MODEL OF DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF THE STUDENTS OF"TEMURBEKLAR MAKTABI" WHEN TEACHING ENGLISH

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Abstract: The article reveals a model for the development of communicative competence of students of the "Temurbek School" when teaching English, which focuses on basic competencies related to the development of communicative competence of students of the " Temurbek School " when teaching English, the research reveals its purpose and objectives. The stages and criteria for the implementation of targeted, meaningful and effective assessment blocks are also highlighted.

Key words: communication, communicative competence, model, key competencies, goal, task, listening, speaking, reading, writing, competence approach, systematicity, awareness, activity.

Theoretical study of the problem of developing the communicative competence of students at the Temurbek School through teaching English gives us the opportunity to continue training using modeling. Modeling is the process of exploring and studying processes, objects and events and creating a model. This research method helps to determine goals, methods and means of achieving them.

It is known that the concept of a model is defined as a pedagogical system, which is an integral but relatively independent element in the overall system of professional training of future specialists. This increases the content, organizational, pedagogical and procedurally effective means of developing communicative competence and is implemented in teaching English.

Let us consider in detail the advantages of 4 (four) competencies of listening, speaking, reading and writing when learning English [1]:

➢ **Listening**

Listening is a receptive type of speech activity associated with the perception and understanding of the spoken message. When choosing the material that the teacher will use in his oral speech during the lesson, it is necessary to take into account the goals that he sets for himself: firstly, to develop in students the ability to listen and understand foreign speech; secondly, a certain expansion of students' passive vocabulary during listening and the development of their assumptions from the context. When using a particular form or expression, the teacher must see all the signs so that the students understand it correctly. To achieve this, remember the following: when using a particular English phrase, the student should follow the same form in subsequent lessons, and not replace it with the Uzbek equivalent or another similar phrase in English.

➢ **Speaking**

Speaking is a productive type of speech activity through which (verbal) communication is carried out. The content of speech is the expression of thought in oral form. Speech is based on pronunciation, lexical and grammatical skills. The goal of teaching speech in an English lesson is to develop speech skills that will allow students to use them in extracurricular speech practice at the generally accepted level of everyday communication. The implementation of this goal is associated with the formation of the following communicative skills in students: a) understanding and creating statements in English in accordance with the specific communication situation, speech task and communicative intention; b) carry out their verbal and non-verbal behavior taking into account the rules of communication and the national and cultural characteristics of the country of the language being studied; c) use reasonable methods of mastering the English language and improve it independently. The most important way of

speaking is communicative (oral) speech. The communicative situation as a method of teaching speaking a foreign language consists of four factors:

1) the conditions of reality in which communication takes place;

2) relations between representatives of official and informal communication;

3) speech (speech) motivation;

4) the implementation of the very act of communication, creating a new situation, stimulation of speaking.

➢ Reading

Reading is a receptive type of speech activity associated with the perception and understanding of written text. Pedagogical requirements can be formulated when organizing the process of teaching the Shet language [2]. Including:

1. Practical orientation of the educational process: the formation of tasks and questions with a clear communicative motive, aimed at solving practical problems, allowing not only to acquire new knowledge and skills, but also to understand the content and meaning of what is being studied; in the system of teaching reading techniques in the Shet language, it helps to consolidate the skills of forced division of reading aloud, articulation and intonation, phonetically correct speech and "working listening".

2. A differentiated approach to education: taking into account the young psychological characteristics of students, their individual methods of cognitive activity when transferring new knowledge and developing skills and competencies; the use of analytical and synthetic exercises and tasks that vary in complexity depending on the individual abilities of the students; choosing adequate reading aloud and self-study methods.

3. An integrated and functional approach to education: building reading instruction on the basis of oral expectations, i.e. children read texts that use language materials they have already learned in oral speech; The study of new letters and letter combinations in the typing alphabet and reading rules is carried out in accordance with the sequence of introducing new lexical units and speech patterns in oral speech.

4. Taking into account the characteristics of the native language: using the positive transfer of reading skills developed or already developed in the students' native language;

5. Ease of training, implementation and awareness.

6. An integrated approach to the formation of motivation: in the lesson more attention is paid to completing game tasks, actions in problematic situations of a communicative nature; the use of various types of visualizations that stimulate the understanding of new material, the creation of associative connections, supports that help to better assimilate reading rules, graphic images of words, intonation patterns of phrases. Based on the level of penetration into the content of the text and depending on communicative needs, they distinguish between sight reading, searching (seeing and searching), access and learning. Reading is characterized by a correct and complete understanding of the content of the text, retelling the information received, repetition in notes, etc. Reading is one of the most important types of communicative and cognitive activity of students. This activity aims to obtain information from written fixed text. Reading performs various functions: it serves as practical mastery of foreign languages, a means of studying language and culture, a means of information and cognitive activity, and a means of self-education [3].

➢ Writing

Writing is an effective type of speech activity that provides the expression of thoughts in graphic form. In the methodology of teaching the Shet language, written and oral speech are both the means and the

goal of teaching the Shet language. Writing is the technical component of written language. Written speech, along with speech, is a productive type of speech activity, expressed in the definition of some content through graphic symbols. Writing is closely related to reading. their system has one graphical language system. When writing with graphic symbols, the thought is encoded, and when reading, graphic symbols are decoded. If you correctly determine the goals of writing and learning to write, take into account the role of writing in the development of other skills, use exercises that fully correspond to the goals, and perform them at a certain stage of learning, speaking will gradually become richer and more logical. 4].

The model we have developed for the process of developing students' communicative competence in an English-language educational environment in " Temurbek Schools " is a comprehensive education consisting of targeted, content-based, evaluative blocks.

Purposeful block - in the content of the model, the goal of the model was defined as the development of the communicative competence of students of the " Temurbek School ", and the result, in turn, was the development of the communicative competence of patriotic, brave and courageous future officers, the ability to make independent, informed professional decisions in non-standard conditions.

Goal: to develop the communicative competence of students.

Objectives: to develop the communicative competence of students, to improve the ability to communicate freely in written and oral English.

Principles: consistency, consciousness, activity, communication skills.

The requirement of the principle of consistency is that diagnostic control should be carried out at all stages of the educational process - from the initial perception of knowledge to its practical application. Systematicity means that all students undergo regular diagnostics from the first day of their stay in an educational institution.

Consciousness is the ability of a person to correctly understand objective laws, analyze them and act accordingly. The ability to foresee the results of one's activities and set specific tasks lies at the basis of consciousness. Consciousness gives education an educational character and largely helps the formation of high moral, psychological and professional qualities of a person.

Activity - (a concept derived from the Latin words " astus " - action, " astivus " - active) - a category that explains how a person manifests all his actions in life. It explains everything we do, from the simple act of picking up a pencil and drawing a line to the complex act of abstract thinking we perform during creative awakenings.

Communicativeness - the presence of a culture of interpersonal communication, the ability to listen and hear what is read, the ability to communicate and establish communication, collect information, establish and develop various social relationships, verbal and non-verbal behavior of the student. Approaches: competence-based, system-communicative, person-oriented.

Competency-based approach - the main essence of training based on the competency-based approach is to use the knowledge, skills and abilities acquired by students in the learning process, organized in professional subjects, in their personal lives, as well as in further professional and social activities. The orientation towards the formation of applied competencies is considered.

The systemic communicative approach defines the process of preparing students as an integral system.

Personal orientation is a set of stable motives that determine human activity. Personal orientation is characterized by interests, worldview, beliefs, aspirations and ideals.

The content block includes the following: the content of the processes for improving the communicative competence of students at the Temurbek School (didactic processes, forms, methods and tools), pedagogical conditions for the development of communicative competence of students. in an educational institution.

The content block is represented by the components of communicative competence: communicative potential, variable component, communicative activity, which are also described in detail.

The performance assessment block reflects the technology for developing students' communicative competence. This block is characterized by the achievement of specific communication goals and the result of mastering elements of the content of professional education.
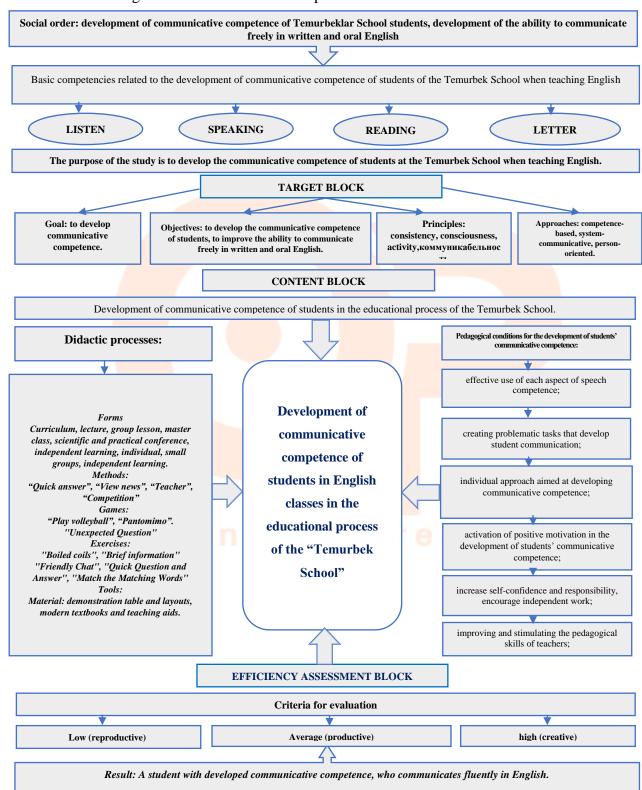
Social order: development of communicative competence of Temurbeklar School students, development of the ability to communicate freely in written and oral English

Basic competencies related to the development of communicative competence of students of the Temurbek School when teaching English

LISTEN	SPEAKING	READING	LETTER

The purpose of the study is to develop the communicative competence of students at the Temurbek School when teaching English.

TARGET BLOCK

Goal: to develop communicative competence.	Objectives: to develop the communicative competence of students, to improve the ability to communicate freely in written and oral English.	Principles: consistency, consciousness, activity,коммуникабельность	Approaches: competence-based, system-communicative, person-oriented.

CONTENT BLOCK

Development of communicative competence of students in the educational process of the Temurbek School.

Didactic processes:

Pedagogical conditions for the development of students' communicative competence:

Forms
Curriculum, lecture, group lesson, master class, scientific and practical conference, independent learning, individual, small groups, independent learning.
Methods:
"Quick answer", "View news", "Teacher", "Competition"
Games:
"Play volleyball", "Pantomimo".
"Unexpected Question"
Exercises:
"Boiled coils", "Brief information"
"Friendly Chat", "Quick Question and Answer", "Match the Matching Words"
Tools:
Material: demonstration table and layouts, modern textbooks and teaching aids.

Development of communicative competence of students in English classes in the educational process of the "Temurbek School"

effective use of each aspect of speech competence;

creating problematic tasks that develop student communication;

individual approach aimed at developing communicative competence;

activation of positive motivation in the development of students' communicative competence;

increase self-confidence and responsibility, encourage independent work;

improving and stimulating the pedagogical skills of teachers;

EFFICIENCY ASSESSMENT BLOCK

Criteria for evaluation

Low (reproductive)	Average (productive)	high (creative)

Result: A student with developed communicative competence, who communicates fluently in English.

Figure 2.3. Model for increasing the communicative competence of students at the Temurbek School

In conclusion, it should be noted that if a student knows his native language well and follows the rules of the language, his existing language experience will become the basis for mastering another Shet language, will help him quickly understand grammar and master terms. In this way, he learns the similarities and differences between languages and learns a foreign language easily. The comparison of linguistic phenomena at the phonetic, lexical and grammatical level provides material for enriching the field of linguistics, and interlinguistic comparative analysis is an important matter in this matter. This ensures not only the assimilation of new material in the Shet language, but also the approach of students with a special interest in it. If a student knows the rules and basic concepts of one language well, he is confident in learning another. A person's acquisition of linguistic knowledge makes scientific innovations interesting in his mind and increases his motivation to learn more. The importance of language knowledge is great in the development of students' communicative competence. In this regard, it is of great importance that the teacher explains the differences, similarities and mutual influence of languages during the lesson. The effective use of modern information technology tools and electronic resources provides students with an excellent opportunity to easily learn the lesson, compare lexical and grammatical phenomena of the language, and perform various exercises.

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