
IMPLEMENTING INTERACTIVE LEARNING TECHNOLOGIES IN DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE IN TEACHING FOREIGN LANGUAGES



<https://doi.org/10.24412/2181-1784-2022-20-532-537>

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ABSTRACT

This article is discussed relevance interactive learning technologies in formation students' communicative competence in teaching foreign language. This dictates the need for a high-quality preparation of the teacher of English who is able to act as an active subject of the professional activity and who has high levels of communicative competence. Interactive learning within the English language teaching provides a full communication between the students and the formation of skills of solving communicative tasks. The communicative competence defined as a significant component of the key competencies and the result of modern education includes linguistic, discourse, sociolinguistic and sociocultural competences as well as socio-personal interactive component correlated with cooperation and tolerance of the student.

Keywords: *communicative competence, interactive learning, foreign language communication, professional education, intercultural interaction, the English language, technology.*

The modern requirements for the foreign language proficiency in high school include the presence of foreign language communicative competence of future specialists. It is defined as a certain level of language proficiency, speech and social-cultural set of knowledge, skills and abilities that enable to vary acceptably and appropriately their communicative behavior in a communicative way depending on the functional predictors of foreign language communication and creates the basis for the qualified information and creative activities in various fields. The structure and the levels of foreign language communicative competence of students are correlated

with the willingness of the student to use the possibilities of foreign language for professional self-education [Morozova A.L. 2010;56].

The cognitive level of the development of this competence (pedagogical and linguistic knowledge) implies the development of theoretical readiness, operational (foreign language communicative skills)—the formation of the technological readiness, personal and professional (the qualities of the teacher and the experience of practice-based foreign language communication) reveals through the professional and personal readiness of the student. The analysis of the scientific research and the experience of practical activity in the field of foreign language training of students revealed the contradiction between the objective need for the formation of students' foreign language communicative competence and the lack of the scientifically pedagogical bases and the complex of pedagogical conditions for its formation in the system of the high school education. The distinguished contradiction helped to define the research problem: what are the forms, methods and pedagogical conditions of the formation of foreign language communicative competence of students as future teachers of the English language through an interactive learning. The analysis of scientific studies has shown that the problems of formation of communicative competence arouse a constant interest in the field of foreign language education.

The requirements for professional communicative competence of future teachers of foreign language include such speech quality and speech behavior as the correctness, accuracy, clarity, expressiveness, richness of language; logic, argumentation, evidence of given conditions, the ability to defend own point of view in a dispute; the ability to listen to the communication partner, tact, care; the ability to build a strategy of speech behavior in different situations. A whole complex of forms and methods for developing students' communicative competence should be directed to the acquisition of speech skills which permit to effectively solve professional (in this case, teaching) tasks. The analysis of the structure of professional activity of future teachers of foreign language shows that it does not take into account the modern training requirements to the professional development which are expressed in the English language as an important part of their communicative competence [Emadi, M. F. 2013.p.87].

Teaching foreign language communication in the context of dialogue of cultures implies the creation of didactic methodological conditions for the comparative humanistic oriented study of foreign languages and native cultures while forming the integrative communicative skills of intercultural communication, whereas the

methodical dominant is the orientation on the formation of future professionals as subjects of the dialogue of cultures.

The basic principles of the communicative-oriented socio-cultural education of students in the conditions of foreign language communication include the following:

- The principle of intensive intellectualization of the educational communicative activity of students;
- The principle of taking into account the profiles of preparing majors in language faculties:
- The principle of balance of the academic and extracurricular activities of students in obtaining the rules of intercultural communication;
- The principle of humanistic psychological component of foreign pedagogical language communication.

Sociocultural approach to the language education is that communicative-oriented teaching the English language as a mean of intercultural communication is closely connected to the intensive use of it as a tool of knowledge: global culture, national cultures and social subcultures of the people of the country of the studying language and its reflection in the way and style of life; spiritual heritage and historical memory of the country and the people; the way of achieving intercultural understanding. Socio-cultural education in the process of learning English is first of all aimed at:

- 1) The development of the world view of students and their perception of the history of mankind, of their country, the self-perception as the holder of national values, the understanding of the interdependence between the personality and people;
- 2) The development of communicative culture of students, their spiritual potential, a global mindset, awareness of responsibility for their future, the future of their country;
- 3) The training the ethically acceptable forms of expression in society;
- 4) The teaching the ethics of discussion communication and the ethics of interaction with people having different views;
- 5) The development of needs in education

Socio-cultural education in the process of learning English is a part of language education with the students' development the integrative skills to communicate in this language in all forms of the educational process's organization.

In terms of the formation of socio-cultural competence of students in learning the English language there can be distinguished the following: the formation of ideas

about the culture of oral and written communication in English; the knowledge of linguistic and linguistic variation of the English speech in terms of formal and informal communication; learning the rules of formal and informal speech behavior in English; the formation and development of skills to use language as a tool of intercultural communication; learning the ability to describe own culture in the English language adequately; learning the communicatively getting used to an English-speaking environment (within familiar topics, situations in domestic, administrative, educational or communication fields of communication); learning the strategies of self-education based on the use of remote means of language training (including communication with other cultures representatives via the Internet); the formation of concepts about equivalent and non-equivalent vocabulary; developing bilingual skills: to find English words to describe Russian realities in the English language; to identify non-equivalent vocabulary; to explain the value of the non-equivalent words in the foreign or in the native language; use correctly non-equivalent language in communicative situations in the language [Popova T.P. 1999:38].

The use of interactive technologies during the English language lessons implies the organization and the development of such a dialogue communication that leads to the understanding, interaction and cooperative solving the training tasks. The interactive form of teaching implies different methods: the method of problematic exposition; presentations, discussions, case studies, group work, brainstorming, the method of critical thinking, quizzes, mini-researches, business games, role plays, the method of questioning and others. The examples of such training can be the following: discussion of the text, the method of quiz, work with documents and information sources, the analysis of the fellow student's written work, the method of specific situations, etc. Within the use of educational business games various aspects of the professional activities of the trainees are modeled, providing the conditions of an integrated application of existing knowledge of the language, the improvement of foreign language skills and the more complete proficiency in the English language as a mean of professional communication and the subject of study, in which the implementation of the roles and of the various game items takes place. There are also various modifications of business games: imitational, operational, role plays, “business theatre”, psycho and sociodrama. [Chetverikova, 2004:137-141].

Cooperative learning is a model of organizing the activities of the trainees in small groups. One of the options is a “student team learning”. This method pays

special attention to the “team goals” and the success of the entire group (team success), which can be achieved only as a result of independent work of each member of the group (team) in constant interaction with other members of the same group while working on a subject or an issue of the study. As an interactive English teaching technology one can select the language portfolio. It is a new method of teaching, which allows the development of productive activities as well as the personal development of the student as the subject of the educational process. Language portfolio can be defined as a set of working materials, which reflects the result of student learning activities in a particular area of the English language, and the experience of training activities in this area as well.

The project method is based on modeling the students’ social interaction in a study group during the class. The projects are divided into: creative, research, game, practically oriented, informational, etc. At the same time students take different roles and prepare for their implementation in the process of solving problems in real situations of interaction. Case-study is a method of active learning of life situations, based on the organization of discussions on the specific issues. Trainees are encouraged to understand the situations of professional activities, which need the solution of a problem. The case method is particularly successfully used only in combination with other methods of teaching foreign languages (modeling, system analysis, mental experiment, problem method, classification method, game methods, “brainstorming” and discussion). The satisfactory information about the effectiveness of the competence and interactive approaches in students’ formation of foreign language communicative competence in learning the English language through interactive learning technologies was obtained while testing the separate components of the communicative competence. The intensifying the scientific ideas about the formation of foreign language communicative competence of students in the process of teaching foreign language, namely, the nature, content and structure of foreign language communicative competence are specified.

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