

PEDAGOGICAL ACTIVITY ON DEVELOPMENT OF COMMUNICATIVE COMPETENCIES OF PARTICIPANTS OF THE EDUCATIONAL PROCESS

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ABSTRACT

This article is devoted to the study and analysis of the influence of the teacher's methodology and pedagogical prerequisites on the development of communicative competencies and oral interaction between students, as well as the definition of pedagogical conditions for the development of students' language skills and improving the level of teacher competence. The work touches upon the issues of improving the quality of education and improving the educational system, subject to certain specific conditions. The article describes the activities and qualities of participants in the educational process, necessary for effective work in an innovative educational environment. The material also examines the psychological and pedagogical conditions for the formation of educational attitudes, the relationship between teachers and students: general and didactic conditions, as well as patterns that are stable links in the educational process. The main goal of this study was to study and analyze the influence of the teacher's methodology and pedagogical prerequisites on the development of students' communicative competencies. This study was conducted under the following research question: how does the methodology used in the educational process affect oral interaction in the light of the communicative competencies of students of selected universities in different regions of the country. The focus was on pedagogical and methodological aspects that can help or hinder the development of students' speaking skills.

Keywords: Speech skill, communicative competence, pedagogical activity, educational process, teaching methodology.

INTRODUCTION

Learning Russian as a second language and mastering it are the main goals for many students who use this language for different purposes. This research was carried out in three higher educational institutions of Tashkent, Samarkand and Bukhara regions.

Meanwhile, the approbation of the research results at the Samarkand State Medical Institute and Bukhara State University was carried out in the second semester of this year. The case study was conducted in terms of participation in a qualitative study. To collect data, such tools as interviews and classroom observations were mainly used.

Few students who go to college are able to conduct a conversation or discuss topics of interest to them. Most freshmen find it difficult to maintain a conversation and give personal or specific information due to insufficient development of communication and speaking skills.

Perhaps students find it difficult to express their opinions in front of their partners because of the language barrier or because of the lack of sufficient knowledge of grammatical structures,

vocabulary and suitable pronunciation, which will allow them to build coherent speech acts, taking into account the context and situation in which communication takes place.

There are many reasons why oral communication in a foreign language can be unsuccessful. The speaker may not be using the correct vocabulary, grammar, or functional language for a given situation, or may not have the correct cultural or contextual knowledge of the topic of conversation.

These and other circumstances contribute to a more complex development of speaking skills and communication competencies in the classroom. In addition, for most students, foreign language classes are the only time they can get acquainted with the target language. As mentioned earlier, there are various factors that can affect the appropriate development of an effective communication process of students in a higher educational institution, where people are needed who can communicate in Russian fluently. This is the requirement of the time on which the further development of the country in the field of economy and tourism depends.

There is another important aspect in which a number of difficulties arise for students in the development of communicative competencies. This is due to the lack of an initial language base, which is built in the process of studying the Russian language at school, where at the end of the studied program, students must be able to conduct a conversation on elementary topics with a partner in an educational institution.

LITERATURE REVIEW

Bello (2011) argues that “educators are often faced with pedagogical situations that lead them to conduct research outside the classroom to understand, improve, and / or transform teaching and learning practices” (p. 109).

Brown emphasizes that learning is “the acquisition or acquisition of knowledge of a subject or skill through study and experience” (2000, p. 7). He also states that learning is a complex process that includes various factors such as cognitive organization, memory, storage system, "active, aware and acting on events outside or inside the body." It is a change in behavior ”(Brown, 2000, p. 7).

Savignon (1972) defines the term “communicative competence” as the ability of language learners to interact with other peers, giving meaning to communicative actions, moving on to simple dialogues and exercises (cited from Celce.Murcia, 2001, p. 16).

Canale and Swain (1980) and Canale (1993) established definitions of communicative competence in light of the four components that enable people to interact with others. These components are described as grammatical competence, discursive competence, sociolinguistic competence, and communication strategies or strategic competence. In addition, during the observation process, there was evidence of the development of communicative competencies, when the teacher used various strategies to encourage student activity and cooperation between them. This student-centered approach promotes language development through interaction, and the teacher is the facilitator of the communication process.

Larsen-Freeman (2000) suggests some actions that can be useful for improving communication and speaking skills in Russian as a foreign language class. These activities include: activities

prepared using authentic materials; encrypted sentences; language games; story with pictures; role play (pp. 133-134).

Richards (2008) also argues that by using natural dialogues, short conversations about students, the teacher should consider personal experiences and topics related to their context when preparing lessons aimed at strengthening speech skills (p. 29). It was noted that teachers often use some strategies, such as questions, that can help students communicate and understand the meaning of words.

Mendes López (2011) argues that the most common speaking strategies that students used in the context in which the study was conducted were asking to repeat, using paraphrasing, and asking to clarify the message. It has also been confirmed that there is a wide range of strategies that students use and they choose the most appropriate for them according to their level of language proficiency.

METHODOLOGY

The methodological basis of the research lies in the totality of the philosophical, psychological and pedagogical positions of scientists. Mainly, a theoretical analysis of literature and scientific works on the issue of research, processing, systematization and presentation of data is carried out.

In designing this study, the principles of qualitative research were taken into account because of the naturalistic and descriptive paradigm in which this research was conducted. Qualitative research reveals some types of methods such as ethnography, phenomenology, grounded theory, case study, and historical research.

For the purposes of this article, a case study has been taken as a qualitative research approach to conduct it. In particular, quality interviews were used, based on open questions and providing quality data. Open-ended questions provide several advantages in the field of research, as they reduce tension in the interview, encourage collaboration, and establish rapport between the researcher and the interviewee.

RESULTS

The results obtained after examining the data were collected using the quality tools used in this study. These tools were divided into six main categories: teacher methodology, interaction, language skills, error correction, student characteristics, and materials. Under each main category, several subcategories are grouped, used to analyze the main results obtained from the tools used to collect the data.

The main category “teaching methodology” refers to some of the practices performed by the teacher in the classroom that characterize everyone and are important factors in improving language learning and oral skills.

Interaction refers to the different ways that educator and students can take advantage of to foster collaboration with peers.

The language skills category refers to the skills that students must exercise in class in order to achieve the desired level of Russian language proficiency that they should have after graduating from high school.

The error correction category includes various strategies that the teacher uses to correct student mistakes, giving them the opportunity to learn from their own mistakes. The “student characteristics” category includes some characteristics that define student attitudes and feelings.

The last category, “materials,” includes all the resources that teachers use to improve students' language learning and oral skills.

After collecting the data with the tools used, the following was determined:

1. Some methodological aspects contribute to the development of communicative competencies and speech skills, while others, on the contrary, hinder their development.

1. Interaction promotes collaborative learning.

2. Attractive teaching activities promote compassion and active interaction.

3. Successful mastering of the language program of a higher educational institution is facilitated by a high-quality basic level obtained at school.

4. The availability of cognitive materials facilitates the process of teaching and learning the Russian language.

An analysis of observations, interviews with students and teachers showed that some of the methodological aspects used by teachers, such as the excessive use of traditional teaching methods, the predominant use of grammatical aspects of the language, the deductive method to present some features of the language, few opportunities for communication in Russian, as well as Failure to use teaching materials or lack of teaching resources can hinder the development of communication and speaking skills among students.

Using available materials and corrective feedback, as well as an inductive method to familiarize yourself with the language, provides more opportunities for communication and can help develop conversational skills in the classroom.

The results also showed that students enjoy doing fun activities such as listening to songs, watching movies, interacting with their partners, and performing collaborative activities that promote interaction and teamwork.

In addition, the results revealed that most of the study participants do not speak Russian at a sufficient level. The Russian language program taught at school must provide a basic level of language proficiency. However, the poor language training of students at school does not allow them to continue studying the Russian language according to the program of higher educational institutions without additional classes.

Given the results of this study, it may be helpful for educators to conduct some sessions as learning facilitators to ensure successful group communication. At the same time, it is necessary to be aware of some methodological aspects that contribute to the development of students' skills in Russian, as well as to work out a plan to promote the attractiveness of corrective measures and ways of positive feedback.

DISCUSSION

Research data on the influence of the teacher's methodology and pedagogical prerequisites on the development of communicative competencies and oral interaction between students, as well as the definition of pedagogical conditions for the development of students' language skills and improving the level of teacher competence were raised at a meeting of the Department of

"Uzbek and Russian languages" of the Tashkent Financial Institute and discussed by the teaching staff.

Analysis of the data obtained showed that most of the methodological aspects contribute to the development of communicative competencies and speaking skills. Based on the results, it can be argued that despite the many shortcomings that can affect the process of learning Russian, the methodology used by the audience can positively affect the development of communication competencies and speaking skills among students.

It was also noted that an important condition in the formation of an attitude towards the educational process is individualization and differentiation of occupations, which implies several stages:

- compulsory initial study of the level of development of students, their psychosocial and cognitive attitudes;
- distribution of students into groups according to similar characteristics (perception, understanding, memory, thinking, learning, attitude to learning);
- development and formation of learning objectives in accordance with the characteristics of the development of each group of students;
- modification and adaptation of the content, methods, procedures, forms of education, taking into account the individual characteristics of the student, the group of students;
- it is necessary to take into account the pace of learning of groups of students with a similar level of development and each separately.
- creation and observance of psychological and pedagogical conditions for teaching students, a positive emotional background of interpersonal relations, constant stimulation of a positive attitude towards the learning process;
- the gradual complication of educational activities associated with the achievement of high results;
- teaching students the skills of learning and self-knowledge, self-assessment and regulation of cognitive activity;
- creation of an educational block and a differentiated individual path of development for each group and student separately;
- the possibility of enrolling or transferring part of the students to a group with a high indicator of effectiveness;
- the use of modular technologies in the educational process of the university;
- development of criteria and indicators for monitoring the process under study;
- constant diagnosis of students' success, which forms the basis of pedagogical interaction. These are mandatory preventive measures, which include observation and documentation, targeted interviews and, if necessary, standardized procedures aimed at identifying and developing the emotional and social skills of trainees.

According to the results of this study, important aspects were identified related to the teacher's methodology and used in the educational process. The consistency of the educational process allowed students to expand their knowledge on the topic being studied, exchange information with their partners and the teacher, strengthen their knowledge, clarifying possible doubts that they might have.

Using the inductive method for acquaintance with a language gives students the opportunity to independently discover the meaning of a word and use some language features. It is also worth highlighting the use of teaching materials that give students the opportunity to interact with their peers, improving their oral skills and communication competencies.

CONCLUSIONS

The study made it possible to determine to what extent the methodological aspects and pedagogical prerequisites used in the educational process can facilitate or hinder the development of the process of oral interaction of students and the improvement of their communicative competencies. With the data obtained, it was possible to come to the following conclusions.

Methodological aspects that can help students acquire the desired level of the Russian language and the development of their communicative competencies and speaking skills include: the development of classes and the choice of materials based on the background knowledge and the existing language experience of students; subject content of classes, focused on a context that is close and understandable to students; development of independence and self-organization in language learning; the use of available information technology, which helps to reduce emotional pressure; adapting course materials in accordance with the needs and abilities of students, namely, using visual aids, simplifying instructional language, adding time to complete an assignment, if necessary, etc., in order to make the process of perception and generation of statements as simple as possible.

Each student has their own appropriate way of learning and perception, despite the fact that the participants in the educational process may be from the same group and the same educational institution. Each of them has different interests, needs and disadvantages. Teachers need to accommodate student differences in order to provide them with an effective and tailored way of learning a foreign language.

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