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MIRZO ULUG'BEK NOMIDAGI O'ZBEKISTON MILLIY UNIVERSITETI ILMIIY JURNALI

JURNAL
1997 YILDAN
CHIQA
BOSHLAGAN

2024
1/11

Ijtimoiy-
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TOSHKENT – 2024

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Annotation

This article devotes to multifaceted approach required to effectively nurture communicative competence within this educational context. Enhancing communicative competence in teaching foreign languages in higher education institutions is crucial for preparing students to effectively use the language in real-world contexts. Integration of language skills with communicative skills using a variety of authentic materials, such as podcasts by encouraging students to listen for different purposes: extracting specific information, understanding the main idea, or recognizing tone and intention. It allows students to understand how language functions in real-life situations and to adapt their communication strategies accordingly. Organizing debates around themes in a systematic way, giving students practice in expressing their opinions, posing queries, and giving thoughtful answers to others.

Key words: Communicative competence, enhance, proficiency, approach, to integrate, activity, engage, to participate, effective, context, coherence, cohesion.

OLIV TA'LIM MASSASALARIDA MAXSUS MAQSADLARDA CHET TILI O'RGANUVCHILARNING KOMMUNIKATIV KOMPETENSIYASINI INTEGRARIYA QILISH USULLARI Annotatsiya

Ushbu maqolada ma'lum bir ta'lim sharoitida kommunikativ kompetentsiyani samarali shakllantirish uchun zarur bo'lgan ko'p qirrali yondashuv asosida oliy o'quv yurtlarida maxsus maqsadlarga yo'naltirilgan chet tillarini o'qitishda kommunikativ kompetentsiyani oshirishga qaratilgan. Shuningdek, talabalarni turli xil real sharoitda tildan samarali foydalanishga tayyorlash uchun juda muhimdir. Talabalarni turli chet tilida maqsadlarda muloqot qilishga undash orqali podkastlar kabi turli xil haqiqiy materiallardan foydalangan holda til ko'nikmalarini muloqot qilish kompetensiyalari bilan birlashtirishgan holda matn g'oyasini va maqsadini og'zaki nutqda qo'llashga qaratilgan. Bu talabalarga tilning hayotiy vaziyatlarda qanday ishlashini tushunishga va ularning aloqa strategiyalarini mos ravishda moslashtirishga imkon beradi. Shuningdek, talabalarga o'z fikrlarini bildirish, savollar berish va boshqalarga mulohazali javob berish bilan shug'ullanish imkoniyatini berib, turli mavzular bo'yicha munozaralarni muntazam ravishda tashkil etishga qaratilgan.

Kalit so'zlar: Kommunikativ kompetentsiya, takomillashtirish, samaradorlik, yondashuv, integratsiya, faollik, jalb qilish, ishtirok etish, kontekst ma'no - mazmun, mohiyat, izchillik.

МЕТОДЫ ИНТЕГРАЦИИ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ ИЗУЧАЮЩИХ ИНОСТРАННЫХ ЯЗЫКОВ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ В ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ Аннотация

В данной статье рассматривается многогранный подход, необходимый для эффективного формирования коммуникативной компетенции в данном образовательном контексте. Повышение коммуникативной компетенции при преподавании иностранных языков в высших учебных заведениях имеет решающее значение для подготовки студентов к

эффективному использованию языка в реальных условиях. Интеграция языковых навыков с коммуникативными навыками с использованием различных аутентичных материалов, таких как подкасты, путем поощрения студентов к прослушиванию с различными целями: извлечению конкретной информации, пониманию основной идеи и намерений. Это позволяет учащимся понять, как язык работает в реальных ситуациях, и соответствующим образом адаптировать свои коммуникационные стратегии. Также, систематически организовывать дебаты по различным темам, давая студентам возможность попрактиковаться в выражении своего мнения, постановке вопросов и даже вдумчивых ответов другим.

Ключевые слова: Коммуникативная компетентность, повышение, профессионализм, подход, интеграция, активность, вовлечение, участие, эффективность, контекст, согласованность.

Introduction. In the higher education, the development of communicative competence in teaching foreign languages stands as a fundamental pillar for fostering linguistic proficiency and cultural understanding among students. This article delves into the multifaceted approach required to effectively nurture communicative competence within this educational context. Furthermore, creating role-playing exercises where students act out scenarios such as job interviews, travel situations, or social gatherings. This helps students practice language in context and develop appropriate responses and strategies. Ensure that role-plays cover a range of situations and characters, allowing students to practice various registers and speech acts (e.g., making requests, giving opinions, negotiating) [1]. Organize debates on current events or controversial topics relevant to students' interests. This encourages critical thinking and allows students to use persuasive language and argumentation.

Teaching foreign languages, including English as a second language, has been a significant issue for decades. Numerous approaches and methods have been proposed by scholars to promote language learning and enhance students' skills. Some of these hypotheses have proven their utility through practical application, while others are still being explored in educational contexts.

Today, research is increasingly focused on specific branches of English language teaching, particularly English for Specific Purposes (ESP), as the demand for learning English continues to grow. Language instructors are now tasked with developing learners' proficiency within a limited scope relevant to their professional fields, rather than promoting proficiency across all areas of language learning[2].

Therefore, ESP practitioners must tailor the teaching process to align with learners' specific needs to achieve success. In other words, they must understand the purpose behind students' study of English and the desired outcomes by the end of the course.

Literature review. It is clear that learning how to give oral speeches has become necessary in today's world. Even though they know and express the same in their native tongue, modern young frequently struggle to appropriately convey their thoughts and ideas in English due to a lack of communication skills[3].

The key factor of achieving an intended result at the end of ESP courses is to choose appropriate materials for teaching. Careful selection of sources is very important because learners are exposed to grasping needed data with the help of them. Indeed, the best approach suggested by a number of scholars is to use authentic materials that

are defined as non-class intended sources. They are very important to enable learners to experience real English situations because they are not adapted or refined for teaching purposes [4]. Although the opinions concerning the importance of authentic sources in ESP teaching are diverse, most scholars firmly believe that these kinds of materials should be brought into ESP classrooms as they really assist in improving students' language proficiency. Regarding authentic materials as one of the crucial tools of ESP classes, Zorica Antic (2007), a teacher at the University of Nis, cites that "In ESP, the authentic world must be brought to the students, and they must learn to interact with the language as it is spoken and written in target situation"[5]. However, even though there are many textbooks believed to be appropriate for ESP courses, Johns (1981) claims that no textbook can fulfill all demands of a specific situation. For this reason, teachers must rely on their own empirical knowledge while assessing the appropriateness of the material to develop language skills[6]. In fact, not only teaching materials but also the place where the course is conducted is very crucial in teaching ESP. Various authors mention about conducting ESP courses as close to the workplace as possible. Moreover, to design activities where students have different pieces of information and must communicate to fill in the gaps[7]. For example, one student might have a map with certain locations marked, while another has a list of landmarks to find. During the sessions, create problem-solving tasks that require students to share information and work together to find solutions, such as planning a trip or solving a mystery.

Integration of language skills with communicative skills using a variety of authentic listening materials, such as podcasts, radio programs, or interviews. Encourage students to listen for different purposes: extracting specific information, understanding the main idea, or recognizing tone and intention. Incorporate activities where students listen and then respond or discuss what they heard. For example, after listening to a conversation, students could role-play a follow-up conversation or summarize the main points. Design tasks that require students to use language interactively, such as group discussions, debates, or role-plays. Focus on fluency, pronunciation, and the ability to convey

meaning effectively. Having students prepare and deliver presentations on various topics. Furthermore, encourage students to engage with texts through summarizing, analyzing, and discussing content in groups. Incorporate activities where students read and then discuss or respond to texts [8]. For example, students could read an article and then participate in a discussion or write a response.

Research methodology. Likewise, emphasizing communicative competence contextual practice teach students to understand and use language appropriately in different contexts. For example, practice formal and informal registers, politeness strategies, and cultural norms. It requires students to use language pragmatically. For instance, students might practice making requests, giving feedback, or apologizing in various social situations[7]. Furthermore, cultural awareness in integrating cultural education into the lessons. Discuss cultural norms, values, and idiomatic expressions to help students understand and use language appropriately in different cultural contexts. Enhancing communicative competence in English for Specific Purposes (ESP) classes involves a focus on practical language use tailored to students' specific fields. Here are some strategies to consider:

Assess students' specific language needs related to their professional fields. Establish clear learning objectives based on the analysis;

Contextualized Learning. Authentic Materials: Use real-world documents (e.g., reports, emails, manuals) relevant to students' fields. Implement scenarios that students might encounter in their professional contexts;

Task-Based learning: Simulate workplace situations (e.g., meetings, presentations) to practice language in context. Encourage group work on projects that require the use of specific vocabulary and structures;

Authentic language use is a cornerstone of effective language learning and teaching in higher education institutions. It involves exposing students to real-world language contexts, interactions, and materials that reflect the natural use of the target language in its

cultural context. Authentic language use goes beyond traditional textbook exercises and scripted dialogues, providing learners with opportunities to engage with language in meaningful and purposeful ways [9]. Incorporating authentic language use helps students develop communicative competence by exposing them to the nuances of language usage, including idiomatic expressions, colloquialisms, and cultural references. It allows students to understand how language functions in real-life situations and to adapt their communication strategies accordingly.

Analyses and results. Coherence and cohesion is an important tool to teach students how to structure their speech and writing to ensure coherence and cohesion. Focus on linking ideas logically, using appropriate transition words, and maintaining a clear argument or narrative. Practice real-time interactions through simulations of conversations, negotiations, or meetings. This helps students develop the ability to manage turn-taking, repair communication breakdowns, and maintain conversation flow. Teach strategies for overcoming communication difficulties, such as using circumlocution (talking around a word), asking for clarification, or using context clues to infer meaning. Implement activities that require students to use strategic competence, such as role-playing a negotiation where they must find solutions to conflicts or misunderstandings.

Emphasizes interaction as the primary means of learning. The goal is to develop students' ability to communicate effectively and appropriately in real-life situations. **Role Plays:** Simulate real-life scenarios where students practice using the language in context. With the help of engaging students in meaningful tasks, such as planning a trip or solving a problem, that require the use of language skills. Centers on completing meaningful tasks that require using the language to achieve a specific goal. Assign projects that involve research, planning, and presentation. For example, students might create a travel brochure or design a

product. Present students with problems to solve collaboratively, such as planning an event or negotiating a deal. Content and Language Integrated Learning (CLIL). Integrates language learning with content from other subjects (e.g., textile, design). The goal is to teach the language through the study of academic subjects[8]. Emphasize teaching language through immersion and direct interaction, avoiding translation and focusing on everyday language use. Moreover, conduct lessons in the target language, using direct, everyday language in interactions. **Inductive Grammar Teaching:** Present grammatical structures through examples and usage rather than explicit rules. In order to use repetition and drills to teach language patterns and structures. The emphasis is on speaking and listening skills. Practice specific language structures through repetitive exercises. Use scripted dialogues and role-plays to practice language patterns and improve pronunciation[9]. In addition, focusing on both all language skills and communicative skills is essential for developing comprehensive communicative competence in foreign language learners.

Conclusion. By implementing these strategies, ESP classes can effectively enhance students' communicative competence, preparing them for real-world professional interactions. Creating a dynamic learning environment not only fosters engagement but also ensures that students acquire the specific language skills relevant to their fields. This comprehensive approach equips learners with the tools necessary for academic success and effective communication in their professional careers, ultimately leading to greater confidence and competence in their respective industries[10]. Through a focus on practical application, collaboration, and continuous improvement, ESP education can significantly contribute to students' overall readiness for the challenges they will face in their professional lives.

In order to embracing this comprehensive and integrated approach, educators can effectively address the multifaceted nature of language acquisition, catering to the diverse needs and learning styles of students. This approach not only enhances language proficiency but also promotes critical thinking, cultural sensitivity,

and lifelong learning skills. Ultimately, it empowers students to communicate confidently and competently in the target

language, equipping them with the linguistic and intercultural competencies needed to thrive in an increasingly globalized world.

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