



Developing Students' Communication Skills in English Lessons

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Abstract:: In modern society, there is a tendency to create a single global economic space, which entails an increase in the interconnections between people from different countries. This suggests that intercultural communication is reaching a completely new level, in which representatives of different countries are increasingly interacting with each other more closely.

Keywords: Teaching, Foreign Language, Innovative Approach, Communication Skills, ICT, Pedagogical Skill.

Introduction

Since English is the most important language of international communication, trade, cooperation and business(G'afurovna, 2022), the popularity of learning this language is very great and the need for knowledge of English in various spheres of people's lives is becoming more and more clearly formed. The study of English has become a priority as a means of communication and generalization of the spiritual heritage of the countries of the studied language(Erbolatovna & Izbaskanovna, 2020).

In fact, the task of a teacher should be the formation of a secondary linguistic personality in students, their willingness to come into contact with native speakers(Tangatov, 2024). The ability to competently teach communication in a foreign language to younger students who do not yet fully possess communication skills in their native language is a very difficult and responsible task(Ismatovich, 2023). Therefore, they often have an insufficient level of communication skills. Therefore, teachers need to improve their qualifications from time to time in order to successfully develop communication skills in English lessons(Davronovna, 2021).

Methodology

Communication, on the other hand, (from Latin *communico* — I make common, connect, communicate)(Batirjanovna, 2023) is a semantic aspect of social interaction. Since every individual action is carried out in conditions of direct or indirect relationships with other people, it includes (along with the physical) a communicative aspect(Dilshoda, 2023). Actions that are consciously oriented towards their semantic perception by other people are sometimes called communicative actions(Khaldarchayeva, 2022). There is a distinction between the communication process and its constituent acts. The main functions of the communication process are to achieve social community while preserving the individuality of each of its elements. In separate acts of communication, managerial, informative and phatic (related to establishing contacts) functions are implemented, the first of which is genetically and structurally initial(Linake et al., 2023).

According to the ratio of these functions, messages are conditionally distinguished: motivational (persuasion, suggestion, order, request); informative (transmission of real or fictional information); expressive (arousal of emotional experience); phatic (establishing and maintaining contact). In addition(Kulshayeva et al., 2023), communication processes and acts can be classified on other grounds. Thus, according to the type of relations between the participants, there are: interpersonal, public, mass communication; by means of communication: speech (written and oral), paralinguistic (gesture, facial expressions, melody), material and sign communication (products of production, fine arts, etc.)(Norkuzievna & Solievna, 2022).

There is a synonymous concept in psychology: communicative competence. This is a set of such human skills that are adequate for a certain social environment and include(Boat et al., 2022): knowledge of restrictions and cultural norms in communication; knowledge of traditions and customs; mastery of etiquette; demonstration of good manners; skillful use of communicative means(Markström, 2019). They are developed together with the social experience of a person, as well as through additional study of psychology and other sciences(Malik, 2023). We receive some data in childhood along with upbringing, when the boundaries of decent behavior are explained to us, as well as through the assimilation of the concepts of "good" and "evil". However, this is not enough, and in order to successfully establish a communication channel, it is necessary to meet certain parameters that the addressee expects from us, and they sometimes require additional efforts. For example, a Japanese person who does not know language will not be able to fully communicate with speaking people until he knows their sign-semantic information transmission system(Гафурова, 2021).

Competence (from Latin *competere* — to correspond, to approach) is the ability to apply knowledge, skills, and successfully act on the basis of practical experience in solving

problems of a general kind, also in a certain broad area(Mi, n.d.). Competence is the basic quality of an individual, which includes a set of interrelated personality qualities necessary for high—quality and productive activities. Competence is a set of interrelated basic personality qualities, including the application of knowledge, skills and abilities in high—quality and productive activities(Torekeeyv et al., 2024).

Communicative competence (from Latin *communico* — I make common, connect, communicate and *competens* (competentis) — capable) is a special quality of a speech personality acquired in the process of natural communication or specially organized training, consisting of several components, among which one can distinguish linguistic competence, subject competence, linguistic competence and pragmatic competence. Language competence includes knowledge of language units and the rules of their connection and communication. Knowledge of grammar, apart from the generation of units of communicative purpose, is only the basis for the implementation of acts of communication. From this point of view, language competence has a distinctly two-sided character: it unites language and speech and characterizes a person as a person who speaks a language and knows how to use a language based on grammatical rules(Štulajterová & Homolová, 2022).

Linguistic competence, unlike linguistic competence, has the character of knowledge related to linguistics as a science. This aspect is realized by people who are specially engaged in linguistics(Pérez & González, 2019).

Subject competence is an integral part of communicative competence. Language reflects in words the objects of the surrounding world and the relationship between them and forms a picture of the world in the speaker's mind. Subject competence is formed on the basis of active knowledge of general vocabulary.

Pragmatic competence is the ability to carry out speech activity conditioned by communicative goals. Pragmatic competence. It involves the selection of language material, the ability to use variable forms(Mussayeva & Tleuzhanova, 2021).

Pragmatic competence, being the basic component of communicative competence, assumes that the speaker (writer) he is capable of communication and can implement any statement, taking into account the conditions under which the act of speaking (listening, writing), the status of the addressee, the object of discussion, etc. is carried out. On the other hand, pragmatic competence is the choice of the necessary forms, including variant ones, the choice of the type of speech, taking into account functional and stylistic varieties.

In order for the dialogue to be effective and easy to remember, the following rules must be followed:

1. Dialogue is a single whole (the integrity of the structures and models used, one topic with which all language and speech tools are connected).

2. The continuity of the dialogue (one remark should flow smoothly into another).
3. The naturalness of the dialogue (it is necessary to use those structures and models of the language used by native speakers of this language in a similar situation).
4. The logic of the dialogue (the replicas should be consistent, connected to each other and based on the same topic).
5. Two-way initiative of the dialogue (the interlocutors take turns playing the roles of listener and speaker).
6. Clarity (students should be familiar with the topic, language and speech tools should not be too complicated).
7. Compliance with the individual and age characteristics of a particular class (the dialogue should not be overloaded with material that students have not yet passed; as a result, difficulties arise in understanding the content of the dialogue and in memorizing it).

One of the most urgent and difficult problems of modern methodology is teaching oral communication. Possession of the sum of knowledge in a foreign language does not mean the ability to speak this language. Speaking skills should be developed so much during the learning process that students can communicate in a foreign language as soon as it becomes necessary. The most reliable evidence of mastering the language being studied is the ability of students to conduct a conversation of varying degrees of complexity on given topics. The development of dialogic speech in a foreign language being studied is one of the most acute problems of modern pedagogical science. This is confirmed by a number of studies, articles, and manuals that have appeared recently.

Result and Discussion

The success of learning and the students' attitude to the subject largely depends on how interesting and emotional the teacher conducts the lessons. To solve a learning task, it is not enough to engage in class only in imitation of life situations. Additional training is required, work aimed at mastering both linguistic and informative material, the formation of certain communicative and cognitive actions, and so on. In other words, exercises are needed that, on the one hand, would provide appropriate communicative training, and on the other hand, would preserve the "authenticity" (authenticity) of the use of a foreign language.

Mastering different types of speech activity in a foreign language, which is studied as a second language, should be accompanied by regular practice in speaking. Conversational practice includes (Ikramovna, 2024):

1. Practicing and developing intonation pronunciation skills;

2. Transmitting information that was unknown to the interlocutor;
3. Description of events that occur daily;
4. The search for similarities and differences between different objects of reality;
5. Expressing a subjective opinion or attitude towards something;
6. Defending personal ideas, ideas and views;
7. Searching for and communicating specific information to the interlocutor;
8. An attempt to find out the meaning of unfamiliar words;
9. Role-playing;
10. "Marking" the beginning and end of the dialogue;
11. Talking about personal experiences and interests;
12. Discussing the most important issues and problems;
13. The selection of language tools, depending on the context of the dialogue;
14. A brief summary of what was said;
15. Acceptance or rejection of someone's point of view;
16. Stimulation of speaking through the use of what was heard during the conversation (Bogatyrev & Berova, 2020).

Based on the materials of research conducted in the methodology of teaching a foreign language on the problem of developing communication skills in English lessons, the use of various methods of teaching verbal communication, it can be concluded that currently the task remains in view, which is designed to solve the initial training in this subject, namely the development of communication skills. This assumes that students have not only practical skills, but also certain personality qualities: sociability, looseness, desire to make contact, ability to interact in a team, and so on.

English lessons ensure children's entry into universal culture through communication in a new language for them, and form communication skills in younger students. The methods of work used contribute to the development of dialogical speech, broaden the horizons of students, and maintain interest in learning English. The communicative approach corresponds to these modern trends in the methodology, namely it assumes:

1. The speech orientation of learning.
2. Taking into account the individual psychological characteristics of the student with the leading role of his personal aspect.
3. Cognitive activity as the constant involvement of students in the process of communication in a direct (verbal) or indirect (mental) form.
4. A functional approach to the selection of educational material. For the successful implementation of all methods of developing students' communication skills, the teacher needs to approach lesson preparation creatively, try to apply as many non-traditional methods as possible to involve students in the learning process.

The scheme of teaching oral speech should be based on the following: determining the signs of communication of oral speech and the means of expressing these signs, determining the type of communication, comparing means of expression and choosing types for active or passive use; analyzing texts aimed at communication and developing effective exercises for training; searching for word-formation, grammatical and lexical types that are necessary for understanding, reading, perception, speaking and listening, using various modern means such as audio and multimedia to improve oral communication(Adam et al., 2021).

An English teacher at university is obliged to examine all the signs of scientific and technical texts in the right specialty, there must be special terminology, special general scientific vocabulary, various complex grammatical constructions. To realize the communicative possibilities of speaking, texts are distinguished: by the nature of the presentation (message, reasoning, description), by the type of attitude to the specialty (various scientific articles and texts from textbooks, reference books, dictionaries, etc., also by means of transmission (oral and written). You should start with elementary descriptions and characteristics, processing them in monologue form and then use more complex texts in structure and style that will help students develop an algorithm for activities in the teacher/audio and multimedia communication. The educational material should be selected taking into account the student's prior knowledge of the language and specialty, the purpose and type of communication, as well as the stage of study(Nilufar & Aziza, 2020).

Conclusion

Communicative-oriented oral exercises include the following: the presence (presentation) of the source material or model; explanation of the material or model (optional); imitation of the model; reproduction of the model in various ways; own communication. The main thing is the ability to isolate the main topic of the problem, correctly describe, formulate and express judgments. With the development of oral speech skills, the monological element is not inferior to the dialogical one, therefore, gradually increasing the volume of the monological replica in the dialogue, later switch to purely monological forms of oral speech — summary, abstraction, annotation, description of the scheme, phenomenon or process with further recording of what was heard.

Thus, innovative technologies of teaching foreign languages at university consist in a combination of traditional and intensive teaching methods based on a functional and communicative linguodidactic model of language, and the development of an integrated system of teaching speech communication on professional topics.

Today, when computer technologies have covered all spheres of human activity, there is a need to improve the process of teaching a foreign language, since foreign language

proficiency is one of the factors affecting the competitiveness of a young specialist in the global labor market.

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