

DEVELOPING COMMUNICATIVE COMPETENCE USING MODERN INTERACTIVE METHODS

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Annotation. The focus of this article is on the urgent need to improve communicative skills using modern interactive methods. It examines how these methods can encourage active participation and meaningful communication among students.

Keywords: communicative competence, modern interactive methods, Socratic Seminars, Flipped Classroom.

With the rise of digital technology and changing teaching methods, there is a stronger focus on building effective communication skills in students. This prepares them for success in different areas of life. According to David L. Chiesa and U. Azizov communicative competence is an ability and knowledge of a language user about *how*, *what* and *where* to speak appropriately from the view point of culture, traditions, shared rules and norms. An ability of understanding social meaning and being understood within a social context. It consists of four aspects: *linguistic*, *sociolinguistic*, *pragmatic/discourse*, and *strategic competence*.¹

- **Linguistic competence** refers to the knowledge of vocabulary, grammar, and sentence structure.
- **Pragmatic competence** involves the ability to use language effectively in various contexts, understanding implied meanings, and achieving communicative goals.

¹ David L. Chiesa, Ulugbek Azizov - Reconceptualizing Language Teaching: an In-service Education course in Uzbekistan (p20) (2019)

- **Sociolinguistic competence** requires awareness of social norms and cultural nuances that influence language use.
- **Strategic competence** includes the use of verbal and non-verbal strategies to overcome communication breakdowns due to insufficient knowledge or misunderstandings.

Before making the overview what interactive methods for developing communicative competence of school learners. We will analyze, what is the term method mean. According to Tiwari, methods should be chosen based on how best they achieve specified aims in teaching a language. For example, if the aim of a lesson is merely to obtain information, the method used could focus on acquiring vocabulary by using translations. On the contrary, Richard and Rodgers assert that a method is theoretically linked to an approach, as it is structured and determined by a design and implemented through a procedure. This comprehensive relationship between theory and practice constitutes a method. The distinction between an approach and a method lies in their focus on content versus instructional issues; an approach embodies an idea or concept, while a method entails the procedures to actualize that idea in the classroom.² Patsy M. Lightbown thinks that given the multitude of approaches and methods utilized in education globally, teachers have a plethora of methodologies to employ or tailor to their teaching philosophy, skills, school objectives, classroom dynamics, and other factors.³

Some of the key methods include: Community Language Learning (CLL): This method emphasizes building strong personal links between teachers and students, using the mother tongue as a bridge to learn English, and encouraging repetition and familiarity. **Silent Way**: Focuses on minimal teacher intervention, allowing students to explore and express themselves with minimal guidance. **Direct Method**: Encourages exclusive use of the target language in teaching,

² Jack C. Richards - Communicative Language Teaching Today (2013) – Cambridge University Press

³ Patsy M. Lightbown, *Focus on Content-Based Language Teaching*, 2014.

promoting natural language acquisition through immersion. **Audio-lingual Method:** Utilizes repetitive drills and dialogues to instill language habits. **Suggestopedia:** Aims to create a relaxed learning environment to remove mental blocks and foster a positive attitude towards language learning. **Communicative Language Teaching (CLT):** Develops communicative competence by using real-life scenarios to practice language use. **Immersion Method:** Involves teaching school subjects in the target language, creating a natural learning environment similar to first language acquisition. **Task-Based Language Learning (TBL):** Engages learners in meaningful tasks that require the use of the target language, focusing on practical language use. In addition to these, modern educational approaches such as Cooperative Learning (CL), Problem-Based Learning (PBL), and Total Physical Response (TPR) have been adapted to language teaching, offering diverse ways to enhance communicative competence by promoting active engagement and interaction. The development of communicative competence in language teaching has been shaped by a rich history of evolving methodologies. Each approach offers unique strategies to enhance linguistic, pragmatic, sociolinguistic, and strategic competences, addressing the multifaceted nature of effective communication. By understanding and integrating these methods, educators can create dynamic and interactive learning environments that foster comprehensive communicative skills among school learners.

Interactive methods are essential for maintaining student engagement, enhancing deeper understanding, and developing critical thinking and problem-solving skills. Developing communicative competence involves equipping learners with the ability to effectively and appropriately communicate in various contexts and situations. This includes not only linguistic skills but also pragmatic, sociolinguistic, and strategic skills. Here are some key interactive methods suitable for high school learners and their practical applications: *Socratic Seminars, Project-Based Learning (PBL), Flipped Classroom, Gamification and Simulation, Technology Integration (Online Collaborative Tools, Virtual Reality), Case-Based*

Learning (CBL), Peer Teaching and Peer Review. For instance:

Socratic Seminars

Socratic Seminars are an effective method of developing communicative competence, as they are based on dialogue, critical thinking and a joint search for truth.

The procedure for using Socratic Seminars to develop communication competence:

1.Preparation for the seminar

- Participants study the text (an article, an excerpt from a book, a video, etc.) in order to have a basis for discussion.

- Formulate open-ended questions (not based on facts, but on reflection).

- Examples of questions:

"Why does the author think that...?"

"What would you do in this situation?"

"What are the arguments for and against...?"

2. Organization of the discussion

- Format: a circle of participants (face-to-face or online), the moderator (teacher/moderator) only directs the conversation.

- Rules:

- Speak one at a time.

- To argue your position.

- Listen to others and respond to their ideas.

- Ask clarifying questions.

3. Development of communication skills

- Active listening – participants learn not just to wait for their turn to speak, but to analyze the cues of others.

- Clarity and structure of speech – it is necessary to express thoughts clearly.

- Argumentation – substantiation of one's point of view (logic, examples, links to the text).

- Conducting a discussion – the ability to ask questions, maintain a dialogue, and argue correctly.

- Empathy and tolerance – respect for other people's opinions, even if they differ from yours.

4. Reflection after the seminar

- Participants analyze:

- What have you learned?

- What were the strongest arguments?

- How can I improve my participation in the next discussion?

Advantages of the method for communicative competence: It develops oral speech and critical thinking. teaches you to work in a team and discuss difficult topics constructively, helps to overcome the fear of public speaking and creates a culture of dialogue, not monologue.

The growth of communicative competence in language teaching has a rich history of changing methods. Each approach presents unique strategies to improve linguistic, pragmatic, sociolinguistic, and strategic skills. These strategies tackle the complex nature of effective communication. By understanding and combining these methods, teachers can create engaging learning environments that develop strong communication skills in students. This foundation paves the way for further exploration and use of these ideas in the following chapters. The goal is to improve language teaching and student results in today's educational settings.

References

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