

Efficiency Of Developing Communicative Competence In Teaching Foreign Languages Through Innovative Approaches

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Abstract. This article is devoted to develop foreign language communicative competence and reaching shared goals or stumbling over small misunderstandings can be determined by effective communication, creative approaches enhance both English and oral communication competences. A part from it, the article highlights the ability to communicate effectively and responsibly in a real-world context in order to impart knowledge, opinions, attitudes, or ideas to others is known as speaking ability of young learners.

Key words: efficiency, competence, approach, comprehension, education, to assess, innovative, communication, effective, proficiency, to evaluate, development

Introduction

Knowledge when contemporary pedagogical technology are used to organize the educational process. Additionally, there are multiple interconnected phases of learning pre-made information that include recall, remembering, reciting, and suppressing. Oral communication employs creative approaches to skill development and emphasizes the value of actively utilizing it throughout the process[1]. Additionally, the primary objective of using innovative methods is to let students think logically about the assigned topic while answering questions independently in order to assess themselves. Generally speaking, creative approaches develop both English and oral communication abilities. Utilizing a language in all three domains—reading, writing, and listening comprehension—is essential to language acquisition.

Literature Review

There are several ways of communicating language. One of the ways is speaking. It is the way that a language communicated orally. Speaking, indeed, is not the most determining way whether a communication goes as it is expected or not. People can also write to communicate the language[2]. Moreover, most people speak, they speak everyday. Therefore, the writer limits his study by carrying out a research on speaking, especially English speaking for real-life use. English speaking is very important to be mastered since it is worldwide used, in other words it is the language which is internationally used. As part of the international community, it is necessary to master English speaking for it plays important roles in the coming era where everything is going to be globalized[3].

Although becoming proficient in communication is difficult, it is crucial for both our personal and professional lives. Effective communication can mean the difference between reaching common objectives and tripping over minor miscommunications. While examining communication skills, provide answers to the following queries in this guide:

Which communication skills are necessary, what constitutes effective communication, how to communicate in the office, how to enhance your communication in the workplace, and why communication skills are vital are all covered[4]. To further demonstrate effective communication techniques, we have included instances of successful communication. The way that language is taught is influenced by how society and language are seen. We would become aware of the sociolinguistic text of the learners we are concerned with if we adopted a social view of language.

A controversial issue is whether second language learning follows rules which are similar to the regularities of first language acquisition and whether language teaching should be based on such 'natural' first language experience. From what has been said, it is clear that the concept of language teaching and the role of teacher are bound to be modified by changes in the other basic concepts[5]. However, the views of teaching are not only shaped by current concepts of learning, language, and society, important though these concepts may be. Speaking is a useful skill that involves making coherent vocalizations to convey meaning (Levis, 2018). Furthermore, speaking is a productive ability with a wide range of components. Speak simply involves making the right sounds, choosing the right words, and comprehending structures[6]. Based on the

definitions given above, the researcher concludes that speaking is the act of conveying information to others, including knowledge, interest, attitude, opinion, or concept.

When we discuss between languages and thought it comes to their mother tongues, foreigners are just as knowledgeable about human communication as we are. The interpretation of utterances. It is understood that cultural distinctions in behavior are mirrored in language[7]. Even though the majority of utterances will remain valuable across linguistic boundaries (if translated accurately), there will be issues in certain, limited situations. Languages operate as requests.

For example, in certain languages, a simple unmarked statement like "There's a window open" cannot be interpreted as a request because all requests are marked as such (perhaps by a unique particle or intonation pattern). If they are to comprehend or communicate effectively, speakers of these languages who learn English (as well as English-speaking students of these languages) will require contrastive knowledge regarding this specific point. Once more, in every language, there are sentences and phrases that typically convey purposeful meanings that are not immediately apparent from their structure.

Research Methodology

A significant amount of attention has already been paid to the idiomatic and contrastive components of language use. There is nothing to support the claim that we must take a completely different tack when it comes to teaching meaning, even while the Communicative Approach can offer some fresh knowledge and insights (for example, on the language of social interaction). Regardless of its philosophical significance, the debate over "usage" versus "use" is not really relevant to teaching foreign languages.

Moreover, how early a learner learns all grammatical aspects of a foreign language if he acquires it, he will develop faster in terms of speech. During any training the mistake made by the student must be corrected by the teacher. In cases where the error is not corrected in time, it is reflected in the learner's memory. Furthermore, it causes other students to make mistakes after him. Speech developmental games, self-evaluation and many mistakes in speech through team projects can be eliminated. They are also influenced by educational tradition and educational thought. Sometimes students come to the language class with very fixed ideas of what to expect from a teacher and what they think teaching should be like. Their view maybe quite different from the self-image that teachers themselves wish to project. Moreover, views of language teaching are affected to some extent by historical developments in the discipline communicative competence. One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining this into more fully communicative view. To understand what communicative competence is, it is necessary to know the structural and functional view of language. [7] The structural view of language has not been in any way superseded by the functional view. However, it is not sufficient on its own to account for how language is used as a means of communication. The writer gives an example of how structure and function of language can be differentiated.

In addition, correcting students' mistakes during speech in the process of teaching oral speech. It is not recommended, because it distracts the thoughts, distracts and distracts the students from the statement focuses only on its design and not on its content (which is also important), from making a mistake afraid, they become lost and confused. Such behavior is natural not typical for communication.

Analyses And Results

The effectiveness of teaching oral speech based on real video materials. It is suggested to consider the types of exercises to perform. Most Methodists consider this category as an exercise in the main teaching of foreign languages they know as a tool[8]. In this regard, any exercise is its productivity and should have a number of specific characteristics that determine its adequacy.

1. The exercise helps to develop students' skills and abilities done with a specific purpose.
2. When performing the exercise, use material tools (book, notebook, black board, images, computer, records, handouts, video materials) are used.
3. In each exercise, it is necessary to specify the algorithm for its implementation.
4. Any exercise is strictly regulated, combined with other exercises there is.
5. When preparing the exercises, students' educational conditions, their individuality opportunities and possibilities should be taken into account. One of the language skills that any learner of a foreign language must develop is the ability to speak or communicate in the target language clearly, fluently, and extensively.

A student can voice their thoughts, recommendations, opinions, and interests. Additionally, speaking enhances their awareness of the external environment.

Conclusion

As it is mentioned before, A universal language is particularly in English. However, learning English is also regarded as difficult. Speaking calls for a range of abilities, such as vocabulary, grammar, and sentence construction. Furthermore, pronunciation, vocabulary, and sentence structure are just a few of the skills needed when speaking. For the majority of EFL students, improving their English-speaking abilities is difficult, which is given that they frequently speak in their mother tongue [9].

Additionally, Speaking is a crucial linguistic ability that needs to be continuously improved. Students that possess this language talent are able to converse effectively in English. The purpose of this study is to evaluate students' speaking proficiency in order to acquire explicit knowledge about students' capacity for speech.

To sum up, data were analyzed descriptively. Furthermore, the students' who speak, their proficiency was adequate. Some of them still required assistance in expressing their thoughts applying relevant language functions and proper grammar. Thus, the research suggests that the necessity to gradually increase the students' speaking competency in the classroom in order to get a better proficiency level.

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