

**APPROACHES OF DEVELOPING STUDENTS' LANGUAGE COMMUNICATIVE
COMPETENCE THROUGH TECHNOLOGIES IN HIGHER EDUCATION
INSTITUTIONS**

Senior teacher of Oriental university,

Yusupalieva Sh.H.

A'zamov Bekzod Sherzod ogli

Toshkent Kimyo Xalqaro Universiteti

Kimyo International University in Tashkent

Key words: *communication competence, interactivity, enhance, implementation, interaction, improvement, concept, access, skill, distinguish, activity, require*

In the educational institutions of higher education, research is being conducted on the improvement of communication competencies based on foreign languages, the development of oral communication concepts, their professional activity and initiative, improving the communicative relations between teachers and students, and the development of speech skills. In addition, special attention is paid to the improvement of the independent learning model of students, the identification of the content, forms and means of their independent learning activities.[1]

IT is the combination of different content forms. It includes a combination of text, audio, still images, animation, video, or interactivity content forms. It is usually recorded and played, displayed, or accessed by information content processing devices, such as computerized and electronic devices, but can also be part of a live performance. Multimedia devices are electronic media devices used to store and experience multimedia content. Multimedia is distinguished from mixed media in fine art; by including audio, for example, it has a broader scope. Technology is no longer foreign to the earth's citizens. Technology has played its role in multiple fields of work, particularly in education. [2] During the last two decades, the implementation of Information and Communication Technology (ICT) in language education has become a real topic of interest. The use of technology has become significant in the teaching and learning process in and out of class. Technology opens a window of improvement in language learning. Not only that, media technology allows teachers to enhance classroom activities and language learning process. This shows that there is a brand-new era, which assigns challenging responsibilities for modern teachers. [3] The traditional teaching method has been changed drastically with extraordinary access to technology. The implementation of technology has provided options for a more interesting and productive teaching and learning sessions predominantly

in language learning. If a language learner were asked what they think the goal of a language course is, they would probably answer that it is to teach the grammar and vocabulary of that language. However, if they were asked what their goal is as language learners, they would most probably answer that it is to be able to communicate in that language. I am not saying that in actuality the goal of a language course is to teach solely grammar and vocabulary -well, at least it should not be just that anymore. Fortunately, the focus of second language teaching has moved from purely teaching grammar and vocabulary, to providing the skills for effective communication. The appropriateness depends on the setting of the communication, the topic, and the relationships among the people communicating. Moreover, being appropriate depends on knowing what the taboos of the other culture are, what politeness indices are used in each case, what the politically correct term would be for something, how a specific attitude.

In our country, efforts have been made in recent years to widely introduce the information environment, develop a person with free and independent thinking, communication and speech culture. This has created the necessary conditions for the improvement of foreign language teaching based on the level of knowledge of language skills and proficiency. The practical direction of learning a foreign language is the other types of speech activity – reading, listening and writing, which further enhances the importance of grammar-related knowledge. Previously, L.V. Sherba also pointed out the significance of reading in learning a foreign language [4]. Without ignoring the importance of developing speech skills, he considers reading as more significant for us than active language skills (reading).

"At the same time when our vast geographical expanse makes direct contact with Western European nations always small, the need for foreign literature increases with the growth of common culture and technology" [5]. In the current era, when the linguistic and cultural components of learning foreign language are emphasized, this idea has become even more significant. At the same time, linguistic reading as a means of collecting oral or written communication resources for language learning is "actually an independent work on the basis of language materials" [6].

The text contains grammatical errors, typos, and incorrect word order. Here are some suggestions for improvement:

The future of engineers, their professional competence development issues, the unity of three interconnected communicative, interactive and perceptual components in communication, teacher's professional communicative competence, self-development communication and other important features are involved. To create interactive situations, students need to work with tasks that require them to imagine themselves in different situations. It is necessary to exclude the possibility of

limiting their work with the tasks. The demand for knowledge of foreign languages, including English, has shown that it is a requirement of the time. Without understanding the nuances of a language, especially English, in communication, understanding speech, reading and writing, using language in practical activities, learning a wide range of specialized and professional literature, and explaining it to others through annotations, abstracts, as well as written information exchange processes, the importance of information and communication technologies becomes apparent and clear. [7] In addition, this method and technologies help a student to freely express their thoughts in a foreign language, including the English language, to search for information and to develop language skills. It also helps to develop skills in reading foreign literature. The use of additional text materials aligned with the learning process is one of the methods that can effectively solve the problem of teaching English. Through the interaction between the teacher and the student, the student not only simply acquires the knowledge, but also at the same time, they learn new ideas and methods of learning and development.

Learning a language is a constant process that begins at birth and continues until the end of life. Language learning is an active process through which people develop their language skills in order to use them effectively both in social and professional life. By learning a language, people share their thoughts, opinions, information, experiences and feelings and learn to understand themselves and understand others. They even establish their relationships with their family members, friends and other people. Students improve their language learning skills by using what they know in more complex and new contexts and with a greater range of increasing sophistication. These students develop their language skills and fluency by studying and incorporating various new language structures into their repertoire. It's common knowledge that people can't communicate without language, and even if they do, it doesn't make any sense. Consequently, there is a need to learn language skills in order to communicate with other people in society. To learn to communicate well in any language, a person must have four language skills: listening, speaking, reading and writing. Among these four skills, speaking is considered the most important skill because communication plays a vital role in our daily lives. After you have mastered these four skills well, it is better to switch back to conversational skills, since they play a key role. In this regard, it is appropriate to say that the oral language carries the values, customs, traditions, histories and beliefs of the community. [8] Conversational skills increase the fluency and accuracy of students' speech, as well as increase their self-confidence.

In this approach, competence is considered as an integral ability that involves the integration of knowledge, skills, and personal qualities in terms of communication efficiency and optimal efficiency. We believe that the term "grammatical skills" rather than "grammatical concepts"

better reflects the goals and objectives of teaching, as it takes into account both practical and analytical work with language material. A one-sided understanding of the role of knowledge can also negatively affect the formation of self-regulation mechanisms in speech activity and the ability to independently learn foreign languages. According to our experience, the education process should include systematic and meaningful approaches that combine both accuracy and fluency. This interpretation of the communicative method, which involves working on both aspects of the task, is supported by the majority of methodologists [9]. According to teaching experience, students avoid using complex objects, complex subjects, perfect infinitives, and other constructions that are not present in English. These constructions work in the language. Instead, students attempt to use Russian equivalents, translate Russian sentences word for word into another language, which adds unnecessary weight to the speech. In exercises that mimic activity, students' speech skills are formed, developed and improved. In this case, training is carried out according to the available material. Too light or too difficult exercises do not stimulate student activity, so the teacher uses a differential approach to learning assignments. Such an interpretation of the communicative allowed the. Taking into account the above-considered laws and conditions of the formation of concepts, the (responsible) psychological mechanisms that respond to the assimilation of concepts, we define the structure of the didactics of students' cognitive activity on the assimilation of grammatical concepts in the educational process. Thus, we consider the approach of activity to the formation of educational grammatical concepts as the main condition for their assimilation. At the same time, as we noted, the active approach served as the basis for a number of activity-oriented educational theories that promote the cognitive activity and independence of students. Therefore, the independent cognitive activity of students can be viewed as a mandatory basis for the successful assimilation of educational concepts [10]. During a typical busy class day, however, meaningful reflection often falls to the wayside. Luckily, students can gain both social and emotional and academic benefits through tech-infused multimedia reflections. Using digital tools, many of which are already popular in schools, students can utilize text, video, audio, and more to create a perpetual record of their goals and learning experiences.

Learning a language and mastering conversational skills require regular practice, and the classroom is the main platform for acquiring all the necessary skills. Consequently, the responsibility of teachers is to teach all the necessary skills, especially speaking, so that students develop their communicative competence, become self-confident and win the hearts of people, wherever and whatever they do.

In conclusion, it should be noted that the communicative approach is one of the best teaching methods in the study of new languages, and oral speech in a foreign language is an important

factor in forming competence and preparing the connection for various real situations.

Communicative competence is considered the main condition for their assimilation of the activity approach to the formation of concepts. As above mentioned, the active approach has served as the basis for a number of activity-oriented educational theories that promote the learning activities and independence of students.

Reference

1. Jonassen H. Constructing learning environments on the web: Engaging pupils in meaningful learning. EdTech 99: Educational Technology Conference and Exhibition 1999: Thinking Schools, Learning Nation. 1999 – PP. 45-46.
2. Alijonovna M.M., Yusupalieva Sh.K., Sattorova S.T. Syntactic functions and patterns of combinability of adverbs. – India: Novateur publications. JournalNX- A Multidisciplinary Peer Reviewed Journal\| ISSN No: 2581 - 4230 VOLUME 7, ISSUE 1, January 2021. – PP. 176-178.
3. Yusupalieva Sh, Sattorova S. The importance of speaking in EFL classes classes. – Indoneziya: International journal of discoveries and innovations in applied sciences\|Volume 1 Issue 4, 2021. – PP.63-65
4. Constant L. Convivial communication: recontextualizing communicative competence. International Journal of Applied Linguistics. 2005. – PP. 43-44.
5. Shohobutdinova D., Djuraeva N., Tolipova A., Muminova M., and Yusupalieva Sh. Aesthetic and linguistic characteristics of comedy in a foreign language. <https://tnu.tj/index.php/ru/e3s-web-of-conferences/>.
6. Aldohon H.I. English for Specific Purposes (ESP) for Jordanian workplace: Needs and problems. International Education Studies, 7(11), 2014. – PP. 56-67.
7. Yusupalieva Sh.H. “Methods of effective use of communicative competence in the organization of foreign language classes in technical higher educational institutions” FSU scientific posts 1-2023, 85-87 p
8. LDCE: Longman Dictionary of Contemporary English. Pearson Education Limited. Fourth Edition, 2005. 1950 p.
9. Longman Dictionary of Contemporary English /electronic resource
10. Komarova, A.B. Subject-language integrated learning. //Fundamental and applied research in the modern world. 2013. Vol.3. No. 4 (04). pp. 143-146
11. Kletz, i.e. On the use of subject–language integrated learning CLIL in the system of foreign language training of students. //Foreign languages: linguistic and methodological aspects. 2015. No. 30. pp. 83-89

12. Coyle D. Content and Language Integrated Learning. Motivating Learners and Teachers. <http://blocs.xtec.cat/clilpratiques1/files/2008/11/slcoyle.pdf>

13. Coyle, D. Content and Language integrated Learning: Towards a connected research agenda for CLIL pedagogies. //International Journal of Bilingual Education and Bilingualism 10 (Bd. 5,2007), S.543-562

