

## Communicative Competence and Ways to Reach it in Teaching Foreign Languages

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**Annotation:** A study of the scientific and methodological literature on the problem made it possible to conclude that the use of technical teaching aids in foreign language lessons makes it possible to present the material visually, and helps to improve the quality of education and reduce student fatigue. Technical teaching aids help the teacher to increase the pace of presentation of the material and in the most complete satisfaction of students' requests and curiosity.

The effectiveness of the use of technical means in teaching speech depends not only on the exact determination of its place in the training system, but also on how rationally the structure of the video lesson is organized, how the educational capabilities of the video material are aligned with the learning objectives.

To solve each of the tasks set, students must know not only the general content of the video material, but also remember the details, as well as be able to evaluate events, characterize the characters using words and expressions from the speech accompaniment of the video material. The use of audiovisual teaching aids, the exercises we proposed on the use of technical teaching aids help to improve the quality of learning in foreign language lessons, allow students to give a visual picture of life, traditions, language realities of English-speaking countries and develop the motivation of speech activity of students.

### Key words:

Scientific, conclude, technical teaching aids, visually, improve, quality, education, reduce, exercises, propose, determination, capability, objective, effectiveness, use, aligne, accompaniment, develop.

Among the problems theoretically and experimentally solved by the methodology of foreign languages, communicative competence and methods for achieving it are one of the most relevant. Mastering the communicative competence in English, not being in the country of the language being studied, is a very difficult matter. Therefore, an important task of a teacher is to create real and imaginary situations of communication at a foreign language lesson, using various methods and working methods (role-playing games, discussions, creative projects, etc.). In solving this problem, a huge role is played by technical teaching aids that allow students to give more complete and accurate information on the topic being studied, increase the visibility of training and cause a desire to further improve language culture.

No less important is the task of introducing students to the cultural values of the people - native speakers. For these purposes, the use of authentic materials (drawings, texts, sound recordings, etc.) is of great importance. Acquaintance with the life of English-speaking countries takes place mainly through the text and illustrations for it, watching movie clips, transparencies, filmstrips, etc.

The methodology of teaching foreign languages explores the goals and content, patterns, means, techniques, methods and systems of learning, and also studies the processes of learning and education on the material of a foreign language.

Methods and techniques of working with TSO meet the general requirement of the methodology of teaching foreign languages and are its integral part. The use of TSS, both new and widely used for many years, is subordinated to the general goals and content of the process of teaching a foreign language, which is based on the general theory of instruction, taking into account the psychological laws of thinking and memory. The methodology of teaching a foreign language has constant links with the science of the language - linguistics. The process of verbal communication takes place in four types of speech activity: speaking, listening, writing and reading.

Speaking has two sides - speaking and listening. Speaking is impossible to learn without listening. The development of listening skills as a type of speech activity is one of the independent tasks of teaching a foreign language.

Opportunities to listen to foreign speech were limited mainly by listening to the teacher's speech. Thanks to the language laboratory, the ability to listen to foreign oral speech performed by native speakers has increased. However, recording listening is different from listening in a natural conversation.

To develop skills using a computer, you need special audio exercises and audio texts that take into account the difficulty of perceiving speech without visual support for the text.

Listening is an integral part of spoken language.

One of the constantly developing and improving technical tools that are widely used in teaching a foreign language are a laptop and a computer.

Displaying a video in a foreign language class provides an opportunity to visually acquaint students with the features of oral speech, typical language models, intonation, etc.

Compared to other types of TCO, video has obvious advantages: for a unit of time, a student receives much more information, since it comes simultaneously through two channels - visual and auditory.

The video film has an important ideological and educational value. It introduces the history, culture, modern life, traditions, customs and mores of the country of the language being studied.

We can say with confidence that audiovisual tools are increasingly used in the methodology of teaching foreign languages at all levels and in the development of various skills. One of the main tasks of teaching foreign speech is the development of speaking skills. But mastering this type of activity is fraught with great difficulties, which are due to the complexity of the process of generating a speech utterance. In order to create a motivation for communication in a foreign language in an educational setting, it is necessary to use the situation, i.e. circumstances in which the speaker is placed, which causes him to speak. In the process of watching videos in a foreign language at lessons, conditions are created when students enter into a conversation or discussion. In addition, they listen to the speech of a native speaker, get acquainted with the history, culture, geography of the country.

The effectiveness of using the language laboratory depends on the rational organization of classes. You can offer different options for using a computer or laptop.

#### 1. Training tasks

One of the educational tasks that can be solved using video is the repetition of vocabulary and the expansion of vocabulary. Any passage from 30 seconds to 1 minute is suitable for this, in which objects, actions or characteristics are presented on the corresponding, lexical topic. It is advisable that the passage be accompanied by an English text. If it is not possible to get such a video, record a passage with text in your native language, removing the sound.

Depending on the size of the study group, you divide it into subgroups or pairs, each of which receives its own assignment. Tasks do not have to be different; they can be duplicated for some groups or couples. Students watch an excerpt where different types of activities are presented (professions, colors, people performing various actions). Then discuss in groups (pairs) what they saw. If necessary, they can use the dictionary or seek help from a teacher.

Then the students answer questions. You can give tasks according to the passage you have looked at - call the typist in English; tell me what the waiter does; who, by profession, is the person you saw on the street; what green objects you saw on the screen, etc.

At the same time, the teacher warns that they will watch the passage again and will have to check how correctly the group completed its task. Then you look at the passage a second time and check the answers are correct. As in this case, and for the “describe the picture” task, you can use the “pause” function (freeze-frame) so that students have the opportunity to see all the details on the screen.

Video can also be used to introduce new lexical units or a new lexical topic.

Another problem that can be solved with the help of video at this stage is the task of teaching listening comprehension. It should be noted that the use of video for teaching listening has its positive and negative sides.

On the one hand, video recording is more vital in comparison with audio recordings - you not only hear, but also see speakers, their facial expressions and gestures, and also get information about the wide context of what is happening - the scene, age of the participants, etc. On the other, all these factors distract the listener from his own speech, and he may be carried away by looking at the picture instead of focusing on listening. Therefore, students should receive a clearly formulated task before viewing, on the implementation of which they will need to focus.

## 2. Video dialogs (5-15 minutes)

These exercises, in addition to listening, include developing reading skills. You can offer several options for organizing work with the video dialog.

Option A. The teacher selects an excerpt from the film 1-2 minutes long, which consists of clearly pronounced remarks that are simple in form and content. He writes each remark on a separate card, noting which character it belongs to, then splits the audience into several groups and gives each group a complete set of cards containing a dialogue. The group should look at the passage without looking at the cards, and then put the remarks in the order they appeared on the record.

After that, you should look at the passage again, checking the correct order of the replicas. If necessary, pause.

Students in a group practice reading dialogue.

The duration of the entire exercise, including the time to watch the video clip, is indicated in parentheses.

The teacher starts recording without sound, and students voiced a dialogue on the screen (optional). As options, you can offer the following:

- students lay out cards in the order that they consider correct, before viewing, and then check the accuracy of their guesses.
- the dialogue is given not on cards, but on one sheet, and they need to number the replicas in the order of appearance.

Option B. The teacher selects an excerpt from the feature film for 1-3 minutes, in which from three to five participants conduct a conversation. Students should be familiar with the characters.

The teacher prepares two lists - the names of the characters and their replicas in random order. Each student must have their own copy. If copies cannot be made, lists are written on the board.

The teacher explains to the students that the passage will appear without sound and their task will be to arrange the replicas in order, as well as to figure out who says what and shows the passage without sound. Students work in pairs, restoring the sequence of replicas and their authorship. The teacher then shows the passage with sound. Students check the correctness of their work. The dialogue is read and discussed with the class.

### 3. Warming up ("warming up") students (20 minutes).

The teacher prepares an excerpt from a television program, performance or film, from which you can quickly understand how events will develop further. He gives out tablets to students or draws a table on the board, while the teacher says that he will show the beginning of the passage and you need to figure out how events will develop, and then you need to fill out the tablet.

The teacher shows a large enough piece of the passage so that you can understand the plot and its further development. Students in pairs discuss what they saw and fill out a tablet. The teacher discusses their guesses with the children, then shows the remaining video clip. Students discuss in pairs what they saw, heard, and compared with what they expected to see. The teacher and the class discuss whether their expectations have been met. If necessary, watch the passage again.

Tasks for working with an excerpt from a television program can be varied. While watching, the teacher pauses for students to guess what will happen next. Then continue to browse and compare the assumptions.

### 4. News (or Current events) (10-15 minutes).

From the television news program, the teacher selects a passage that the broadcaster reads and which contains enough material to ask all kinds of special questions.

The teacher explains to the class that they will now see the real news, which contains information to answer questions:

- Who is about?
- What is about?
- When did it happen?
- Where did it happen?
- Why did it happen?
- How did it happen?

On the board, the teacher writes these six questions, warns students about exactly how much news will be in this passage. The task before the first viewing is to listen and try to understand the topics. The task before the second viewing is to listen and make notes opposite each question. After the second viewing, students answer these six questions.

Then you can offer to watch the news for the third time, after which you need to write a small article containing the news heard on TV. You can give it as homework. You can turn this into a competition: ask students to state what they heard on separate sheets of paper (or type on a computer), and then hang up for evaluation and “vote” with colored circles without a signature. Having received the largest number of red circles, becomes a cool “journalist” for the coming week.

#### 5. Internal monologue (30-45 minutes).

The teacher chooses a passage in which people’s feelings or attitudes are clearly expressed, but there is very little or no dialogue. Explains to students that vivid feelings are expressed in the passage that they will see, but the characters speak little. The teacher will ask them to compose an internal monologue, where feelings would be expressed in words.

Students review the passage, if necessary, twice; work in groups, discussing the character's character, his feelings and thoughts, and then they write a monologue. Each group reads its monologue to the whole class. The teacher shows the passage again, stopping if necessary and discussing the details.

#### 6. Seasons (10-15 minutes)

The teacher chooses a passage in which the change of seasons would play an important role in the development of events. Explains that a passage will appear that will take place at a specific time of the year. Asks the class to imagine what would change if this happened at a different time of the year. The teacher writes on the board: If the action took place in [season], what difference would there be in

- What do the characters say?
- What are the characters wearing?
- What do the characters do?

Students then review the passage and discuss the issue in groups, after which questions are discussed by the whole class. If necessary, the passage is reviewed again and discussion continues.

#### 7. Match the adjectives (15-20 minutes).

The teacher selects a passage in which 3-5 characters of different types participate. Prepares a list of adjectives that are used to describe the nature of people (or you can ask students to do this); distributes a list and pre-discusses these features with the class; if there are unfamiliar words in the list, explains their meaning. The teacher also warns that each character can be described by at least one of these adjectives.

Students look at the passage and work in groups, discussing the actions of the characters, and what they say, and select at least one characteristic for everyone. Those who wish then choose one characteristic and explain to the class what this word means, illustrating their explanation with an example.

#### 8. Analysis of advertising (30 minutes).

The teacher selects one or more commercials suitable for their purposes, and procures a sufficient number of copies of the plate for all students. He then distributes the tablets to students and checks to see if it is clear what kind of information is required to fill out the tablet.

The teacher warns the class that a commercial will now be shown. The task is to fill the plate with the data that they will receive from the video. Students watch the video several times if necessary and fill out the plate. After they finish, the teacher offers everyone to compare their answers with the answers of a neighbor. The video is shown again to clarify incomprehensible moments.

Option - if there is little time, the class can be divided into groups, and each group is responsible for information on a single topic.

#### 9. Direct questions (15-20 minutes)

The teacher selects a passage from a documentary or news item that is of interest to students. News should be reported by the speaker on the screen (not behind the scenes). Then the teacher asks students what they know about the subject, which is covered in the news. He writes down the answers on the board and suggests asking a few questions on this topic. Having divided into groups, students make at least three more questions on the same topic.

Before watching, the teacher warns that some questions in the proposed passage may be answered. They can be expressed directly, indirectly, or they will not be at all. The students' task is to determine which questions in the passage will be answered.

Students are viewing a passage. Representatives of groups read questions to which they received answers. The teacher offers to find answers to the remaining questions in the form of homework or group "project".

Option - the teacher shows the beginning of the passage and checks whether all students understand the topic for discussion.

#### 10. Fill in the video gap (10-15 minutes)

The teacher selects a passage in which the storyline is clearly visible. Records its beginning and end (about a minute long). Explains to the class that two passages will be shown. The students' task is to write a story that would link these passages. Students watch the first excerpt and discuss the situation and the characters in groups (a representative of the group expresses the opinion of the group). Then watch the second passage. The discussion procedure is the same. Two passages are compared - place, events, character relationships, and more.

Each group composes a story connecting these two events, and a representative of each group reads out (or tells) its own version. Students compare the credibility and other virtues of a story. After that, they watch the entire passage, then compare their stories with the original.

#### 11. Reconstruction (15-20 minutes).

The teacher selects a passage with a clear storyline. Silent films are very well suited for this purpose. Explains to the class that it will show a passage in which a certain event will occur (for example, a robbery). The task of students is to remember as many details as possible and then set them out in chronological order.

Students look at the passage and then work in groups, discussing what they saw and writing in the correct order. A representative of each group reads its list. The class decides which list is the most correct and complete.

Students review the passage again, the teacher pauses to clarify the details. You can also freeze the image and ask students to say what happens after that.

## 12. Review

This exercise makes sense to offer only at the last stage of shoes. The teacher chooses a film that students should like. Draws up questions that draw class attention to what is needed to write a review. The teacher decides how long the review should be (for example, from a newspaper). Distributes questions and explains to students what kind of information is usually contained in a review. Discusses issues with students so that everyone understands exactly what is required of them.

Students watch the film in whole or in part, if necessary. Then in groups discuss questions and answers to them. As a homework, students write a review of the film.

## 13. Debate

This exercise is also intended for groups who are fluent in the language. The teacher chooses a passage that contains some kind of idea that can cause controversy, for example - "Every old or terminally ill person has the right to a quick and painless departure from life." The teacher writes this statement on the blackboard. It warns students that it will show a passage that contains this idea. Students watch a passage. The teacher explains that everyone should speak out in the discussion using the pros and cons.

Two teams are selected (2-4 people each), who will represent one or another point of view. Each team must have a captain. The captain at the beginning expresses the point of view of the team and at the end sums up.

If there is time and need, students look through the passage again. At home, students prepare their arguments. The teacher warns that they can use the notes, but can not read on a piece of paper. Each performance is limited to three minutes. The class should prepare 3-5 questions for speakers. It is advisable that the questions are based on what they saw and heard in the video clip.

In the next lesson, the speakers are facing the class. Each team makes a statement. After speaking and summarizing, the class asks questions. At the end, the class votes whose position has been expressed more convincingly.

## 14. Screening of movies.

Before the film is directly shown to the student, the following questions are offered: questions on the content, questions and answers to them for the students to choose, tasks related to the subsequent retelling of the content, tasks to determine the sequence and dynamics of the characters' behavior and interaction, tasks to evaluate and characterize the information contained in the film .

In the demonstration phase, the screening of the film should be accompanied by the educational activities of the audience-trainees. They can be offered annotations, scripts, abstracts, plans, supporting words and phrases. Trainees can also make notes on the text of the film. At the same time, they can recommend tasks to establish the nature of the combination of sound and visual series: to determine, for example, what statements sound against the background of a demonstration of certain events in the frame; note the realities demonstrated in the film and the corresponding speech utterances.

At the post-demonstration stage, the effectiveness of using the guidelines proposed by trainees for the film's perception at the given stage is checked while watching the film, the understanding of the content and language and speech means used in the film is monitored. Particular attention should be paid to various types of retelling, that is, concise, selective

retelling. It is also advisable to use the question-answer work, role-playing reproduction of the text, subsequent scoring of the film, reproduction and implementation of the communication situations shown in the film, their expansion, addition, transfer to the situations of everyday life of students.

Working with a video used for teaching a foreign language does not have fundamental differences from the methodology for using a film.

Video recording is used to create dynamic visualization in the learning process and the audiovisual support of the activation of foreign language communication in a foreign language class. A video clip as a fragmentary video can be used to illustrate language and speech material, create a problematic and normal speech situation, communicate information on the initial conditions of a communication situation, demonstrate linguistic and geographical realities, for reporting. Video clips are fragments of plot or scenario videos or videos of any illustration, fact, event.

It is advisable to make video materials in the process of joint activities of the teacher and students. At the same time, the preparation and implementation of video materials can become the subject of speech activity and speech communication of students in a foreign language. In this case, work with video materials includes the preparatory stage, the stage of implementation of the video material, the stage of its playback, the stage of educational use of the video material.

At the preparatory stage, a script is drawn up. This work is particularly effective if in its process an effective foreign language communication of the students is organized. It is aimed at selecting a situation, drawing up a plot, script and text for video material, selecting adequate language and speech material, reading the necessary literature, searching for illustrated materials, etc.

At this stage, various situations of joint activity are used, that is, preparation and conduct of a demonstration, communication of participants, viewing fragments, analyzing them, correcting errors, using video materials of a more advanced version, mutual evaluation of work, etc. The use of video materials is subject to mandatory communication conditions in a foreign language. At the same time, students learn the necessary new things and consolidate the already acquired language and speech material, work with dictionaries and reference books, regional literature, books for reading, and various video materials.

At the stage of playing a sound recording, various methods of analysis and discussion should be used in the process of evaluating and describing it based on the managed and free foreign language communication of the students.

How can I use the video?

1. View only

This technology allows you to focus students on the characteristic features of non-verbal communication (gestures, facial expressions, body movements) and develop their understanding skills. First, students watch the episode and decide what the characters are, how they relate to each other, etc. Then they try to guess what is happening and what the characters are talking about. Students make as many assumptions as possible about what is happening on the screen, what the characters are talking about. Later, when watching the same episode with sound, the students understand the meaning of the phrases spoken by the character of the film.

2. Listening only

This technology develops listening practice. Listening without viewing also allows students to imagine (based on sound effects, music and speech) the situation, appearance, mood of the participants and their actions. After listening to the material, students put forward their versions of what happened. They are discussed in a group and then confirmed or changed after watching this episode.

### 3. Exchange of information

One half of the audience watches the episode of the film (without sound), and the other half of the audience at this time listens to the dialogue (without image). Inside their groups, students share their impressions of what they saw or heard in order to reconstruct the situation. The versions of each group are compared with each other, after which all students watch this episode in the final version (sound + video).

When working with any text in the methodology of teaching foreign languages, it is customary to distinguish three main stages: the pre-text stage (pre-viewing), the text stage (while viewing), the post-text stage ((post) after-viewing).

#### I. Pretext stage

Stage goals:

- motivate students, configure them to complete the assignment, making them active participants in the learning process;
- remove the possible difficulties of students perceiving the text and prepare them for the successful completion of the assignment.

#### II. Text stage

The purpose of the stage: To ensure the further development of the linguistic and speech competencies of students, taking into account their real opportunities for foreign language communication.

Types of tasks:

##### 1. Tasks for finding language information

This type of exercises and tasks are aimed at understanding a certain language material: vocabulary, grammar, phonetics. In this case, not so much the statement of the task as the content of the exercise provides one degree or another of the effectiveness of the task. The wording of tasks may sound something like this:

Watch the video clip and select: English equivalents to the following Russian words and phrases; Russian equivalent to the following English words and phrases; fill in the blanks in sentences with the necessary words and phrases; write down all the adjectives that were used in the video with the noun “education” (all verbs that were used with the noun “products”, etc.); write down the verbs from the list below in the grammatical form in which they were used in the text; with what intonation the word "really" was pronounced in the text;

##### 2. Tasks aimed at developing speaking skills.

The following video techniques are aimed at developing monologic speech skills:

- lack of image while saving sound. Most often in this case, settings are used to describe the alleged appearance of the characters and their clothes, items that could be nearby, the place of events, the nature of the relationship between the characters, etc.

All these tasks are a specific type of monologue - descriptions while maintaining pronounced features of the description of people, objects, etc.

- tasks aimed at using the “PAUSE” button.

In this assignment, students are asked to make assumptions about the future course of events.

- tasks aimed at reproducing what he saw in the form of a story, message, etc.

A number of tasks can be effectively used to develop dialogic speech skills, for example: turning off the sound while saving the image and then reproducing the intended text.

Using video provides an excellent basis for the development of all skills, however, it would be naive to believe that without the guiding role of the teacher and specially designed exercises, these skills will form by themselves.

### III. Post Text Stage

The purpose of the stage: Use the source text as a basis and support for the development of productive skills in oral or written language.

Both of the previous steps are mandatory both in terms of using video text as a means of developing communication skills, and as a means of controlling listening skills.

### Conclusion

A study of the scientific and methodological literature on the problem made it possible to conclude that the use of technical teaching aids in foreign language lessons makes it possible to present the material visually, and helps to improve the quality of education and reduce student fatigue. Technical teaching aids help the teacher to increase the pace of presentation of the material and in the most complete satisfaction of students' requests and curiosity.

The effectiveness of the use of technical means in teaching speech depends not only on the exact determination of its place in the training system, but also on how rationally the structure of the video lesson is organized, how the educational capabilities of the video material are aligned with the learning objectives.

To solve each of the tasks set, students must know not only the general content of the video material, but also remember the details, as well as be able to evaluate events, characterize the characters using words and expressions from the speech accompaniment of the video material. The use of audiovisual teaching aids, the exercises we proposed on the use of technical teaching aids help to improve the quality of learning in foreign language lessons, allow students to give a visual picture of life, traditions, language realities of English-speaking countries and develop the motivation of speech activity of students.

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