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**IMPROVING THE METHODOLOGY OF DEVELOPING PUPILS' COMMUNICATIVE  
COMPETENCE IN ENGLISH IN KARAKALPAK SCHOOLS (IN THE CASE OF  
GRADES 8-9)**

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**Annotatsiya:** Ushbu maqolada chet tilini o'rgatish, kompetentsiya, tushunchalar, kommunikativ kompetentsiyaning tabiati va muloqot qobiliyatlari qoidalariga oid ilmiy tadqiqotlar o'z ichiga oladi. Shu nuqtai nazardan, ushbu maqolaning maqsadi kommunikativ kompetentsiya va kompetentsiyaning mohiyatini aniqlashdir. Bundan tashqari, kompetentsiya tasnifi o'z aksini topdi.

**Kalit so'zlar:** Kompetentsiya, aloqa, texnologiya, bilim, malaka, qobiliyat, samaradorlik

**Аннотация:** В данной статье освещаются научные исследования по преподаванию иностранного языка, компетенции, понятиям, природе коммуникативной компетентности и правилам коммуникативных навыков. В связи с этим целью данной статьи является определение сущности коммуникативной компетентности и компетентности. Кроме того, была отражена классификация компетенций.

**Ключевые слова:** Компетенция, коммуникация, технология, знания, навыки, способности, способности, эффективность

**Annotation:** This article covers scientific research on foreign language teaching, competence, concepts, the nature of communicative competence and rules of communication skills. In this context, the purpose of this article is to determine the nature of communicative competence and competence. In addition, the classification of competence was reflected.

**Key words:** Competence, communication, technology, knowledge, skill, capacity, ability, efficiency.

The informatization of society has a growing influence on the education system, which requires a qualified specialist with the ability to interact and interact with the educational process aimed at preparation. This is because firstly, one of the decisive factors of economic development is becoming an information product, and the main form is information. It is the formation of communication in a foreign language that determines the development of society and the state in the international community. Secondly, the entry of our country into the global educational space, close international cooperation requires further improvement of the process of developing

communicative competence, which ensures the readiness of the future specialist to participate in economic seminars and conferences, work with real economic discourse, and form information, and constitutes communicative competence as the basis of self-awareness and development.

Additionally, one of the newest developments in modern society is the study of language use techniques and strategies known as global linguistics. Every nation's mother tongue develops with it. Developing a productive learning environment aids in the development of communicative competence, a crucial ability for language development.

Due to the globalization of language learning, open communication and exchange of ideas with colleagues around the world, there is an increasing demand for language learners to improve their English proficiency in schools from an early age. Expanding opportunities for educational research and information exchange is essential in the context of globalization. In turn, this is a very effective opportunity for students to improve their communication skills.

In our opinion, the concept of competence - goal setting, deep problem solving, thoroughness and creative thinking - is interrelated, constitutes the concepts of competence and competence, and includes qualities.

Today, reforms in the field of education will be successful only if highly qualified personnel are trained to accelerate the development of industry, scientific research, technology and art. As a result, it is essential that each student acquire subject-specific abilities. The communicative approach is predicated on the notion that meaningful communication leads to a natural process of English language acquisition. Because it encourages learners to use their natural language learning mechanisms, exposure to real-world speech and participation in language learning might be beneficial.

According to experts, consideration should be given to the following factors when creating exercises that ensure communication and interaction: a) communicativeness (English is learned through actual communication and interaction); b) practicality (English is learned through the process of completing a specific task); and c) comprehensibility and meaningfulness (English is learned when it is understandable and meaningful to the student) [5:354].

It is not appropriate for one interlocutor to know what information the other has or knows. In other words, "What season is this picture in?" is asked even if the season is known. Because it will be known that he has learned the words. Communicators must decide when, how and to whom to say what. That is, the form and content of the student's speech should not be under strict control of the teacher.

One of the most important aspects of communication is replying to the other person. In other words, the speaker needs to make sure he elicits a reaction from the audience and clearly conveys his point of view.

Knowledge in a certain field is referred to as competence [3:196]. The term "competence" (lat. *competo*, which means "I am achieving, I am worthy, I am deserving") refers to two things: 1) the authority granted to a particular state body (local self-government body) or an official by a statute, charter, or other document; 2) the extent of rights and obligations; and 3) knowledge and experience in many fields [5:704]. Expert Association of Internet Psychologists evaluation scales with 16 distinct definitions of competence are provided by psychologists in 7 different methods. The following are the ideas that experts brought up:

- the ability to solve production issues;
  - the ability to apply knowledge and skills in specific situations;
  - compliance with the description of the professional standard;
  - formation of quality activity of the subject by the organization
- the requirement to the worker for;
- compliance of the employee's behavioural norms with the organization;
- knowledge, skills and abilities (KSA), ability, motivation, personality,
- general set of communicative qualities and other concepts;
- quality labour training and qualification improvement;
  - responsibility and powers for labour obligations;
  - KSA+ important professional qualities;
  - various aspects of competence;
  - important professional qualities along with the organizational context;
  - deep understanding of professional experience;
  - personality, individuality;
  - human factor in successful activity;
  - criteria of effective production activity;
  - creativity;
  - production tasks in specific organizations [6].

Therefore, competence is defined as having the information, skills, abilities, intelligence, general harmony of components, personal attributes, and target scenarios that allow one to deliver effective solutions for a particular group or organisation, workplace, or employee layoff group leaders.

The capacity of a student in a certain field (for instance, the competence gained by a future teacher) is understood as competence; that is, a definite ability, a collection of completely formed attributes [1:55]. The definition of competence in dictionaries is "having knowledge that gives a way of thinking about something," which implies "to be aware of, to be right." The Latin word "compenlia", which means competition, is the source of the idea that "we achieve together, win, match, and we are right." Actually, "competence" and "competence" are the categories that are used by all dictionary compilers. Competency is defined similarly, replacing (supplements) at the same time[6].

There is no single interpretation of the word competence, this concept is "powers (rights and obligations) of a certain body or official, provided by the law, this body or other circumstances provided by regulatory documents."

"Having knowledge that allows you to think about something

(possession)', 'a set of questions (field) that one knows well is understood [2:209].

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