

THE ROLE OF MODERN UZBEK LITERARY LANGUAGE CLASSES IN DEVELOPING COMMUNICATIVE COMPETENCE

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Abstract

This article provides a scientific and theoretical analysis of the role of modern Uzbek literary language classes in developing communicative competence among students majoring in English. The study examines the concept of communicative competence, its main structural components, and highlights the impact of speech skills and abilities formed in the mother tongue on the process of foreign language acquisition.

Keywords: Communicative competence, Uzbek literary language, speech culture, English language major, sociocultural competence, game, task, modern education.

In the context of globalization and the rapid development of information technologies, mere knowledge of a foreign language, (linguistic competence) is no longer sufficient in the process of foreign language learning; rather, the ability to use this knowledge appropriately, accurately, and effectively in real communicative situations (communicative competence) has become increasingly significant. Therefore, in modern language education, particularly in the methodology of second language teaching, the formation of communicative competence is regarded as one of the priority objectives. This issue is especially relevant for students majoring in English, as their future professional activities are directly related to international communication and functioning in a multilingual environment.

The ability to communicate fluently and effectively in a foreign language primarily requires learners to possess a well-developed culture of speech and advanced communicative thinking in their mother tongue. Communicative competence in the native language provides a solid foundation for foreign language acquisition, as it encompasses the pragmatic and sociolinguistic aspects of language, which determine learners' communicative strategies. From this perspective, Uzbek literary language courses taught in higher education institutions play a significant role in developing not only linguistic but also communicative competence among students majoring in English. Communicative proficiency in the mother tongue facilitates positive transfer in foreign language learning, enhances mutual understanding in intercultural communication, and contributes to the development of students' overall intellectual potential. In developing communicative competence through Uzbek literary language classes, particular importance is attached to fostering speech culture, working with texts and developing discursive competence, as well as designing methodological approaches and practical recommendations.

Development of Speech Culture

Uzbek literary language classes contribute to students' ability to adhere to the norms of the literary language and ensure clarity, coherence, and expressiveness of speech. Students learn to express their ideas fluently in both oral and written forms and to observe the rules of speech etiquette in communication. These skills are also of significant importance in the process of communicating in English.

Working with Texts and Discursive Competence

The analysis of literary texts and the identification of their semantic and structural features contribute to the development of students' discursive competence. Establishing logical connections between the introduction, the main body, and the conclusion of a text, as well as ensuring the coherence and continuity of ideas, facilitates the effective organization of both oral and written discourse in English.

Methodological Approaches and Practical Recommendations

The process of developing communicative competence in Uzbek literary language classes requires the application of methods based on a communicative approach rather than traditional knowledge-transmission practices. In this context, students are not viewed as passive recipients of instruction but emerge as active participants and agents of communication in the teaching–learning process.

In developing communicative competence in Uzbek literary language classes, the following methods can be used effectively:

- interactive methods (debates, discussions, role-plays);
- text-based discussion and analysis;
- speech exercises through situational tasks;
- group and pair work technologies. These methods enhance students' active participation and foster the development of independent thinking and free communication skills.

In conclusion, Uzbek literary language classes play a significant role in shaping communicative competence among students majoring in English. A well-developed culture of speech, text-processing skills, and sociocultural knowledge acquired in the mother tongue serve as a solid foundation for foreign language acquisition. Therefore, teaching Uzbek literary language in higher education institutions on the basis of a communicative approach is considered one of the priority pedagogical tasks.

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