



WAYS TO IMPROVE COMMUNICATIVE COMPETENCE IN ENGLISH IN CREATING AN INTEGRATIVE LEARNING ENVIRONMENT

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Annotation

The essence and types of coaching approach in the process education is explained by the concept of communicative “competence” and its content, as well as communicative difficulties in Uzbek and English and ways overcome them.

Communicative improving speech competence is important in insuring the personal and professional socialization of students on the basic of the formation of competence creating an creative an integrative learning environment.

Keywords: philological education, interactive tasks, didactic systematization, educational function, communicative competence.

Аннотация

Сущность и виды коучингового подхода в процессе образования объясняются понятием коммуникативной «компетентности» и ее содержанием, а также коммуникативными трудностями на узбекском и английском языках и способами их преодоления.

Коммуникативно-развивающая речевая компетентность имеет важное значение в обеспечении личностной и профессиональной социализации студентов на основе формирования компетентности создания творческой интегративной среды обучения.

Ключевые слова: филологическое образование, интерактивные задания, дидактическая систематизация, образовательная функция, коммуникативная компетенция.

Introduction

In the methodology of world linguistics, various branches of applied linguistics are developing. Improving a communicative competence of students in creative an integrative learning environment based on a coaching approach a requiress a full understanding of the verbal competence in interpreting at as an expression of the





national mentality. The study of the methodological specialization of speech in the sociopragmatic aspect, the methodological disclosure and interpretation of the relationship of the addressee and the addressee in the speech acts are relevant in all language styles and cultures. One of the modern trends in the methodology of modern linguistics of the world is a special study of the methods of language use, skills of creators. Because the language of each nation develops by improving its communicative competence in creating an integrative learning environment, the communicative competence that is important for language development is studied in terms of imagining this process.

Any methodological approaches are important in improving communicative competence to create an integrative learning environment based on linguistics. Based on our observation of the specific speech competence of linguistic means in the text of the work of art, it is important to study the sociopragmatic aspect of improving the communicative competence of students in creating an integrative learning environment based on coaching approach, both verbal and nonverbal means.[1]. In the last year, the definition of "support for research in the development of the English language in our country, the task of international cooperation in this area" shows the importance of research on the promotion of the English language in the Internet. Therefore, there is a need to improve the communicative competence of students in linguistics in creating an integrative learning environment based on the coaching approach, to analyze the semantic, methodological features of language research issues that determine the norms of cognitive, sociopragmatic, linguistic use. Special attention is paid to the use of coaching approach in improving the communicative competence of students, the improvement of medical pedagogical mechanisms for creating an integrated learning environment.[2]. In particular, it is important to widely apply the linguistic, sociolinguistic and pragmatic components of improving communicative competence in the content of medical higher education, to develop a system of preparing students for effective communication. In the world, special attention is paid to the organization of scientific discussions and forums on the development of communicative competence in students on the basis of integrative education (Blended Learning), coaching approach. It is also important to improve the communicative model of education, to identify the specifics of the acmeological and coaching approach in the process of forming interactive communication skills in students, to develop and effectively use interactive technologies of communication, to improve and radically improve higher education. This requires the development of a model for the formation of communicative orientation to professional activity through the improvement of didactic conditions for the formation of communicative





competence in students, the creation of an integrative-facilitative educational environment. In our country, attention is paid to the development of communicative abilities and skills of future doctors, the development of tactical and strategic orientation to professional activity, increasing the social activity of students on the basis of affiliation. At the same time, based on the coaching approach to educational practice, medical universities require the identification of factors and criteria for improving communicative competence in students, the improvement of the conceptual model and practical-technological system. Defining the concept of communicative competence and its types in the development of proposals and recommendations for a coaching approach to improving communicative competence in teaching English; coaching approach and analysis of its content. Analysis English language science programs; identify communication difficulties and ways to overcome them; the concept of communicative competence and its types in the use of interactive methods in the development of speaking skills; if the coaching approach and its content are analyzed; The goal will be achieved if the communicative difficulties in English ways to overcome them are identified.

Research Methods

The content of these article can be widely used today in the teaching of the state language. It should be noted that philologists in different periods have also made a worthy contribution to the methodology of teaching the native language.

F.M. Research on English language teaching in CIS countries NV Baryshnikov, VV Bezrukova, MZ Biboletova, NN Trubaneva, IL Bim, TP Bludova, ND Galskova, N .I.Geiz, G.M.Frolova, G.A.Gromova, T.A.Davydova, Z.R.Devterova, N.V.Eluxina, T.A.Zaytseva, G.V.Zaxarova, I.A. .Zimnyaya. The need for a coaching approach in improving students' communicative competence in teaching English has defined the topic of our study. Coaching approach and its types are defined, in identifying communicative difficulties in Uzbek and English and ways to overcome them, methodological support for teaching Uzbek and English on the basis of coaching approach to improve the integration of interactive methods. Competence is a social requirement that is preceded by educational preparation for the learner to work effectively in a particular field. The concept of competence is multifaceted and has several interpretations. For example, competence is the acquisition of relevant competencies by the learner, or the minimum personal experience of the learner in the given field, or the learner's set of personal qualities (knowledge, skills, abilities, abilities) in a defined social and personal field. determined by the experience gained in their work. According to scientific pedagogical and psychological sources,





competence is a very complex, multifaceted concept that is common to many disciplines. Therefore, its interpretations are diverse, both in size and content, as well as in terms of meaning and logic. The term is also based on concepts such as "efficiency", "flexibility", "achievement", "success", "comprehensibility", "effectiveness", "readability", "hocca", "feature", "quality", "quantity". is also described. In the descriptions of the concepts of "competence", special attention is paid to the following: the practical application of the set of knowledge; education, qualities, attributes of the person; a measure of readiness for practical activities; ability to solve problems, to achieve the desired results in practice; integrity of knowledge, skills, abilities that ensure the professional activity of the individual; a set of activated (applied) training, knowledge, experiences; the power of a person's goal-directed emotional will. [14].

Outcome of the research: Communicative competence of a foreign language is the ability to apply the knowledge, skills and abilities acquired in the studied language in the process of communication. Competence is the knowledge of a field [10]. "Competence" (Lat. *Competo* - I achieve, deserve, deserve) - 1) the scope of powers, rights and duties of a particular state body (local self-government body) or official, established by law, charter or other document; 2) knowledge, experience in this or that field [14].

The concept of competence should be distinguished from the concept of competence. The concept of competence refers to the competence acquired by a student (for example, a future teacher) in a particular field, ie a fully formed set of certain qualities [5,16]. The concept of competence (derived from the Latin *competentia*, *competere* - means "to achieve, win, match, match") means "to have knowledge that allows you to think about something", "to be aware, to be entitled". indicates Virtually all dictionary developers limit the categories of "competence" and "competence". The definition of competence is similar and complementary, but there is no single definition for the word competence. ", " Possessing knowledge that allows you to think about something ", " a set of questions (field) that someone is well aware of " [8].

In the study of the structure of professional competence in a foreign language, communicative situations are divided into 4 methodological groups, namely, the classification component of communicative competence, the factors influencing communication, communicative content and communicativeness [14].

Communicative competence - the acquisition of complex communicative skills, the formation of sufficient skills in new social structures, knowledge of communication cultural norms and restrictions, customs in the field of communication, customs, etiquette, etiquette, etiquette, education, communication orientation knowledge,



national, specific to the class mentality and expressed within this profession. Communicative competence is a general communicative trait of an individual that includes communication skills, knowledge, skills and abilities, emotional and social experience in the field of business communication. Communication skills include: giving a socio-psychological forecast of the communicative situation in which to communicate; socio-psychological programming of the communication process, based on the specificity of the communicative situation;

Implementation of socio-psychological management of communication processes in a communicative situation. In her research, H. Mustafaeva studied the grammar of the English language as a complete set of linguodidactic principles and methodological tools for students of Uzbek groups of socio-humanitarian faculties.

[9]. T. Madrakhimov studied the problems of analysis of structural, functional-semantic and pragmatic features of English speech from the point of view of communicative linguistics and comparative typology. Ethno-sociolinguistic, cognitive-communicative, paralinguistic, psycho-physiological, modal, individual-occasional factors were highlighted on the example of various linguistic units. [7].

In her research, N. Shirinova substantiated the increase of cognitive activity of students of academic lyceums in English lessons, critically analyzed the current state of knowledge, identified necessary and important ways to increase cognitive activity and developed methods of preventing traditional speech defects, explained tasks, methodical the developments were tested under experimental conditions [12].

M. Abdullaeva identified 3 main tasks of teaching practical grammar in the training of teachers in the philological direction: practical, professional-pedagogical and theoretical grammar [4; 18-6.].

M. Gulyamova's research is to develop students' communicative competence on the basis of an integrative approach to teaching English. The scientific significance of the research results is explained by the content of the concepts of "integral", "integration", "integrative approach" in language education, the peculiarities of the integrative approach to the development of communicative competence and the state of integrated teaching of English in English.

[6]. The main purpose of the communicative methodology is to help the learner who has a language barrier to get rid of it. 70% of communicative methodology classes are devoted to oral communication on various topics. But it would be a mistake to assume that the communicative approach is just English conversation. To put it another way, in a popular proverb, a person should have everything beautiful: both oral and written speech, vocabulary, knowledge of grammar, listening comprehension, and reading ability. Psychological and pedagogical literature gives different definitions of competence "communicative competence"





Competences are divided into the following groups (Table 1)

Groups of competencies

Nº	Competence groups	The essence of competencies
1.	Linguistic competence	knowledge of language material (phonetics, vocabulary, grammar) and types of speech activities (listening, reading and writing)
2.	Sociolinguistic competence	allows the speaker to choose the desired linguistic form, method of expression, based on a particular speech situation, communicative purpose and desire. Sociolinguistic competence includes socio-cultural competence, the ability to know the national characteristics of authentic speech: customs, values, rituals and other national-cultural features of the country where one lives and to compare the language with the country being studied.
3.	Pragmatic competence	implies the ability to get out of a difficult situation by repeatedly asking, apologizing, etc. when misunderstandings arise in a communicative situation in the foreign language being studied. In this standard, discourse competence is included in pragmatic competence. This competence is the ability to express ideas in oral or written speech through appropriate linguistic means implies

The emergence of a competency-based approach to education its development if the materials related to the history are analyzed history can be conditionally divided into four periods^{1,2}- table.

The emergence of a competency-based approach to education history

Nº	Stages of development history	The content of the stages
1.	The first stage (1960-1970)	During this period, for the first time, the words "competence" and "competence" began to appear in the scientific literature. Research on the types of language competence in the field of language learning theory since that time The concept of "communicative competence" is introduced by D. James
2.	The second stage (1970-1990)	During this period, the categories of competence / competence began to be used in the theory and practice of language learning (especially non-native language), professional skills in management, leadership, management, and communication learning; The concept of "social competence / competence" has been developed. It is noteworthy that this period is characterized by the presentation of the categories of "readiness", "competence" in various forms of competence, as well as the mention of psychological qualities such as "responsibility", "confidence".



3.	The third stage Starting in the 1990s	During this period, research was conducted on the relative application of competence as a scientific category in education. In the works of AK Markova (1993-1996) in the context of labor psychology, professional competence is considered as a special subject. During this period, as well as the competence of the teacher relevant works are performed by L.M.Mitina, L.A.Petrovskoy, N.V.Kuzmina, L.P.Alekseeva, N.Shabligina and others. Another aspect of the third phase of the development of this approach is that a number of competencies have been identified in UNESCO materials and documents as an expected outcome of education.
4.	The fourth stage	The competency approach is associated with the inclusion of vocational education in the content of standards of general education sciences. On 18 December 2006, the European Parliament and the Council recommended the following core competencies for continuing education: 1) be able to communicate in their native language; 2) be able to communicate in a foreign language; 3) mathematical competence and basic competencies in the field of science and technology; 4) digital competence; 5) learning to read; 6) social and civic competence; 1) a sense of entrepreneurship and initiative; 2) be aware of culture and express it

Communicative competence is the system necessary for internal resources to build effective communicative actions within a certain range of interpersonal relationships; communicative competence is the level of formation of interpersonal experience, that is, interaction with education requires a person to work successfully in this society within the limits of their abilities and social status; communicative competence is the ability to put and solve certain types of communication tasks: goal setting communication, situation assessment, identification partner intentions and communication methods (partners), selection of adequate strategies communication, assessment of communication success, readiness to change their speech behavior [13]. The main idea of the teaching method "Jigsaw", aimed at developing students' reading skills and better understanding of target texts in English lessons, is revealed in the article. In addition, the article provides descriptions of the methods of using the "Mosaic" method by many methodologists, as well as recommendations for the use of this method. The novelty of the article is that the author suggests a slightly different approach to the use of one or more different texts at the same time to take advantage



of a person's reading activity [3]. Having communicative competence, the direction of activity determines the ability to identify its components:

motivational and value component;

cognitive component;

emotional component;

behavioral component [13].

Comparative learning of English is a very difficult task for many, so lessons, homework, memorizing new words should turn the learning process into a fun activity. We all like the fact that there are so many ways to learn a language comparatively. In addition to completing standard tasks, it is possible to learn a language very quickly and easily based on the social activity of students using crossword puzzles, puzzles, audio recordings, games and series. The following free sites are available (Table 1):

Free sites for learning English

No	Free sites	The essence of free sites
1.	BBC Learning English	a site with a huge collection of materials for dealing with simple and business English. "6 minutes english" (6-minute short videos on various topics), Pronunciation type (pronunciation training videos), comedy animated series The Flatmates
2.	Listen to English Learn English	here you can listen to audio recordings on interesting topics. Each audio recording is provided along with the text. This allows you to better understand the language and learn new words
3.	Learn English British Council	another great resource for learning English. Lots of materials, videos, games, professional audio recordings and a special section for IELTS preparers
4.	Exam English	An excellent resource for those preparing for international English language exams (IELTS, TOEFL, TOEIC, etc.)
5.	Learning English Free Online	a site with a large collection of materials for language learners at different levels. Here you can find private lessons, videos and games, and interact with other users
6.	Twominute English	this resource will appeal to video viewers. 2 minute video lessons are very convenient and effective. Such videos can be downloaded and watched during breaks or on the subway. In the engVid section, there are video lessons with an unusual approach to current mazu
7.	MySpelling	a site that teaches correct spelling in English. A great find for those who confuse "think" and "sink"

Learning foreign and Uzbek languages through computer and smartphone applications is a popular direction today. Lifehacker provides a list of the most suitable free apps for learning English as follows (Table 2):



Lifehacker site is a list of free apps for learning English

№	Lifehacker free apps on the site	Free app content
1.	Voxy	The main advantage of this app over others is that it adapts to your needs and desires in real time. Do you want to prepare for the TOEFL? Want to memorize sentences you will need while traveling? Want to prepare for a job interview? Please! Teachers who speak the same language will help you quickly. In addition, the app is updated daily
2.	Words	It's no coincidence that Apple's editors have recognized the program as the best in the "Education" category. It has more than eight thousand words in its database, and the application can work offline (without an Internet connection)! The main advantage is that the program adapts to a specific user (i.e., you), and in assignments and tests, it offers words that are exactly what you encountered before. Did you make a mistake in determining the meaning of the word - you will be asked the same word over and over again until you remember
3.	Easy Ten	With this application, you can memorize ten new words every day and regularly enrich your foreign vocabulary. It doesn't take much of your time - just set aside 20 minutes a day. The program "knows" more than 20,000 English words, and with the help of a special simulator you can also improve your pronunciation. In addition, you can categorize new words according to their topics, you have the opportunity to follow the process of learning - these are additional factors that motivate you to move forward
4.	Learn English	With this program you will improve your knowledge of English grammar and work on your mistakes in sentence construction. These aspects are among the mistakes that are common even in speakers of this language. Text materials, audio files, and tests can help you identify and fill in gaps in your knowledge.
5.	Rosetta Stone	The "Rosetta Stone" helps you remember new words through appropriate interdependencies - associations. The pronunciation assessment program teaches you to say the words you have learned correctly. The app itself is free, but there are also paid materials
6.	English Grammar in Use Activities	Developed by Cambridge University Press, this program will help you improve your grammar skills. Articles, incorrect verbs, learning horses can be set up automatically with its help.
7.	Memrise	To make the process of learning English more enjoyable and new words easier to remember, this is why they recommend a game-based approach to learning. The head of the Memrise intelligence team will take you on an exciting journey through the unlearned English world. And there will be a puzzle
8.	Phrasalstein	This antique program teaches the correct use of phrasal verbs. The developers of Phrasalstein have taken a unique approach to it: they teach the 100 most common verbs based on scripts from scary cartoons!

The above-mentioned programs can be used as a separate tool for learning vocabulary and grammar, as well as as an auxiliary guide in the process of attending English language courses or tutoring. You can also use interesting sites for learning English Ways to increase the activity of students in learning English are: Ways to use British Council sites; methodology of study on the basis of well-known sites with a general collection; Ways to listen to BBC sessions;





methods of working with devices; video viewing, listening, reading methods; phonetics, grammar, vocabulary repetition; reading the press (newspapers); test methods; (3-жадвалга):

Interesting sites

№	Interesting sites	Content of interesting sites	Address of interesting sites
1.	The Free Dictionary	dictionary + idioms, forum, fun games. if, after registration, you become a member, points will be collected for reading articles	http://www.thefreedictionary.com/
2.	Real English	conversations in real English with people on the street. Topics are based on separate gathered items	http://www.real-english.com/
3.	Learn It!	learn English independently with your peers. For 3 months, answer different assignments and tasks every 3 days	http://learnit90.ru/
4.	Learn English using songs!	Do word translation, subtitles, and tasks	http://www.esolcourses.com/topics/learn-english-with-songs.html
5.	Learning to read English	download the text, select a word or phrase you don't understand from the library, and learn the translation of the word	http://readlang.com/
6.	Vkontakte	Ability to download pdf magazines in English every day on the social network	https://vk.com/stopthepress

Methods of using dictionaries (Table 1.4):

Sites Sites for learning English

№	Sites	Content of sites	Site address
1.	British Council sites	For children	http://learnenglishkids.britishcouncil.org
		For teenagers	http://learnenglishteens.britishcouncil.org/
		For adults	http://learnenglish.britishcouncil.org/en/
2.	BBC training	Ability to get different dialogues and initial information	http://www.rong-chang.com
		Grammar, pronunciation, reading, listening and an interactive dictionary	http://easyworldofenglish.com
		English Daily	http://www.english-daily.com/
		Fluentu	http://www.fluentu.com/
		Busuu	http://www.busuu.com/
		Duolingo	http://duolingo.com
3.	BBC training	Pronunciation lessons	http://www.bbc.co.uk/worldservice/learningenglish/multimedia/pron/
		For beginners	http://www.bbc.co.uk/learningenglish/russian/course/lower-intermediate
		General training	http://www.bbc.co.uk/learningenglish/
4.	Working with devices	If you write text in a language you can learn, the program will correct your mistakes	http://lang-8.com/





		Opportunity to meet through correspondence	http://polyglotclub.com/ , http://www.mylanguageexchange.com/ , http://www.interpals.net/ , https://www.conversationexchange.com/
		Meet up	http://www.meetup.com/
		Verbling	https://www.verbling.com
		Italki	http://www.italki.com
5.	Video	Learn English with Jennifer	http://www.manythings.org/videos/jenniferesl-lessons/
		Ororo.tv	http://ororo.tv
		TV411	http://tv411.org
		Video portal	http://gcflearnfree.org/everydaylife [2]

Conclusions

In short, as the process of globalization accelerates, the study of the methodological side of the Uzbek and foreign languages is becoming a modern requirement. Today, knowing English has become a simple requirement to be a good professional in any field. "Learn a language quickly, so what's the way to speak it quickly?" As a result of many years of research, the cause of the problem is the approach to language learning and the social activism of students. another way to make learning a language easier is to use ready-made speakers or guides in a foreign language. That is, in these guides you can memorize ready-made sentences used in the language. As a result, you will have the opportunity to speak a foreign language fluently during various trips. Communicative competence should be considered as an individual quality of education, the structural components of which are cognitive, motivational, emotional and behavioral.

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