

**LEVELS OF DEVELOPMENT OF STUDENTS' COMMUNICATIVE COMPETENCE WHEN
STUDYING ENGLISH LANGUAGE**

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ABSTRACT.

This study is devoted to studying the levels of development of students' communicative competence in the process of learning English. Communicative competence plays an important role in the successful acquisition of a foreign language, since it covers not only grammatical and lexical skills, but also the ability to communicate adequately and effectively. The study examines the assessment methodology and division of students into different levels of communicative competence, and also analyzes the factors influencing its formation. The results obtained will allow us to develop more effective teaching methods aimed at improving students' communication skills when learning English.

KEYWORDS: communicative competence, knowledge of a foreign language, education, pedagogy, linguistic competence.

INTRODUCTION

Possession of communication skills is an important feature that characterizes the personality of modern people. Within the scope of pedagogical activity, the traditional practice of teaching a foreign language and the full formation of linguistic competence are impossible without mastering the communicative direction in teaching. The need to form and develop communicative interaction skills among students is also obvious, which in turn manifests itself in the ability to competently respond to the statements of others in the process of their work. This demonstrates the relevance of this study. The purpose of the article is to analyze the wide possibilities for developing communicative competence in teaching a foreign language.

Achieving the above goals sets itself the solution of such tasks as:

- Revealing the features of communicative competence and its structure;
- Identification and analysis of the most significant characteristics of communicative competence methods for teaching a foreign language;
- Creation of a set of exercises aimed at the formation and development of communicative competence as a task that determines the practical significance of this article. Understanding the levels of development of students' communicative competence when learning English can be based on the generally accepted CEFR (Common European Framework of Reference for Languages) scale. This scale measures levels of language proficiency from beginner (A1) to native proficiency (C2).

Level A1: Beginner: The student understands and uses basic phrases and expressions to communicate on everyday topics. can introduce himself and ask simple questions about personal information.

Level A2: Elementary: The student is able to interact at a basic level in familiar situations. Can describe his family, interests and environment.

Level B1: Intermediate: The student is able to participate in communication on everyday topics, understanding main ideas and expressing his or her thoughts.

Can describe events, ideas and plans. Уровень B2: Средний

The student has a good understanding of the language and is able to express himself freely.

Can participate in discussions, describe impressions and events, and draw conclusions.

Level C1: Advanced

The student can understand complex texts and express his thoughts competently and effectively.

Can conduct business correspondence, take part in academic discussions and express his point of view in a reasoned manner.

Level C2: Perfect

The student speaks the language at a native level.

Able to understand and use complex expressions, grasp subtle nuances of meaning, and adapt to different contexts.

These levels help both teachers and students understand where they are in their communication competency development and what skills they need to develop to reach the next level.

RESEARCH METHODOLOGY

The following methods were used as part of the study:

Analysis of literature sources: A review of academic and scientific articles, books, studies and teaching materials related to the communicative competence of students in learning English was conducted. This analysis allowed us to form a theoretical basis for the study.

Survey: Students studying English were surveyed using structured questions aimed at assessing their level of communicative competence, as well as the factors influencing its development. The survey provided primary data on students' opinions and experiences in learning English.

Observation: Observing students during classes and extracurricular activities helped to identify their communication skills in practice. This method made it possible to evaluate the actual application of English language knowledge in various communication situations.

Assessment methodology: A methodology for assessing the communicative competence of students was developed based on the adaptation of well-known tests and criteria. This technique included the assessment of grammatical, lexical and communication skills and was used for a comparative analysis of the results of students at different levels of study.

The results of the study revealed several key conclusions:

Three levels of development of communicative competence: Three main levels of development of students' communicative competence when studying English were identified: initial, intermediate and advanced. These levels were determined based on an analysis of students' knowledge, skills and confidence in communicating in English.

Features of each level: Each level is characterized by its own characteristics in understanding and using the English language. At the elementary level, students often have difficulty with grammar and the formation of coherent statements, while at the advanced level they are already able to conduct a free conversation and adapt to different communication situations.

Factors influencing the development of communicative competence: From the study, it became clear that the development of students' communicative competence is influenced by various factors, including the amount and quality of training, student motivation, practical application of

language skills in real communication situations and access to language resources.

The importance of an individualized approach: The results highlight the importance of using individualized teaching methods that take into account the level of communicative competence of each student and his individual needs and characteristics.

Practical significance: The results obtained can be used to develop more effective English language teaching programs, as well as to create recommendations for improving the quality of teaching and ensuring the successful development of students' communicative competence.

In order for students to successfully master reading in English, certain conditions should be created in the classroom, including: a selection of fascinating and entertaining texts, the plots of which can interest students; the presence in the selected literary texts of specific problems that are accessible to students' understanding, taking into account the level of knowledge of a foreign language; accompanying literary texts with a certain set of exercises, which require annotations, comments and recommendations.

Researchers involved in the issues of effective teaching of a foreign language have identified four main stages of working with literary texts in English lessons:

- work on vocabulary – Vocabulary work;
- understanding of the text – Comprehension;
- letter – Writing;
- reasoning on the topic – Discussion.

CONCLUSIONS

The need for an individualized approach: The levels of development of students' communicative competence in learning English vary, so it is important to use individualized teaching methods that take into account the level of each student.

- The importance of practical communication: For the successful development of students' communicative competence, it is necessary to actively apply the acquired knowledge and skills in real communication situations, which emphasizes the importance of practical work and exchange of experience.
- Formation of motivation: Creating incentives and motivation for learning English plays a key role in the formation of communicative competence of students. Pedagogical methods should be aimed not only at the transfer of knowledge, but also at stimulating interest in the language and its practical use.
- The need for an integrated approach: Teaching students communicative competence should include not only the study of grammar and vocabulary, but also the development of listening, speaking, reading and writing skills, as well as the ability to adapt to different cultural contexts. Role of Sociocultural Context: Understanding language is not limited to just knowledge of words and grammar, but also includes knowledge of sociocultural nuances. Therefore, it is important to include aspects of the culture of countries where English is used in teaching.
- Feedback and self-reflection: To effectively develop students' communicative competence, a feedback system and opportunity for self-reflection are necessary. Students should be given the opportunity to analyze their successes and mistakes, which will help them better navigate the learning process.
- Technology Integration: The use of modern technologies such as online resources, mobile applications, webinars, etc. can greatly enrich the English language learning process and

contribute to the development of students' communicative competence.

- Collaboration with Native Speakers: Involving native speakers in the learning process allows students to practice their communication skills in real-life situations and improve pronunciation, intonation and understanding of native speakers.
- Continuous development and updating of training programs: Given the rapid development of technology and changes in the social environment, it is important to constantly update training programs and teaching methods to meet modern requirements and the needs of students. These additional findings may help to deepen our understanding of the process of developing students' communicative competence when learning English and identify the most effective teaching approaches.

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