

Innovative Methods And Practical Exercises For Developing Communicative Competence In The Uzbek Language

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Annotation: the article analyzes innovative methods and practical exercises for developing communicative competence in Uzbek language lessons. The main objective of the study is to propose modern methods for improving speaking skills and to examine their effectiveness.

Keywords: communicative competence, innovative methods, speaking skills, Uzbek language, linguistic competence, cultural competence, practical exercises, role-play, virtual excursions, non-native learners.

Introduction. In recent years, our country has been implementing foundational measures aimed at improving the quality of education, enhancing the professional and pedagogical training of teachers, improving the educational and upbringing process, increasing the effectiveness of teaching methods, clearly defining goals at every stage of education, and developing mechanisms for acquiring knowledge as fully as possible. Today, one of the main and leading tasks in the field of education is to “improve the quality of education in schools, bring the knowledge and experience of pedagogical staff up to international standards, and develop a targeted program for higher education institutions to be included in international rankings such as QS and THE” [1]. Although reforms aimed at introducing a communicative approach in language teaching are ongoing in Uzbekistan, traditional methods still dominate in practice when it comes to developing speaking skills. Therefore, the main aim of this study is to examine the effectiveness of innovative methods in teaching the Uzbek language and to propose ways of implementing them in practice. According to 2023 statistical data, interactive methods are used in only 35% of Uzbek language lessons in schools, which limits students' speech fluency. The concept of “communicative competence” today holds a central place in international standards such as the CEFR (Common European Framework of Reference for Languages). In the Republic of Uzbekistan, the education reforms for 2020–2025 also encourage the introduction of a communicative approach in language teaching.

Analysis of literature related to the topic and research methods. Starting from the 1960s and 1970s, the initial competencies related to language learning began to be introduced. The term “communicative competence” was introduced into the scientific literature by D. Hymes. In 1972, D. Hymes explained the concept of “communicative competence.” Competence/competency categories began to be used in language learning theory and practice—especially for second (non-native) language acquisition—as well as in management, leadership, professionalism, and the study of communication. D. Hymes (1972) defined “communicative competence” not only as grammatical correctness but also as the ability to use language flexibly in various social contexts. According to him, successful communication depends not only on knowing the rules but also on speech culture, tone, and adaptability to the situation [2]. Communicative motives and problems have been thoroughly studied by researchers such as L.S. Vygotsky, A.K. Markova, V.G. Gak, N.B. Gvishiani, T.M. Dridze, B.F. Lomov, Yu.A. Sorokin, N.V. Ufimseva, S.G. Ter-Minasova, V.A. Averin, L.M. Voytyuk, A.A. Mirolubov, V.G. Kostomarov, N.V. Samoukina, Yu.P. Timofeyev, Ye.I. Passov, and M.Ya. Svilling.

Communicative competence refers to the ability to engage in interpersonal communication in the native language as well as in a foreign language in social situations, to adhere to the culture of communication, to demonstrate social adaptability, and to develop the capacity to work effectively in collaboration within a team.

I.L. Bim divides communicative competence into the following components: 1) linguistic; 2) speech; 3) socio-cultural; and 4) compensatory competence. I.L. Bim emphasizes that all these competencies are connected with the abilities to read, speak, write, and listen.

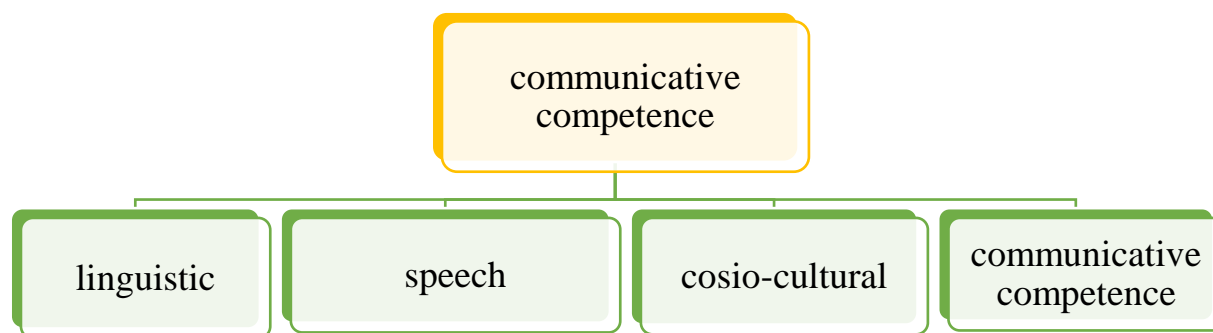


Figure 1. I.L. Bim’s Perspectives on Communicative Competence.

According to linguist Savignon, communicative competence is not only theoretical knowledge but also the ability to apply this knowledge in practical communication situations. I.A. Zimnyaya recognizes communicative competence as “the skills of a person playing the role of a subject in communicative activity.” N.I. Gez understands communicative competence as “the ability to use language correctly in various socially defined contexts.” Among Uzbek scholars, M.T. Irisqulov emphasizes that effective results can be achieved in the development of professional communicative competencies through the integrated teaching of skills such as listening comprehension, speaking, reading, and writing. The concepts of competence, communicative competence, and communication culture have been scientifically substantiated by Uzbek researchers such as U. Begimqulov, M. Irisqulov, U. Jumanazarov, G. Ahmedova, G. Asilova, and M. Mirzayeva.

Analysis and Results. The following aspects are important for students learning the Uzbek language:

1. Linguistic competence (correct grammatical structures, vocabulary).
2. Pragmatic competence (flexible use of language in different situations).
3. Cultural competence (knowledge of Uzbek national traditions, customs, and speech etiquette).
4. Social competence (participation in relationships, building dialogue).

These competencies can be implemented in teaching the Uzbek language as follows. **Figure 2.**

Type of Competence	Practical example in uzbek language
Linguistic	Teaching verb tenses with examples like “yozaman” (I write), “yozdim” (I wrote), “yozayotgandim” (I was writing)
Speech	Dialogue exercises such as “Ordering at a restaurant”
Socio-cultural	Conversations about the Navruz holiday, learning hospitality etiquette
Pragmatic	Flexible use of language in various situations

L.N. Umarova recognizes that in the concept of “communicative competence,” the ability to produce utterances that reflect specific knowledge, skills, and qualifications—aligned with the goals and tasks of communication as well as the interlocutor’s status—takes priority. According to I.N. Zotova, communicative competence is defined as having psychological knowledge about one’s own and others’ qualifications and skills in professional communication, based on the conditions and goals of interpersonal interaction [3].

Speech communication culture refers to people participating in communication by adhering to the rules of etiquette that have developed over the long historical progress of the Uzbek people, taking into account social conditions and relationships, as well as understanding their own identity and the personality, psychology, and social status of others (interlocutors), while paying attention to the communicative nature of speech [4].

Researchers G. Toirova and A. Zaripova emphasize that “Communication is a form of interpersonal relationships through which people engage with each other on a psychological level, exchange information and ideas, influence one another, feel each other, and understand one another” [5].

Text-based dialogues that develop communicative competence have been used in “Uzbek Language” textbooks for general secondary schools. In the “Uzbek Language” textbook for 7th grade created by R.

Tolipova and M. Ochilova [6], under the heading “Communication,” one word explanation is given for each communication topic. For example, gratitude – *rahmat, tashakkur, qulluq*. In this way, a number of words and phrases have been explained, such as confirming the truth, sufficient, addressing a friend, expressing regret, making assumptions, giving comparisons, and others.

Research Methods. The following innovative methods can be used to develop communication culture in Uzbek language lessons:

Teaching intercultural communication:

A. “The Uzbek Guest” – role-play games. Students learn to communicate in Uzbek in various situations (for example, in a store, clinic, or on public transport).

B. “Ordering at a restaurant” – a speech exercise for 7th–8th grades.
Applicable lesson section: Speech practice (development of oral speech).

Lesson stage:

1. Main part (25–30 minutes). Details of the method:

The teacher distributes a restaurant menu (printed on a simple A4 sheet). It shows the names and prices of 3–5 dishes (for example, lagman – 15,000 soms, mastava – 12,000 soms).

Write key phrases on the board: “Please show me the menu,” “Pilaf, please,” “May I have the bill?”

2. Conducting the role-play (15 minutes).

Students work in pairs: one is the waiter, the other is the customer.

Sample dialogue:

Customer: “Hello! Please give me the menu.”

Waiter: “Here you go. Today we have pilaf, mastava, and lagman.”

Customer: “Please give me a bowl of lagman.”

Waiter: “Do you need anything else?”

Customer: “No, thank you. May I have the bill?”

3. Error correction (5 minutes).

The teacher corrects common mistakes on the board (for example, correcting “lagman bering” to “if you could give me lagman”).

4. Reinforcement (5 minutes).

Each pair repeats their dialogue in front of the class. The pair with the best pronunciation is awarded the title of “Most Friendly Waiter” (e.g., with a paper star as a prize).

2. “Conversation with a Doctor at the Clinic” – a social topic for 8th grade.
Applicable lesson section: Using language in real-life situations.

Lesson stage: Teaching the new topic.

Method Details:

1. Introduction (7 minutes).

The teacher distributes symptom cards (for beginners, examples include “headache,” “measles”).

New vocabulary: doctor, prescription, thermometer.

2. Role-play (20 minutes).

Sample dialogue:

Patient: “Hello, doctor. I’m not feeling well.”

Doctor: “What symptoms do you have?”

Patient: “I have a headache and a fever.”

Doctor: “Please use the thermometer... I’ll prescribe you some medicine.”

3. Creative task (8 minutes).

Each student presents information about a new illness (for example, “toothache”) and creates a new dialogue in pairs.

“Asking Questions on Public Transport” – a daily communication activity for 7th grade.

Applicable lesson section: Daily speech exercises. Lesson stage: End-of-lesson reinforcement.

Method Details:

1. Demonstration (3 minutes).

The teacher shows a short video (1–2 minutes) of a conversation between a passenger and a driver on a bus.

2. Game (10 minutes).

Using cards, students arrange the words in the correct order: “Does this bus go to...?”, “One... ticket, please.”

3. Final evaluation (2 minutes).

The teacher announces the students who responded the fastest and most accurately as the “Smartest Passenger.”

B. Virtual excursions. Showing videos about cultural sites in Uzbekistan (Registan, Khiva) and having students write comments or hold discussions about them.

Developing speaking and listening skills.

A. Creating a “Radio Program.” Students work in groups to develop a project including news, interviews, and weather forecasts.

B. “Continuing the Story.” The teacher starts the story (“One day, an old man...”), and students take turns adding to it.

3. Social interactive exercises

A. “Question Shop.” Each student asks another a personal question (e.g., “How old are you?”, “Where are you from?”).

B. “Getting to Know Each Other.” Weekly conversations on new topics (for example, “My Family,” “My Future Dreams”).

4. Use of technologies.

Communication through chatbots. Practicing with Uzbek-language chatbots on Telegram.

Practical exercises:

1. Exercises related to daily communication.

“Morning conversation” – at the beginning of each lesson, students ask each other questions like “How did you wake up?” and “What plans do you have for today?”
“Evening report” – briefly recounting the tasks completed during the day.

2. Learning cultural customs

“Uzbek hospitality” – learning phrases for welcoming guests, setting the table, and saying goodbye to guests. Multimedia: showing a 1-2 minute short video about the guest-welcoming ceremony in an Uzbek family.

“Guest and Host” role-play. Each student is assigned a role (guest or host). Sample dialogue:

Host: “Assalomu alaykum! Welcome! Please, come inside!”

Guest: “Thank you! May you live long!”

Host: “Please, have a seat! May I offer you some tea?”

“Let’s Set the Dasturxon” project:

In groups, students draw the ideal Uzbek dasturxon (traditional dining spread) using paper and colored pencils. Each group presents their dasturxon with a 3-5 sentence presentation.

“Talking about Holidays” – Sharing information about Navruz and Ramadan.

3. Learning through games

“Word Ball” – A topic is given (for example, “Uzbek cuisine”), and the student holding the ball must say a related word.

“Who? What? Where?” – Constructing sentences using random words. Using these methods 1-2 times per lesson is sufficient, as the attention span of 7th–8th grade students does not exceed 15–20 minutes.

The foundations for developing Uzbek language speech skills in students who speak other languages are based on the following principles and methods:

Communicative approach. Encouraging speech activity through interactive methods such as conversation, communication, discussion, and role-plays.

Application in real-life situations: Practicing speech exercises in environments such as shops, transport, and medical settings.

2. Teaching correct pronunciation and intonation.

Phonetic exercises: Special attention to pronouncing Uzbek sounds (for example, “x”, “f”).

Learning intonation and rhythm: practicing saying words and sentences with proper intonation.

3. Expanding vocabulary.

Thematic vocabularies: Introducing new words for each topic (health, education, work).

Using synonyms and antonyms: Teaching various word options to make speech more diverse and expressive.

4. Grammatical accuracy.

Simplified explanation of word usage rules: examples of verb tenses and case suffixes are demonstrated. Error correction: grammatical mistakes are noticeably corrected during speech.

5. Learning culture and traditions.

Proverbs, sayings, and folktales: teaching expressions characteristic of Uzbek culture.

Conversations about national holidays and customs: enriching speech through topics such as Navruz and Ramadan.

6. Using information technologies.

Audio tools: Podcasts, video tutorials, and films in Uzbek.

Interactive programs: Language learning apps (for example, mobile applications for learning Uzbek).

7. Individual approach. Taking into account the student's level: separate programs for beginner, intermediate, and advanced levels.

1. Beginner level: simple phrases ("Thank you", "You're welcome"), 1–2 sentence responses.

2. Intermediate level: 3–5 sentence dialogues, simple projects.

3. Advanced level: complex dialogues, independent research projects.

Encouraging personal interests: Personalizing topics for each student.

8. Continuous practice and motivation.

Regular conversation lessons: organizing events like "Language Day" or "Free Speech" competitions. Encouragement through contests and awards such as poetry recitations and speech contests.

An important aspect of developing speech skills in non-native learners is teaching the language not only as a set of rules but as a living tool. By encompassing speech freedom, confidence, and cultural aspects, students effectively and engagingly master the Uzbek language.

Experiments show that with the help of innovative methods:

- Speech fluency increases by 40-50%.
- Vocabulary expands by 60%.
- Cultural competence develops by 75%.

Conclusion. Communicative competence in the Uzbek language among non-native speakers is an essential part of the modern educational process. This process, through the use of various methods and practical experience, helps learners develop not only grammatical accuracy but also the ability to actively and effectively use the language in real-life situations. The technologies applied in the study include communication techniques, role-playing games, social interactive technologies, and the use of modern technological tools. The development of communicative competence enhances learners' abilities and increases their motivation towards the language being studied. In teaching Uzbek, the integration of communicative, linguistic, pragmatic, social, and cultural competencies lays a strong foundation for the comprehensive development of students, enabling them to engage effectively with society through language tools. Therefore, modern, interactive, practical, and culturally grounded methods are being widely implemented in Uzbek language education.

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