"So'nggi qo'ng'iroq" hayajoni

25-may - respublikamiz umumiy o'rta ta'lim maktablarida «So'nggi qo'ng'iroq» sadolari ostida yetuklik shahodatnomalarini olgan bitiruvchilar yorug' istiqbolga odim qo'ydilar.

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COMMUNICATIVE COMPETENCE AND ITS FUNCTION TO TEACH THE STUDENTS ACCORDING TO THE SPEAKING AND LISTENING SKILLS

Annotation: communicative competence is based on skills which are speaking, listening, writing and reading. All the skills are essential for the learners to learn the target language during the lesson. Communicative competence is composed of four elements: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Communicative language teaching has always aimed at enabling the learners to communicate effectively.

Annotatsiya: kommunikativ kompetensiya nutq, tinglash, yozish va o'qish kabi ko'nikmalarga asoslanadi. Dars davomida o'rganuvchilar tilni o'rganishlari uchun barcha ko'nikmalar zarur. Kommunikativ kompetensiya to'rt elementdan iborat: grammatik kompetensiya, sotsiolingvistik kompetensiya, nutqiy kompetensiya va strategik kompetensiya. Kommunikativ tilni o'rgatish har doim o'quvchilarning samarali muloqot qilishlarini ta'minlashga qaratilgan. Til qobiliyatlari va kommunikativ qobiliyatlar til ko'nikmalari va kommunikativ qobiliyatlar o'rtasidagi munosabatni tushunish uchun tildan foydalanish va foydalanish o'rtasidagi farqni bilish kerak.

Аннотация: коммуникативная компетентность основана на навыках говорения, аудирования, письма и чтения. Все навыки необходимы учащимся для изучения целевого языка во время урока. Коммуникативная компетентность состоит из четырех элементов: грамматической компетентности, социолингвистической компетентности, дискурсивной компетентности и стратегической компетентности. Коммуникативное обучение языку всегда было направлено на то, чтобы дать учащимся возможность эффективно общаться. Лингвистические навыки и коммуникативные способности. Чтобы понять связь между языковыми навыками и коммуникативными способностями, необходимо осознавать различие между употреблением и употреблением языка.

INTRODUCTION

Linguistic skills and communicative abilities in order to understand the relation between linguistic skills and communicative abilities, one needs to be aware of the distinction between language usage and use. Language usage is the knowledge of the language system. However, everyday life requires not only the manifestation of the abstract language system but also the ability to achieve a communicative purpose. Learning English language at schools and at universities teachers will utilize the skills which will be based on communicative competence. People use a range of language abilities in real-life communication, including speaking, listening, reading, and writing. "Most people who acquire a foreign language want to be able to communicate with others who speak the same language. They can discover that they need to communicate with and comprehend them. 201).

According to Raimes 1983, "speaking and listening are at least as important as the other skills to communicate, regardless of who the people using the language are." "One should keep in mind that these skills are normally integrated in real life," writes Byrne 1991 p. 21. It is common to use the term "integrated skills" as though it were practically interchangeable with "reinforcement." When seen in this light, the process of combining language abilitiesFor pupils to become proficient users of the language they are exposed to, it is imperative that they comprehend it and react correctly. As stated on page 2, "listening is usually an interactive process" according to Seferoálu and Uzakgöre 2004. In addition to listening, the listener may respond to the speaker or seek clarification by asking questions. Understanding what they are listening to and being able to respond appropriately orally should be the kids' top priorities. This goal leads us to the combination of speaking and listening in the classroom since it emphasizes the importance of communicating in the target language in addition to mastering its grammar. Communicative language teaching involves developing language proficiency through interactions embedded in meaningful contexts. This approach to teaching provides authentic opportunities for learning that go beyond repetition and memorization of grammatical patterns in isolation. A central concept of the communicative approach to language teaching is communicative competence: the learner's ability to understand and use language appropriately to communicate in authentic (rather than simulated) social and school environments.

MAIN PART

Students typically don't want to participate in speaking and listening exercises because they believe these abilities are too tough for them to master. Students may experience the real results when they are integrated through information-gap activities, which may encourage them to practice more and succeed in expressing their views. Some teachers dislike assigning information-gap exercises because they fear that the students may get unruly and create communication hurdles. Teachers should remove barriers and establish a secure, stress-free

atmosphere in order to inspire and motivate their children to talk. An information-gap task is one in which students are required to listen to instructions because they do not have the necessary information to finish the assignment. Complex and nonspontaneous mental activities are needed to carry out these actions while speaking, and failing to do so may result in hesitation, self-consciousness, fear, or the same with the respect to listening by the learners.

Participants In order to conduct this study, 180 students from Hacettepe University's preparatory classes were given tasks and pre-post exams. All of them are pre-intermediate students who have graduated from government schools and are between the ages of 17 and 19. They are selected at random. "English File" is the course book students are studying in their English classes. Beginning with "English File Elementary," they have progressed through the other levels of the same book in their English language education. All participants were first given the pre-test. After receiving separate instruction, 90 of these students practiced 15 speaking and 15 listening exercises. One of these assignments was completed in class each day. As the result, all the students will take the same results from the given tasks. The exercises and assessments were administered during the autumn term of the 2008–2009 school year. Students took the post-test as soon as they finished the assignments. Since the exam was administered while the consequences of the tasks were still being felt, this naturally raises the dependability of the results.

CONCLUSION

In conclusion, the test findings demonstrate that teaching these two abilities in integration through information-gap activities boosts students' achievement. Additionally, because information-gap assignments are relevant to real-world situations and foster communication, they increase student motivation and involvement in the process of learning new abilities. One may argue that speaking and listening abilities are just as crucial as writing and reading abilities. According to this study, when speaking and listening abilities are combined through information-gap activities, students perform better.

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THEORETICAL ISSUES OF IMPROVING THE COMMUNICATION SKILLS OF HIGHER
EDUCATION STUDENTS USING CULTURAL AND PRAGMATIC ASPECTS BASED
ON INNOVATIVE TECHNOLOGIES AND INTERACTIVE METHODS

Annotation: in today's fast-paced world, the most optimal way to increase the effectiveness of general education is to organize lessons using interactive methods. So, what exactly are interactive methods? What didactic possibilities do they have? What results can be guaranteed by the appropriate and purposeful use of interactive methods in the process of mother tongue education? We will try to answer these questions in this article.

Keywords: interactive, module system, innovative technology, interactivity, language didactics, language pedagogy.

Annotatsiya: hozirgi jadal sur'atlarda umumta'lim samaradorligini oshirishning eng maqbul yo'li darslarni interfaol usullardan foydalangan holda tashkil etishdir. Xo'sh, interaktiv usullar nima? Ular qanday didaktik imkoniyatlarga ega? Ona tili ta'limi jarayonida interfaol usullardan o'rinli va maqsadli foydalanish qanday natijalarni kafolatlashi mumkin? Ushbu savollarga ushbu maqolada javob berishga harakat qilamiz.

Kalit so'zlar: interaktiv, modul tizimi, innovatsion texnologiya, interaktivlik, til didaktikasi, til pedagogikasi.

Аннотация: в современном быстро меняющемся мире наиболее оптимальным способом повышения эффективности общего образования является организация уроков с использованием интерактивных методов. Итак, что же такое интерактивные методы? Какие дидактические возможности у них есть? Какие результаты