

## IMPROVING COMMUNICATIVE COMPETENCES OF SECONDARY SCHOOL PUPILS

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**Abstract.** *This article is aimed at improving the lexical competence of 5-6 graders based on the corpus-based approach. With the help of the offered exercises and games, students will find a modern, easy methodical solution to grammatical, lexical, phonetic problems in learning a foreign language.*

**Keywords:** *linguistic competence, communicative competence, corpus-based exercises, lexical, grammatical, phonetic.*

Today, in our modern education system, in the process of learning a foreign language of 5th-6th grade students, a number of problems are visible; for instance, incorrect pronunciation of words, difficulty in understanding grammatical structures, inability to understand the meaning of words, and inability to communicate in a foreign language etc.

In today's fast-paced and interconnected world, effective communication has become a vital skill that every individual must possess. It is particularly important for young learners to foster strong communicative competences from an early age, as it sets the foundation for their academic, personal, and professional success in the future. In this context, the development of communicative competences among 5-6th grade students holds great significance.

The goal of developing communicative competences in students of this age group is to equip them with the necessary skills to express themselves fluently, comprehend information clearly, and engage in meaningful interactions with others. It encompasses various aspects such as verbal and nonverbal communication, listening, speaking, reading, and writing skills. By focusing on these core areas, we can empower students to navigate through different social and academic settings confidently.

One of the primary reasons for emphasizing communicative competences at the 5-6th grade level is the critical period of development that students undergo during this phase. At this stage, children are transitioning from elementary school to middle school, and they are entering a more complex and diverse learning environment. By working on their communicative skills, we provide them with the tools to express their thoughts, ideas, and emotions effectively, fostering their cognitive, social, and emotional growth.

Developing communicative competences in 5-6th grade students requires a student-centered and holistic approach. It should involve interactive and engaging activities that promote collaboration, critical thinking, and problem-solving. Teachers play a crucial role in facilitating this development by creating an inclusive and supportive classroom environment. They can implement strategies such as group discussions, role-playing, debates, presentations, and creative writing exercises to enhance students' linguistic abilities and promote effective communication.

Moreover, technology and digital tools can be harnessed to support the development of communicative competences. Online resources, interactive platforms, and educational apps provide opportunities for students to practice their communication skills both inside and outside

the classroom. By integrating technology into the learning process, teachers can make the learning experience more enjoyable and effective.

In recent years, the development of education by the President SH M. Mirziyoyev (19.05.2020 "Law on Education"), appropriate promotion of the work of pedagogues (Decree No. 823, 31.12.2020), foreign creating wide opportunities for language learners, international and national certificates, for example, 100% refund of test fees for students who have obtained international and national certificates, for example C1 from IELTS 7 Multilevel and higher (Decree No. PF-6155 of February 3, 2021) , payment of additional funds in the amount of 50% of the monthly salary to pedagogues who have obtained C1 level from the specified international and national certificates (Decree of the Ministry of Interior No. 312 of 19.05.2021), adoption of educational concepts until 2030 Many laws and decrees, such as (Decree No. PF-5847 dated 8.10.2021), have been adopted and are giving positive results. All adopted laws and orders are aimed at further improving the system of public education, especially foreign language teaching. [1,2,3,4,5,6].

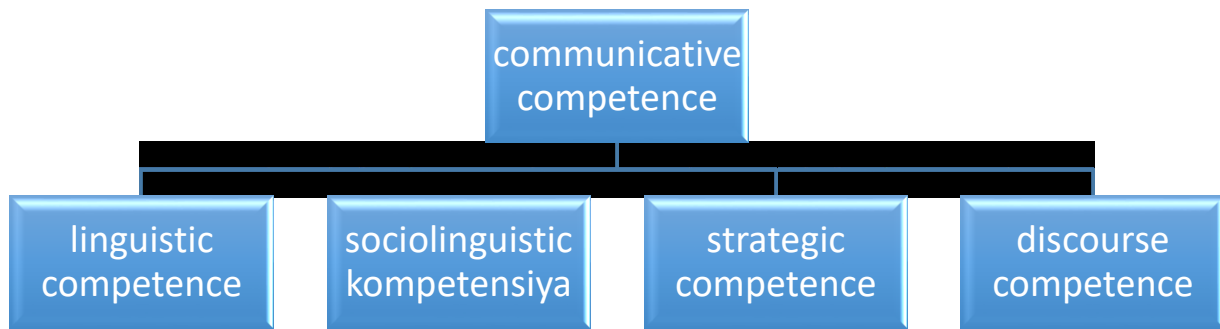
D.R. Pulatova believes that; "Since communication can be embodied both as a process of human interaction and as a digital information process aimed at a larger, dispersed audience, in the process of communicating in a foreign language, students learn not only interpersonal communication, but also indirectly mediated communication, which it is especially important in the context of strengthening the communication infrastructure." [8; p. 15].

In foreign publications, the understanding of the term "competence" has been strengthened as follows: competence is the ability to mobilize all resources (knowledge, skills and personal qualities integrated into a certain system) in an adequate way for a specific situation, that is, in accordance with the purpose of behavior and the conditions of the situation. This interpretation of communicative competence is correlated with the concept of "communicative abilities" introduced in the researches of the school of A.A. Kirsanov [6], in which they are formed on the basis of the existing talents and special abilities of the subject of professional activity during professional education and activity and take them into their structure. [6; p. 145].

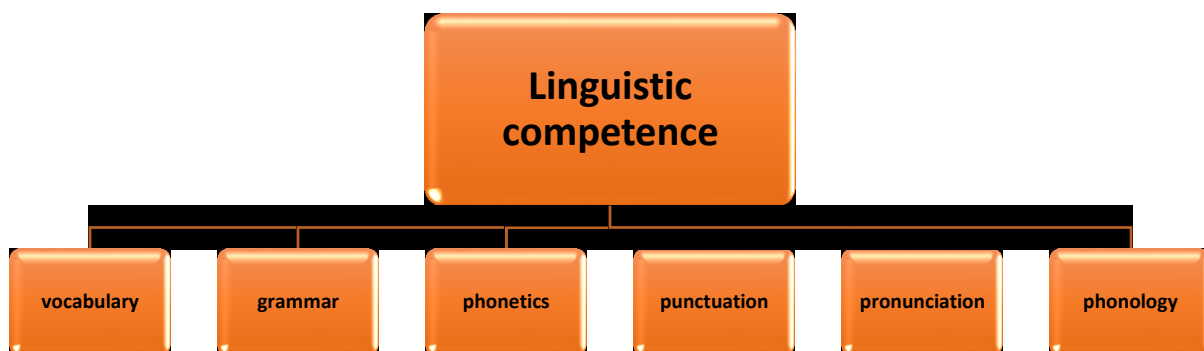
In the works of Russian scientists, the concept of "communicative competence and competence" appeared relatively later and is used as a description of readiness to work in a more specific professional field. [7; p. 15].

Communicative competence is the developing and mainly conscious experience of communication between people, which is formed in the context of direct interaction. The process of improving communicative competence is related to personal development. The means of regulating communicative actions are a part of human culture, and their acquisition and enrichment occurs according to the same laws as the development and reproduction of the entire cultural inheritance. [7; p. 25].

To a large extent, the acquisition of communicative experience occurs not only in the process of direct interaction. A person also learns about the nature of communicative situations, problems of interpersonal relationships and how to solve them from literature, theater, cinema. In the process of mastering the communicative sphere, a person receives from the cultural environment the means of analyzing communicative situations in verbal and visual forms. Communicative competence is directly related to the characteristics of human social roles. It is considered necessary to pay special attention to the components of communicative competence in the development of students' communicative competence.



Linguistic competence is one of the four components of communicative competence, and it is focused on knowing and working on the following sub-components in language pedagogy.



The sub-components of the lexical competence listed above can be positively solved by the 5-6th grade students' problems in learning a foreign language (linguistic competence) through interactive methods, including corpus-based exercises.

As it is mentioned above, there are other several key components of improving communicative competences in 5th and 6th grades.

1. Oral Communication Skills: Encourage students to participate in class discussions, debates, and presentations. Foster a supportive environment for expressing ideas, asking questions, and active listening. Engage in role-plays and encourage students to use appropriate non-verbal communication.

2. Reading Skills: Promote reading comprehension by providing age-appropriate texts and encouraging critical thinking. Encourage independent reading, and provide opportunities for group discussions and book reviews.

3. Writing Skills: Teach students to write clear and coherent sentences, paragraphs, and short essays. Guide them in organizing their thoughts, using proper grammar and punctuation, and revising their work. Introduce different writing genres and encourage creativity in their written expression.

4. Vocabulary and Grammar: Incorporate vocabulary building activities like word games, crossword puzzles, and vocabulary sheets. Teach grammar through interactive exercises, such as identifying parts of speech or correcting sentences. Regularly reinforce grammar rules and usage in classroom activities.

5. Listening Skills: Dedicate time to improve students' listening skills by engaging in listening activities such as listening to stories, dialogues, and audio recordings. Use comprehension questions and follow-up discussions to reinforce understanding and develop active listening skills.

6. Non-verbal Communication: Help students understand the importance of body language, facial expressions, gestures, and tone of voice in effective communication. Promote awareness of cultural differences and how they can influence non-verbal cues.

7. Collaborative Projects: Encourage group work and collaborative projects to enhance students' communication and teamwork skills. Assign tasks that require effective communication, such as brainstorming ideas, planning, and solving problems together.

8. Technology Integration: Utilize digital tools and platforms to enhance communication skills. Encourage students to create multimedia presentations, podcasts, or videos to express their ideas and share them with their peers.

In conclusion, developing communicative competences in 5-6th grade students is a fundamental aspect of their overall education. It empowers them to express themselves articulately, comprehend information effectively, and foster positive relationships with their peers and teachers. By focusing on this essential skill set, we equip our young learners with the tools they need to thrive in an increasingly interconnected and communicative world.

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