



## TECHNOLOGIES FOR THE FORMATION OF COMMUNICATIVE SKILLS IN TEACHING FOREIGN LANGUAGES TO STUDENTS

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### Annotation

This article considers the issues of improving the foreign language grammatical competence of students of a non-linguistic university from the standpoint of a communicative approach.

**Keywords:** competence, students, ability, grammatical, speech activity, skills, communicative, written, effective, formation.

### Introduction

In the modern world, it is difficult to overestimate the importance of knowing a foreign language. In the context of growing globalization and integration of the world economy, knowledge of a foreign language is becoming an increasingly sought-after skill for a specialist in any industry. The need of the modern labor market for professional personnel determines the goal of the methodology of teaching a foreign language at present, the formation of communicative competence among future specialists. Thus, training should be based not only on the assimilation by students of individual lexical units and the ability to correctly formulate sentences, but also on the ability to choose language means based on various extralinguistic factors of communication in order to achieve a certain communicative goal, or, in other words, the formation of a set of communicative skills based on on linguistic, psychological, cultural, and social knowledge.

How effective the process of teaching a foreign language is largely determined by the teaching methodology. At present, as noted by many researchers, the closest attention should be paid to the use of interactive technologies in teaching a foreign language, which maximize the formation of communicative competence.

The communicative approach involves immersing the student in the language process, which provides a more natural environment for the perception of a foreign language than classes with a dominant role of formal grammar. However, there is a danger that this approach to teaching a foreign language can lead to the development of grammatically incorrect forms of speech. We assume that the formation of grammatical competence is an integral part of the formation of communicative competence in general. This is noted by a number of domestic and foreign researchers.





The implementation of the methodology for intensifying the teaching of communicative grammar of the English language ensures the relationship between educational material and educational activities, develops motivation, activity and independence of students of a non-linguistic university, including interactive techniques and teaching aids. Teaching communicative grammar of the English language in a non-linguistic university based on the proposed methodology is aimed at improving the efficiency of the educational process: not from theory to practice, but from the formation of new experience to its theoretical understanding through the practical application of grammatical skills and abilities in a foreign language communication.

The research hypothesis boils down to the following: teaching communicative grammar of the English language in a non-linguistic university can be more effective if an interactive model of teaching grammar is used as part of a communicative approach based on the functions of language structures in situations typical for professional activities.

The most significant are interactive techniques and tools used to develop communicative grammatical competence. We especially highlight the following methods and means:

- ❖ Listening to texts filled with specific grammatical topics;
- ❖ Stories, elements of dramaturgy;
- ❖ Information disequilibrium;
- ❖ Graphic images (pictures, diagrams, diagrams);
- ❖ Proverbs, sayings as one of the ways of teaching grammar;
- ❖ Method of projects involving the use of specific grammatical phenomena.

Based on the results of experimental training, the following provisions were put forward.

- ❖ Professionally oriented teaching of English communicative grammar to students of non-linguistic universities will be more effective if it is based on the complex formation of both speech and grammatical skills and abilities.
- ❖ Teaching communicative grammar of the English language within the framework of the communicative approach is based on taking into account the professional needs of students, the psychological setting of cooperation between the teacher and students, and the conscious nature of learning activities.
- ❖ Optimization of teaching communicative grammar of the English language is achieved through the gradual consolidation of the functions of grammatical categories in a situation of communication in a foreign language.



- ❖ Better results in teaching communicative grammar of the English language are provided by a set of grammatical tasks aimed at the formation of communicative grammatical competence.

### **Literature**

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