

PRINCIPLES OF DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE THROUGH TASK BASED LEARNING

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ABSTRACT

The article focuses on the innovative methods of formation and development of communicative competence of students through various assignments in English classes.

Keywords: communicative competence, problem-based learning, student-learning activities, communicative ability, intercultural communication.

"The great goal of education is not knowledge, but action"
Herbert Spencer

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

The main purpose of teaching English in modern education is to develop a student personality capable of using English as a medium of communication.

I think the result of learning English will be achieved in the process of personal communication. The principle of communication is the basic principle of the teaching of English, in which speech skills are formed, that is, the competencies required to communicate in English within a particular subject.

Communication competencies also include the development of communicative phenomena (ability to read and understand what is being read, ability to communicate, write short monologue messages, transmit information in writing), as well as general educational skills. to develop (work with textbooks, dictionaries, reference books, etc.).

The communicative method is mainly for teaching speech.

The prerequisite for communicative competence is to build motivation. Practice shows that visual displays, discussions, student project activities, games, and especially role-playing in higher-level classes contribute to motivation.

Students can easily express their views using vocabulary learned through visual aids. Nature-based visual aids make it necessary to express their thoughts and to perceive verbal communication from friends.

When explaining the material, I place new cards on the cards that contain the words and put the pictures next to them. Students read the words and guess what they mean from the picture.

The development of communicative competence also helps with problem-based learning. According to I. Son, "the only way to create a deep emotional bond for a teenager is to put him in front of a problem that forces him to think and make his own conclusions." A challenging question will help students understand the purpose of the learning activity, which will influence their positive motivation.

Working in groups is the most effective form of organizing student-learning activities when solving research problems. In this case, interpersonal communication skills are improved. Working in a group provides the individual development of each student, the formation of interpersonal intelligence, which in turn means a high level of communication skills. It is clear that children have a different ability to learn English. Some are able to master the material and appropriate speaking skills. Others, despite their best efforts, do not achieve the same results. Therefore, in-group work, you can implement a multi-level approach and provide students with different abilities at different levels.

It is best to use the "Project" method for students' free expression, development of creative abilities, off-site thinking, imagination, and independence. In teaching this method, it is important that the student (or group of students) decide the content of the project and how it will be reflected. The student feels he has a different ability, he knows how to express his thoughts, which in turn increases the motivation for learning and communicative competence.

The use of games in classrooms is one of the oldest ways to improve communication skills. During the game, students develop skills, develop speaking skills, they learn to communicate, and memorize speech material. The use of different games in lessons, such as "snowball," remembering, thinking, speech development, "boasting competition", "Best student of the year" and more.

Role-play also stimulates speech activity.

Playing roles allows a teacher to emulate the real state of communication and is characterized primarily by the freedom and spontaneity of speech and the nonverbal behavior of the characters. The role-playing game contains a certain number of characters, as well as a problematic situation in which the game is played by the participants. During the game, each participant organizes their actions based on the actions of the partners and their communicative purpose. The outcome of the game should be a conflict resolution.

In general, communicative competence involves the development of general education skills along with the development of communicative phenomena.

The main purpose of a foreign language is to develop communicative competence, that is, the ability and willingness to engage in intercultural communication with native speakers. In addition, the development of communicative skills should ensure that students are introduced to the culture of the languages being studied, a better understanding of their country's cultures, and the involvement of students in intercultural communication.

Here are some of the most effective ways to help students develop their communicative competence:

- Creating real opportunities for communication in each lesson;
- Conducting non-standard lessons;
- Creating and protecting projects using information and communication technologies, creating situations that imitate the language environment;
- A combination of independent work with teams to independently search for the necessary information by students;
- Ability to develop creativity; work with different sources of information;
- Incorporating original material into lessons;
- Implementation of extracurricular activities as a step towards developing students' creative, communicative abilities in the subject.

Teaching students to speak a foreign language is a difficult task in the learning environment. Indeed, natural speech is encouraged, not by necessity, but by the need for genuine communication. As much as possible in the lessons, it is important to create a natural environment for communication: role-playing games, playing games, the use of entertainment materials, and physical education.

All of this causes students' speech activity to normal, activating previously studied material. Communicative skills are formed during the student's collaborative activities. There is a need for communication, commitment sharing, and support for each other when working on a group project. All group members have a common goal – to prepare a project and submit it to a class court.

Communicative competence includes students' ability to express their opinions, consent and dissatisfaction / I think you are right; I think so too; I don't agree with you at all; I don't think so; You are wrong and so on. / Assess, express your feelings. The teacher, along with the students, performs this value-driven function through emotional reactions: "Oh! Yes! Cool!

As they study English, students become familiar with the culture of the country and the ethics of speech. When they ask a stranger they say, "Excuse me, can you tell ...?" "Excuse me, can you help me? ... "etc. Thanks to this work, students are trying to transfer the beauty of English to situations such as communicating in their native language.

Acquisition of these tools for the implementation of the specified communication functions using a foreign language, the ability to use basic types of speech activities (listening, reading, speaking and writing), knowledge of speech and non-speech behavior, marriages are necessary.

When planning each lesson, it should be based on the basic methodological principle of teaching a foreign language – the principle of communicative communication that children participate in real-time communication.

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