

Ta'limning zamonaviy transformatsiyasi

**ADVANCED PEDAGOGICAL TECHNOLOGIES
IN BOOSTING COMMUNICATIVE COMPETENCE**

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Annotation: *Boosting communicative competence in language learners involves various strategies and techniques tailored to develop their ability to effectively communicate in the target language. Generally speaking, today the communicative approach to language teaching refers to teaching students a number of skills which are aimed at developing their ability to communicate. These skills are based on more or less commonly agreed upon teaching principles which in practice can be applied in different ways, depending on the teaching context, the age and level of the learners, their learning goals, etc.*

Key words: *communicative competence, pedagogical technologies, authentic materials, task-based learning, problem-solving, simulation, innovative technologies, communication strategies.*

Developing communicative competence in language learners involves various strategies and techniques tailored to develop their ability to effectively communicate in the target language. Generally speaking, today the communicative approach to language teaching refers to teaching students a number of skills which are aimed at developing their ability to communicate. These skills are based on more or less commonly agreed upon teaching principles which in practice can be applied in different ways, depending on the teaching context, the age and level of the learners, their learning goals, etc. The generally agreed assumption is but one - the communicative language teaching materials should be “authentic”: texts for reading, listening reproducing and writing must be literary or scientific texts, magazine articles, etc. and textbooks should be designed following the standards of real life situations and sources [3:4]. Similarly, modern foreign language

teaching methodology suggests a range of pedagogical technologies for the effective 'communicative competence' development, which we will try to summarize herewith through several approaches to practical teaching activities.

1. **Authentic Communication:** Encourage learners to engage in real-life communication situations where they must use the language to express themselves, such as discussions, debates, role-plays, and simulations.

2. **Meaningful Contexts:** Provide language learning materials and activities that are relevant and meaningful to learners' lives and interests. This can enhance motivation and engagement, leading to better communication skills development.

3. **Focus on Functional Language:** Teach language in context, through discourses, focusing on functional language relevant to specific communicative situations, such as making requests, giving opinions, asking for clarification, etc.

4. **Task-Based Learning:** Design tasks and activities that require learners to use the language to accomplish specific goals or tasks, fostering authentic communication and problem-solving.

5. **Collaborative Learning:** Encourage collaboration among learners through pair work, group discussions, and projects. Collaborative activities promote interaction and provide opportunities for learners to negotiate meaning and practice communication skills.

6. **Feedback and Error Correction:** Provide constructive feedback on learners' language use, both oral and written, to help them identify areas for improvement. Error correction should be done in a supportive and non-threatening manner, focusing on meaningful communication rather than perfection.

7. **Language Practice Opportunities:** Create opportunities for learners to practice the language outside the classroom through language exchange programs, conversation clubs, language learning apps, etc.

8. **Cultural Awareness:** Incorporate cultural aspects of the target language community into language learning to enhance learners' understanding of cultural norms, values, and communication styles, which are integral to effective communication.

9. Use of Authentic Materials: Integrate authentic materials such as newspapers, podcasts, videos, and social media into language instruction to expose learners to real-life language use and diverse communication contexts.

10. Role-plays and Simulations: Conduct role-plays and simulations of everyday scenarios to help learners practice using the language in context and develop their communicative skills in simulated real-life situations, including arts and stage performances.

11. Vocabulary Expansion: Encourage learners to continually expand their vocabulary through developing their dictionary habits for working with special dictionaries of synonyms and antonyms, dictionaries of idioms, formulaic language, for learning to express themselves more precisely and effectively in different communicative contexts.

12. Interactive Technology: Incorporate interactive technology tools and resources, such as language learning apps, online forums, and virtual reality simulations, to provide additional opportunities for communicative practice and feedback.

Basically, these technologies lead to improving the knowledge of the foundations of phonetics, grammar, vocabulary, knowledge of producing and understanding different types of texts (e.g., narratives, reports, interviews, conversations), ability to use language for different purposes and functions, understanding how to vary language use according to discourses (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication), and knowing how to maintain communication through different kinds of communication strategies.

However, none of these levels of communicative competence can be achieved without a solid knowledge of the vocabulary. The richer the vocabulary, the more powerful our speaking or writing is, and the more effective is what we say or mean. This indispensable tool helps us choose the best word for every job and avoid vague words that do not give your listeners or readers a good sense of your meaning.

Building up our vocabulary is one of the easiest ways to improve the power of our writing and make any task that much easier. Developing your vocabulary need not be difficult or painful. Since the times of much criticized grammar-translation method we know that the best ways to increase vocabulary is through repetition. Throughout the day, repeat a word you're trying to learn to embed it within your memory. You can also write down a word multiple times on a piece of paper to improve your memory. Writing a word down provides the added benefit of seeing the word again and again. Another repetition strategy frequently used to improve vocabulary is to create a sentence using a word you're trying to learn and then repeating the entire sentence several times. Repetition of a word, within a context that communicates its meaning, is a powerful strategy for enhancing vocabulary. **Also** the more a memory is used, the more it will endure. So the next tip is to engage learners in active repetition and usage. This is where the teacher gets to play with new words. Word games that challenge learners and help them discover new meanings and new words are great and fun tool in the quest for expanding vocabulary. Examples include crossword puzzles, word jumble and etc.

Innovative technologies have become a key concept for the success of reforms in almost all spheres of modern life. The term itself has long outgrown specific technical spheres and refers now to methods, systems and devices which are the result of scientific knowledge being used for practical purposes. From this point of view the much discussed nowadays in Uzbekistan CEFR and credit-modular systems in foreign languages learning can be referred to innovative technologies which are supposed to play a crucial role in the efforts for improving the present-day language teaching and learning situation and for enhancing the quality and efficacy of the FLT at the national and international levels [1:12].

It is the teachers' utmost professional duty nowadays to learn the CEFR guidelines which represent an umbrella framework making transparent the relationship between European and national higher education frameworks of qualifications. Turning to the educational reform in Uzbekistan we can see that there still is a strong need for flexible, innovative learning approaches and delivery

methods in many educational areas, particularly in FLT. One key way of achieving this goal is to introduce new pedagogical and methodological technologies to enrich teaching, improve learning experiences, support personalised learning, facilitate access through distance and blended learning and virtual mobility, streamline administration and create new opportunities for research.

The given qualifications frameworks in foreign languages learning can provide us, local teachers, with knowledge of the newest innovative technologies in language teaching and learning, can help identify the gaps and needs in national higher education system with direct feedback through real-time surveys, can help introduce step-by-step our own credit-modular system alongside current solutions, amplifying the credibility of new pedagogical technologies and last, but not least can help obtain international recognition by setting up credit exchange, evolution to double/joint degrees, etc.

The three sequential cycles identified by the Bologna process in foreign languages qualifications are Bachelor, Master and Doctorate, within which all European higher education qualifications are distributed. This system does not fully coincide with the Uzbekistan system yet. Consequently, we still need to better learn the new concepts and grounds behind the European qualifications frameworks. The learning outcomes should clearly define what a learner is expected to know, understand and /or be able to do at the end of a period of learning. They should be assessed on credit system, which is a quantified means of expressing the volume of learning based on the achievement of learning outcomes and their associated workloads.

The workload as a quantitative measure of the language learning activities that may feasibly be required for the achievement of the learning outcomes (e.g. types and numbers of lectures, seminars, practical work, private study, research, examinations, etc.) should be well defined and easily measured [2:7].

The FLT system needs clear understanding and application of a range of instruments regarding teaching and learning processes. The following range of such special tools can be mentioned here:

Teaching methods might include guided self-study, research project integration seminar, teamwork problem oriented tutorial, online discussion, micro teaching, excursion, project, blended learning, etc. The assessment methods vary as much and may include oral examination, peer evaluation, simulation (role play), skills tests, written exam with multiple choice questions, portfolio, essay, written exam with open questions, etc.[1:4]

At all the stages of teaching vocabulary the teacher should constantly use all kinds of vocabulary testing to see how the students assimilate the form, the meaning, and the usage of the vocabulary units. Being able to effectively communicate, both verbally and in writing, is a very important skill to develop. Effective communicators are highly sought after by organizations and companies.

Generally, people are often judged by their vocabulary, whether negative or positive. Additionally, a strong vocabulary is the single best predictor of academic success in school or university. For these reasons, it's important to take every opportunity to enhance vocabulary learning. By implementing the strategies and techniques suggested in this research, language learners can enhance their communicative competence and become more proficient and confident in using the target language to interact with others effectively.

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