EFFECTIVE WAYS TO DEVELOP THE COMMUNICATIVE COMPETENCE OF STUDENTS BASED ON ENGLISH

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ABSTRACT

The development of an English-speaking culture of student communication is based on the integration of English linguistics, sociology, psychology and pedagogy. Acquaintance with the literature created in these disciplines showed that the linguistic features of communication, in particular communication based on the English language, the requirements and rules for organizing dialogue are widely studied in English linguistics. This article analyzes some of the little-studied effective ways to develop the communicative competence of students based on the English language.

KEYWORDS: *Systematic Teaching, Independent Education, Communicative Competence, Self-Education, Conference, Exchange.*

INTRODUCTION

Issues such as the requirements, rules and procedures of interpersonal communication, its effective organization, although not based on the same language, have been sufficiently studied in the fields of sociology and psychology. Unfortunately, the results of the theoretical analysis showed that the problem of the formation and development of a culture of communication in a schoolchild has not been studied pedagogically at all, although it is based not only on English, but also on a specific language. This suggests that studying the process of forming a culture of communication in a student (especially English-speaking communication) from a pedagogical point of view, in particular, identifying ways to achieve efficiency in this regard, is especially important.

In essence, the general pedagogical foundations for the formation (development) of certain knowledge, skills, abilities and qualities in a student make it possible to outline ways to ensure the effectiveness of the process being studied.

The following discussion discusses the importance of effective ways to develop a culture of student communication based on English.

Purposeful and systematic training. The purposefulness of training creates the conditions for the effective use of the capabilities of subjects in one place in the organization process. As a rule, targeted training is programmatic in nature. According to him, the program reflects the tasks of achieving the intended goal. If we consider an example of the development of a student's culture of communication based on the English language, then the program will reflect topics aimed at

achieving this goal. The inclusion of topics in the program, in turn, means the systematic implementation of the student's development of a culture of communication based on the English language. Indeed, in any program, topics are written on the basis of the principles of mutual consistency, membership and relevance.

The state of purposefulness of training aimed at forming a student's culture of communication based on the English language can find expression:

1) Subject program;

2) Programs in choice.

In the science curriculum, topics related to the development of an English-based communication culture among students are noted in combination with other topics that form knowledge, skills and competencies based on the relevant language characteristics of students. For example, in the program "Social Linguistics", the topic "Culture of Students' Communication" can be studied in conjunction with such topics as professional speech, cultural (intellectual) speech, non-cultural (public) speech, official speech, informal speech.

Author's programs by their nature proceed from the needs, interests and desires of students, and also "take into account the full potential of the educational institution". In particular, in educational institutions, in many cases, author's programs are developed based on the needs and interests of a large number of students or students and are implemented within circles, scientific societies or clubs. Such programs "provide a variety of training" **[1, p.122].**

The pilot program, designed to develop a culture of English-based communication among students, includes words and phrases used in greetings, words and phrases used in parting, words and phrases used to confirm (or deny), and words and phrases expressing courtesy. "Words and phrases used in official speech", "Words and phrases used in informal speech".

The process of forming a student's English-speaking culture of communication with purposeful and systemic learning is carried out on the basis of teaching aids - textbooks, manuals (educational and methodological), dictionaries and didactic developments.

Independent education (self-study). Another effective way to develop a student's culture of communication based on English is self-study. Independent learning (learning) is a process of non-formal individual learning activities that allows the student to learn without the support of a teacher or educational institution **[2, p.407].** The ability of students to "see life goals, consciously set goals for themselves, as well as think independently, organize themselves and control" **[2, p.407]** is important in organizing independent learning activities to develop an English-speaking culture of communication.

By its very nature, self-study has a number of advantages. These include: the student acquires the knowledge, skills and abilities to organize communication in English in a favorable environment, place and time; the method, methods and techniques that are effective in organizing communication in English are chosen by the student himself; the student also voluntarily determines the means by which he can effectively acquire knowledge, skills and competencies related to the organization of communication in English.

In a word, self-study is important because it is based on the internal capabilities of the student, his psychological and student characteristics and is voluntary.

It should also be noted that self-study allows the student to develop, exercise self-control and assessment. The only drawback of independent reading is the lack of a systematic, consistent mastery of the English language culture of communication by students. However, it is possible to overcome this shortcoming in accordance with the pedagogical approach in the development of the English-speaking culture of students' communication. To this end, it is advisable to form the skills of independent learning (independent learning) in students in a consistent, continuous and systematic form. Practical work to achieve this goal must begin at the initial stages of higher education and gradually accustom students to consistent, continuous, systematic independent work (self-study), to achieve the transformation of skills in this area into skills. At the same time, accustoming students to work with the Individual Development Program will help them achieve the expected results.

According to one source, "an individual development program (IDP) is a program of an individually practical nature, developed based on the needs of each student or specialist in the formation and development of a certain quality, PPM, professional competence" **[3;11].** The Individual Development Program covers students' current and future levels of communication skills based on English. It is well known that in any program specific deadlines for the implementation of certain tasks are set. Therefore, students should be able to set clear deadlines for the development of a certain quality of communication culture in the "Individual Development Program" and have the skills to monitor the success of this task.

III. Work on yourself. Although the term "self-study" is used in many sources as a synonym for the term "self-study", it is a term in its own right. The situation expressed on the basis of this concept also has its own characteristics. The concept of "self-improvement" means "the organization of purposeful, consistent, systematic actions of a student or specialist to develop themselves socially and professionally, to achieve maturity" [**1, p.7; 4; 5; 7].** Thus, work on oneself means the content of several systematized and consistently organized actions of a student (specialist) in relation to independent study. The work of a student or a specialist does not happen by itself. Perhaps it is based on actions that encourage the student to act, based on a strong need and the desire to satisfy it.

Teaching students to work on themselves is one of the most important pedagogical tasks. The execution of this task occurs in a specific process. The process of teaching students to work on themselves is built on several stages. That is: to create in students the need to work on themselves; development of a plan (program) to meet existing needs; organization of practical actions to meet the need to work on oneself in accordance with the plan; monitor the sequence of actions taken to meet the need to work on oneself; if necessary, make changes to the existing plan (program) to meet the needs, fill it with new tasks **[6; 10; 11; 12].**

IV. Participation in cultural events. The active participation of students in cultural and educational activities in English (the process of spiritual and educational work) also helps them to effectively develop a culture of communication. Higher educational institutions, as well as the Republican public movement "YoshlarIttifoqi" and their regional, city and district branches guarantee the achievement of the expected result from the inclusion of activities to develop students' culture of communication based on the English language. These activities include "English-speaking environment and communication", "Communication area", "Communication online", "Expanding the circle of friends through communication in English!", "Communication

zone between me and an English student", such as talks, round tables, meetings, competitions, forums, competitions and festivals **[13; 14].** The fact that such activities are based on written and spoken language helps students to more effectively develop a culture of communication based on English. In particular, competitions have a great Participation in scientific conferences. Student scientific conferences also play an important role in developing a student's culture of communication based on English. In particular, student scientific conferences, scientific seminars and trainings with the participation of students play a special role in the effective development of a culture of communication based on the English language. The geography of such conferences can be wide (international) and narrow (within the republic, region, city, district, university) **[15;16].** Regardless of the scale, scientific conferences should be focused on organizing active communication between conference participants.

Mutual exchange of experience. Orientation to the mutual exchange of experience as one of the effective ways of forming a student's culture of communication based on the English language serves the successful assimilation of knowledge, skills and abilities on the principle of "student-student". At the same time, it is necessary to establish an active, continuous process of communication, especially between students of foreign countries and universities of Uzbekistan, guarantees that they have the qualities of a culture of communication where education is conducted directly in English, and students of higher educational institutions of the republic. Not only face-to-face, but also online communication is equally important in shaping students' culture of English-speaking communication based on the mutual exchange of experience **[17].**

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