present the material intelligibly and convincingly, answer questions from the audience, establish and maintain contact with the audience using technical means, visual aids, etc.,

It is useful to read aloud the text we like. Better yet, record ourselves on a tape recorder or on a video camera - then we can see the shortcomings of our image of a speaker. The result of work on the recitation of strangers or reading one's own oratorical speeches (future reports, speeches) will be developed breathing, a confident voice, the absence of fear of speaking and unnecessary focus on oneself. Classes in speech technique (pronunciation of

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tongue twisters) help to work out sounds, clear and precise pronunciation, speech tempo, intonation.

Regardless of the goals that were set before the lesson, it was important to create a friendly atmosphere in the classroom so that the students would work together, in pairs, and actively participate in competitions. In the process of work, it can be noted that those children who usually do not show themselves at school lessons, are not interested in anything and are silent, got involved in the work and participated in discussions with pleasure. All students learned to solve problems together. In the course of completing tasks, they developed thinking and emotions, memory and speech, attention, and developed cognitive abilities. In addition, students learned a lot of new things.

Speech skills can be defined based on the understanding of the language in the process of speaking. Speech skills are the ability of a native speaker to carry out speech activity. The definition is based on the model: language skills are the ability of a language learner to perform analytical operations with language units; normative skills - this is the ability of a native speaker to comply with the norms of all his/her levels in the process of speech activity, including spelling.

The modern method of teaching the Karakalpak language has studies that contain a holistic system of communicative skills that are formed with differentiated and interconnected teaching of students to all types of speech activity, united by understanding procedures. Without such procedures of understanding, communication cannot take place.

We can organize activities that arouse the interest of learners. Their goals are to teach determination, depending on the context, the correctness of the choice of decision making. Activate and enrich learners' vocabulary, develop intonational expressiveness of speech and teach to distinguish stylistic shades of words, develop communication skills, as well as the ability to formulate one's thoughts. The development of schoolchildren's language skills is studied as a theoretical basis. Linguistic competence forms the cognitive side of learners' ability to think freely. [S.Y.Igumnova 1-12]

The formation of moral norms in the situation of communicative interaction among schoolchildren is determined. In the process of educational work, class hours were held on various topics, for example, on the topic: "We live in peace and friendship."

The lesson is held in the form of a quiz. One of the stages was the reasoning "Can I or can't I?", in which the students discussed "What can I allow in friendship, and what exactly cannot be." The responses received were recorded in a table. This form of educational hours contributed to the diversity of traditional classroom hours and also caused activity even among those children who are inactive in everyday activities.

It is necessary to create opportunities and support for each student to choose his/her own way of learning. Materials must be provided according to the developmental level of the student. [R. Safarova and others 2-46].

Depending on the goals set for the events, it turned out to show the need and value of communication, as well as to contribute to the formation of children's ideas about what friendship is, what a true friend should be. The events contributed to the acquaintance and

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assimilation of moral norms, as well as norms of communication. In the classroom, we managed to create a friendly atmosphere and direct the communication of children in the right direction.

It is necessary to correct the communicative interactions of children in interpersonal communication. For this, a set of classes was developed and implemented, which took place in the form of training. The main goal is to increase the level of communicative competence of students.

Tasks:

1. Establishment and support of psychological contact in communication. Cognition of one's own abilities and limitations in interaction with other people.
2. Awareness and elimination of internal barriers and clamps that interfere with effective communication activities. Developing the ability to predict the behavior of another person. When forming an individual and a team, it is assumed that the individual and the team work together [Mavlonova R. et al. 3-22].

The lesson begins with the fact that the participants greet each other, then the main part of the lesson follows the topic, and at the end there is a debriefing. Basic methods and forms of work: games for different roles; warm-up exercises; modeling situations in exercises in pairs and groups; group discussions, disputes.

When working on the process of forming communicative competence, we were also guided by the following principles:

The principle of ecological compatibility. The main aspect is that what happens at the training should not harm or interfere with the free development of group members and leaders.

The principle of expediency. All exercises, games, tasks serve the realization of a single goal.

The principle of sequence. It is important that each subsequent task is based on the experience and feelings gained during the implementation of the previous ones, new resources are introduced into the learning process.

The principle of openness. The essence of this principle is to remain sincere in front of the group, to declare the goals and objectives of the training, if possible to answer honestly to the questions posed, to create conditions for unlocking the potential of each student.

The principle of certainty. The exercises are adapted to the reality in which the participants live and interact.

In the conditions of the educational process, the situation is set by the teacher. Thoughts are the subject of speech activity, which are expressed in connection with certain motives within a certain topic. The encouragement to speak can be both external (coming from another person) and internal (coming from the needs of the person himself). The situation itself may contain contradictions that will be resolved in the process of communicative interaction. Such a situation is called a problem.

During the period of beginning at school, many students develop important qualities that contribute to successful adaptation. The formation of students' abilities in educational

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activities determines the solution of many problems, which today is a very urgent task in working with students. The specificity of students is that their activities are controlled mainly by adults. Teachers determine what the child can do, how to complete tasks, obey the rules.

Secondly, the selected examples related to theoretical materials and narration should correspond to the level of knowledge and characteristics of students, meet the requirements of the standard of the literary language and increase the students' ability to educational and cognitive activity [A. Pirniyazova others 4-5]

Reflection in students should be the main factor in the forcing of communicative competence, then the student will be able to assess his/her position in accordance with the position and interests of the interlocutor. It is necessary that the student also has the ability to establish a connection with the interlocutor, analyze his/her messages, adequately respond to them, skillfully using both verbal and non-verbal means of communication.

Communicative competencies form a dichotomous act that makes up the system of the science of language: the communicative skills of the addressee are opposed to the communicative skills of the author. This opposition is neutralized in the linguistic personality, in some speech situations acting as the addressee of speech, in others - its producer. The effectiveness of the speech activity of a native speaker is directly dependent on the quality of the formation of both introsubjective and extrasubjective communicative skills, i.e. both the communicative skills of the addressee and the communicative skills of the author. Communicative competence, as one of the most important characteristics of a person, is manifested in the ability to listen and the ability of a person to verbal communication.

Thus, it became known that the organization of collective activities, included in the educational and extracurricular process, contributes to the formation of communicative competence among students.

And in the future the work on the formation of communicative competence in the classroom should be carried out in this direction. This allows uniting the class, developing their culture of communication and behavior. Each lesson held in the classroom is aimed at creativity, so further work can be directed to the development of creative potential in children. If in the future such work with students is carried out in the classroom, then the children will develop the skill of cultural communication and they will also be able to establish contact with both peers and adults.

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