

*Temirov Navro'zbek Ulug'murot o'g'li**Samarkand State Institute of Foreign Languages**navrozbek.temirov9077@gmail.com +998945229077**Omonova Farangiz Asror qizi**Master student of Samarkand State institute of foreign languages**omonova.f.a@gmail.com +998910307730***DEVELOPMENT OF STUDENTS' COMMUNICATIVE COMPETENCE IN ENGLISH**

Annotation: The purpose of this article is to learn how to develop the communicative competence of students using certain effective methods and how to use the methods presented in the article and activities based on them. It is very important for students to develop their communicative competence in English. These competencies train students to become good communicators, express their thoughts clearly and fluently.

Key words: Communicative competence, methods, 4 skills, CLT, DOGME, SLT, TBL.

Аннотация: Цель данной статьи является исследование развития коммуникативных компетенций студентов с помощью определенных эффективных методов. Также показано, как использовать представленные методы и упражнения на их основе. Для студентов очень важно развивать свою коммуникативную компетентность на английском языке. Эти компетенции учат студентов быть хорошими коммуникаторами, ясно и свободно выражать свои мысли.

Ключевые слова: коммуникативные компетенции, языковые навыки, методы, CLT, TBL, SLT, DOGME.

Annotatsiya: Ushbu maqolaning maqsadi o'quvchi, talabalarning kommunikativ kompetensiyalarini ma'lum bir samarali metodlardan foydalanib rivojlantirishni o'rganadi. Maqolada keltirilgan metodlardan qanday foydalanilishi va ularga asoslangan mashg'ulotlar ham ko'rsatib o'tilgan. Ingliz tilida talabalar uchun kommunikativ kompetensiyalarini rivojlantirish juda muhimdir. Bu kompetensiyalar talabalarni yaxshi muloqot qiluvchi, o'z fikrlarini aniq va ravon ifoda etuvchi shaxslar qilib tarbiyalaydi.

Kalit so'zlar: kommunikativ kompetensiya, til ko'nikmalari, metodlar, CLT, SLT, TBL, DOGME.

Nowadays, in our society, teachers use innovative technologies and ideas to form the translation competence of students, and in the process of teaching, they first form the fundamental knowledge of the language, and then, step by step, they form the concept of translation and develop the translation competence. Recently, the need for translation is much greater than before. This, in turn, requires us to prepare qualified specialists, i.e. translators, for our society. In the training of translators, in the teaching of foreign languages, teachers can achieve high results by listening to audio recordings of Chinese texts and showing them Chinese films. The famous scientist S.I. Ojogov came to the conclusion that in order to develop translation competence in students, it is necessary to form the concepts in the following table: According to the definition given in the table, text translation or oral translations can be different.

In this case, it depends on the knowledge of the students, which depends on their level of knowledge of the Chinese language. It is about what field the translation belongs to. The following table is an example of this definition: S.I. Ojogov also recommends to use the following table in the formation of students' translation competence. A Chinese scientist (Dong Liu) says that the following are necessary for the implementation of translation competence, that is: 1. What field does the translation belong to; 2. Knowing which book to translate from and translation skills; 3. Knowing how to work with terminology; 4. It consists in knowing the theory of special translation. Written translation is used in scientific and technical texts, correspondence in the work process, charters,

contracts, economic contracts, project implementation, courts, documents and expertise writing. Simultaneous interpretation is used to participate in scientific and practical conferences and lectures through spoken or written audio. The term "approach" can be used in the literature in both broad and narrow sense. When we talk about the approach in the broadest sense of the word, we mean three components of this concept: Linguistic component - how we choose language tools for learning Didactic component - what techniques and technologies we use, development of educational material how we organize.

Psycholinguistic foundations of teaching - what is the role of students and teachers, what is their mutual relationship, how are the specific features of students' perception of language material taken into account. Communication is the leading direction of the communicative approach-method. Students apply their language abilities and skills in situations of communication with real foreign languages. Thanks to such opportunities, students can freely express their thoughts in a foreign language using previously acquired knowledge and skills. The communicative approach is characterized by the following: Language learning is learning to communicate; Language is created through individual trial and error; Communicative competence is a desired goal (the ability to use the language system effectively and correctly); Teachers help students in a way that motivates them to work with the language; Language is taught in context; Attempts at communication are encouraged from the start.

As it is said, "A person who knows a language knows, learning the languages of other countries is not only about the language, but also about their culture, way of life, and customs". Nowadays, the study of English language is spreading widely around the world. The main reason for this is that by learning English, it serves as a bridge that helps to learn resources in various fields, exchange experience with other experts in one's field, develop industry and business, and prevent language-related problems during travel. In recent years, the development of communicative competencies of pupils and students, which is one of the urgent issues in the process of learning English, has become an important requirement of the education sector. In everyday life, people communicate with each other to achieve certain goals, exchange information, express their personal opinions and, most importantly, gain their social status. Students learning English as a second language have their own difficulties in developing their communicative competence in this language. The use of certain methods in solving the encountered problems gives effective results. The main goal of English language teachers is to improve the communicative competence of language learners. The conducted lesson includes components of communicative competence, and this, in turn, should ensure the active participation of students in the process with their desire and enthusiasm.

Communicative competence means the ability to communicate effectively and correctly in a certain language. This includes linguistic knowledge, sociolinguistic knowledge and strategic competencies. There are several effective teaching methods that can help language learners develop communicative competence. In order for the methods to be effective, they should cover 4 skills (listening, speaking, reading and writing). Based on this, there are the following methods: CLT, TBL, SLT, DOGME. CLT (Communicative Language Teaching) is a method of language development with the help of communication, it is not learning the language, but the ability to use the language. This method is implemented by engaging students in language real texts, live communication and communication activities. According to the CLT method, students, not the teacher, are in the main place in the lessons, and this imposes specific obligations on them. The main task of this method is that during the learning process, students perform exercises and tasks in pairs, small groups or as a whole group rather than individually. CLT allows students to improve their speaking skills, improve their fluency, expand their vocabulary, and find easier and more accurate solutions to problems. In CLT, activities such as role play, debate and discussion, problem solving, and project-based

assignments strengthen students' communication skills in various contexts. SLT (Situational Language Teaching) method teaches learners how to use language in special life situations.

This method is a bridge between CLT and Grammar translation method. Although SLT is a somewhat old-fashioned method, we believe that it will benefit students who are learning the language. In today's modern methods, grammar rules and memorizing words are less important than communication. Therefore, we believe that this method is useful because it is based on the development of vocabulary, grammatical rules and oral speech. Practical exercises based on this method use realia. Drilling, repetition, oral dialogues, and situational role-plays are used in SLT. Oral exercises show language accuracy and mastery. emphasizes. This method appeared as a reaction against traditional teaching methods. According to DOGME, a teacher should not be an informant or a teacher, but a facilitator of language acquisition, encouraging students to use the language they already know and helping them develop new language skills through interaction with others. Lessons are not pre-planned, on the contrary, they create a free environment for students to communicate and express their opinions during the lesson. In the DOGME method, it is appropriate to hold a round discussion as the main training. During the conversation, students exchange opinions on topics not prepared in advance. In the process, the teacher listens to students' opinions without directly criticizing them. Information is collected and presented within the scope of students' interests. Real tools such as newspaper articles, podcasts and videos are also used in the course of additional lessons. It increases students' interest and attention to learning the language, and also helps them to understand and apply English in real life situations. Based on the above, it can be said that the general methods for improving students' communicative competence in English language teaching The idea is not to focus on a single skill or area, but to include all language skills that can help you acquire and use the language. Apart from that, regardless of which method the teacher uses, he should first consider the suitability of the chosen method and prepare materials based on it.

References:

1. F.A Omonova, E.Sh. Abjalilova, M.S. Narzikulova. (2023). The importance of motivation in education. "TRENDS OF MODERN SCIENCE AND PRACTICE" 1 (2), 5-7. <https://doi.org/10.5281/zenodo.7734057>
2. Hady, W. B. (2017). Communicative Competence in Teaching English at Secondary Schools. A Critical Investigation in Jaffa District of Yemen. GREEN Verlag.
3. Yuldasheva, D. K. (2023). Methods of Development of Communicative Competence of Students of Tourism Direction in English Classes. In International Conference of Education, Research and Innovation (Vol. 1, No. 5, pp. 19-26).
4. Yuldasheva, D. (2023). The importance of listening comprehension materials in the development of communicative competence of tourism students." Science Shine" International scientific journal,8(1).
5. Yuldasheva, D. (2023). Methods of teaching sectoral lexicon in English to tourism students. Actual Problems of Humanities and Social Sciences.,3(S/6).