

## Developing the Speaking Competencies in Language Training Centers

**Burieva Humorakhon Olmasboy kizi**

Teacher, Everest Educational Center

**Abstract:** The article deals with developing the speaking competencies in language training centers. The article is devoted to the consideration of the structure and content of English-language speech competence of schoolchildren in the educational web space. The particular relevance of the work is determined by the accelerated development of information and communication technologies, the demand for young personnel who are fluent in a foreign language and able to communicate in a foreign language on every day and professional topics.

**Keywords:** freedom of textbooks, communicative competence, speaking, listening, reading, writing, communication-oriented teaching.



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In recent years, there have been positive changes in the work of English teachers: there is freedom of textbooks, methods, differentiation by interests and level of development of students, early learning of a foreign language, and the introduction of ICT into the educational process. With all the positive things happening in the modern educational space, certain personal successes were alarming, the fact that students coped well with exercises of a reproductive nature. However, unfortunately, they had difficulty in completing creative tasks; felt embarrassed when expressing their opinion, did not always know how to argue the choice of one or another way to complete the task, defend their point of view; correlate the knowledge gained in the lesson with practice. When students begin to study a foreign language, no teacher can complain about the lack of interest in the subject at first. The novelty of the subject does not leave students indifferent. The teacher's task is to ensure that this interest is constant and sustainable. And where there is interest, there is success. The concept of communicative (speech) competence is understood as “knowledge, abilities and skills necessary for understanding others and generating one's own programs of speech behavior adequate to goals, spheres, and situations.”

Communicative competence is the readiness and ability to interact, verbally and non-verbally (facial expressions, body language), with other people.

This can be difficult to do even when studying Uzbek, when the thoughts and actions of the participants in communication are clear to each other. In this regard, it is more difficult to study a foreign language, since students do not always understand each other. Therefore, the main

principle of communication-oriented learning is speech activity. However, communicative competence should be formed and improved in the aggregate of all its components, namely:

- speech competence;
- improvement of communicative skills in four main types of speech activity (speaking, listening, reading and writing);
- the ability to plan your speech and non-speech behavior;
- language competence;
- systematization of previously studied material;
- development of skills in operating language units for communicative purposes;
- socio-cultural competence;
- increasing the volume of knowledge about the socio-cultural specifics of English-speaking countries;
- compensatory competence;
- further development of skills to get out of a situation in conditions of a deficit of language resources when receiving and transmitting foreign language information;
- educational and cognitive competence;
- development of general and special educational skills that allow improving educational activities in mastering the language, satisfying with its help cognitive interests in other areas of knowledge.

Thus, speech competence is considered as a result of learning, an achievement, naturally believing that with the same level of achievement, different sets of abilities can be involved, that students with different types of abilities can demonstrate high productivity in foreign language speech activity. The success of achieving this result depends on the methods and styles of mastering a foreign language used, the use of life and associative experience, and competent motivation of students. The modern pedagogical community considers the need to develop communicative competence in students as the most important methodological goal, thanks to which in the future it will be possible to use oral and written speech in a foreign language in various practical situations. The term "communicative competence" itself essentially denotes the ability of a student to perceive any statement and the readiness to create their own speech constructions based on knowledge and skills, personal qualities, practical experience, verbal and non-verbal means, accepted language norms, taking into account the topic, goal, tasks, environment, space, communicative and ethical attitudes. The first attempts aimed at clearly distinguishing between communicative and cognitive skills were undertaken back in the 1970s, when the concept of developing communicative competence in students began to emerge and develop. Subsequently, the ideas of developing communicative competence became quite widespread as teachers began to believe that it was necessary to focus foreign language teaching on practical results or on the ability to communicate intercultural [2].

Domestic authors and methodologists consider the need to develop communicative competence at the present stage of education to be one of the most important goals of teaching a foreign language, which is associated with meeting the needs of society for developed multicultural individuals capable of conducting a productive dialogue of cultures in a multicultural environment. In addition, a foreign language should contribute to solving specific educational problems, for example, deepening the knowledge of students through understanding information in a foreign language. All components of communicative competence are based on its main components:

- linguistic (knowledge of vocabulary, grammar, phonetics and the ability to apply this knowledge);
- sociolinguistic (use of a foreign language in appropriate socio-cultural conditions);
- pragmatic (generation of speech acts with the implementation of the communicative function).

It can be concluded that when studying English, it is communicative competence that allows students not only to successfully communicate in English, but also to learn to use the acquired knowledge in practical activities in the context of the linguistic picture of the world of the English language. It should be noted that communicative competence includes several aspects: reading, understanding and creating texts of different types (narrative, descriptive, rational); knowledge of the rules for using a foreign language in accordance with the goals set; maintaining a conversation; knowledge of the features of changing linguistic means in accordance with a specific communicative situation.

A significant addition to communicative competence is intercultural competence, due to which the level of interpersonal communication between speakers of different languages and different cultures increases. Consequently, the main foundation of communicative competence is not only the concept of language, but also the concept of culture. The competencies we have identified, the formation of which is envisaged in the framework of teaching English, significantly contribute to the development of students' skills of effective intercultural communication. The ability to successfully communicate with native speakers of English culture, for whom English is their native language, presupposes the appropriate, adequate to a specific situation, use of language, all language norms, as well as verbal and non-verbal means that facilitate communication. To acquire high-level intercultural competence, students need to come into contact with cultural values in the process of learning English, gain socio-cultural knowledge of English culture, while developing an understanding of their own cultural identity and enriching their culture. A student can study in a country in a cultural environment and learn English in a formal context, or, conversely, he can learn English naturally, communicating with the English. A hybrid form of education is widespread in modern conditions, allowing a student to be in two situations at once: studying English in language centers along with an internship in England. However, when in a foreign language environment, a student needs to be imbued with another culture, integrate into the life of the local population, getting used to their behavior and adjusting his own behavior in order to avoid conflict situations and individual misunderstandings. New aspects of the linguistic picture of the world, a changed context, difficult to interpret new perceptual stimuli require a different communicative behavior from the student, different means of expression that are most appropriate to the situation. It is a deeper adaptation to the context and linguistic correctness that form the "core" of communicative competence. Certain communicative behavior, comparison of cultures, interpersonal communication in the context of a foreign language culture form the foundation of intercultural competence [1].

Effective development of communicative and intercultural competences requires that the English language teacher select such methods and tasks offered to students in the classroom that take into account social practices, cultural values, and the communicative context of the language being studied, and are capable of reproducing real communication situations for students to implement specific communicative functions in relation to a certain cultural context.

It can be concluded that fiction texts can act as one of the means of developing the communicative competence of foreign language learners. In this case, the teacher should take into account two main conditions aimed at increasing the effectiveness of using such texts: the correct choice of text material and the appropriate structure of the educational process. The choice of fiction is based on four rules:

- a small amount of text offered to students for reading in the classroom, including chapters or excerpts from the work;
- full compliance of the text aimed at enriching the vocabulary and speech of students with speech topics within the framework of the educational program being implemented;
- the presence of cognitive and educational significance in the work of art as a whole;
- the presence of a problem in the artistic text as a work or part of a work, providing for many different, including contradictory, points of view and the need for personal assessment.

In order for students to successfully master reading in English, certain conditions should be created in the classroom, including: the choice of fascinating and entertaining texts, the plots of which can interest students; the presence in the selected artistic texts of specific problems accessible for understanding by students taking into account the level of knowledge of the foreign language; accompaniment of artistic texts with a certain set of exercises, providing for the mandatory presence of annotations, comments and recommendations.

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