

EFFECTIVENESS OF THE COMMUNICATIVE-METHODICAL APPROACH IN TEACHING THE SUBJECT OF "SPEECH CULTURE" TO FOREIGN STUDENTS

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Annotation. This article discusses the issues of using a communicative-methodical approach in the process of teaching foreign students the subject "Speech Culture". The study analyzes the role of interactive methods, situational exercises and elements of intercultural communication in the formation of speech competence of foreign students learning Uzbek as a second language. Based on the results of experimental work, the effectiveness of this approach scientifically substantiated.

Key words: speech culture, foreign students, communicative approach, speech competence, interactive methods, intercultural communication.

Introduction. In today's globalization environment, the need for foreign students to learn the Uzbek language is growing. In this process, the role of the subject "Speech Culture" is of particular importance. This subject serves not only to correctly use language units, but also to form speech norms, ethical rules, and intercultural communication skills. Since the audience of foreign students is diverse in terms of language, culture, and thinking, traditional methods in teaching this subject may not give the expected results. Therefore, the use of a communicative-methodological approach in teaching speech culture is one of the urgent issues. The purpose of the study is to determine the effectiveness of the communicative approach in teaching the subject "Speech Culture" to foreign students. Teaching the subject "Speech Culture" to an audience of foreign students is one of the important methodological issues in today's educational process. In the context of globalization, working with students from different nationalities and cultures requires teachers not only to have knowledge of the language, but also to have intercultural communication skills. The science of speech culture is one of the important sciences that serves to form these aspects. This science provides an opportunity for foreign students to express their thoughts in the Uzbek language correctly, clearly, and in accordance with cultural norms.

The traditional grammatical approach to teaching speech culture for foreign students is not effective enough. Because in this approach, language units are studied mainly theoretically and little attention paid to their use in the process of real communication. Therefore, there is a need to use a communicative-methodological approach. In this approach, the language learning process organized based on live communication, dialogue and speech situations. As a result, foreign students will not only memorize language units, but also have the opportunity to use them in practical speech.

In the process of teaching speech culture to foreign students, it is important to take into account their national mentality, native language and cultural experience. Because speech is not only a linguistic phenomenon, but is also closely related to cultural and social factors. In the speech of foreign students, there are often inaccuracies in word choice, incorrect use of forms of address, and non-compliance with speech etiquette norms. This indicates the need to use an intercultural approach in the process of forming speech culture. In classes organized based on a communicative approach, dialogues, role-playing games and tasks based on problem situations play an important role. Through such exercises, students prepared for speech situations that occur in everyday life, in the educational process, and in official communication. In particular,



the development of such types of speech activities as introduction, address, expression of opinion, and participation in discussions is of great importance for foreign students. In this process, fluency, logic, and cultural correctness of speech formed.

During the pilot training, it was observed that the lessons organized based on the communicative-methodical approach significantly increased the speech activity of foreign students. Students began to express their thoughts more freely, gained confidence in oral speech, and developed skills in observing speech etiquette. In addition, the students' vocabulary expanded and the number of grammatical and stylistic errors in speech decreased. The results of the study show that the communicative-methodical approach is highly effective in teaching foreign students the subject of "Speech Culture". This approach prepares foreign students for a real communication environment, develops their speech competence, and forms intercultural communication skills. Therefore, it is advisable to widely use this methodological approach in the process of working with foreign students in higher educational institutions.

Theoretical foundations of teaching the subject of speech culture to foreign students.

Speech culture is one of the important areas of linguistics, studying the issues of compliance with the norms of the literary language, clear, fluent and effective expression of thought. When teaching this subject to foreign students, their level of language proficiency, national mentality and communicative needs should be taken into account. In scientific sources, the communicative approach to teaching a foreign language characterized by its focus on using the language in real speech situations. This approach fully corresponds to the goals and objectives of the subject of speech culture. The communicative-methodical approach aimed at developing students' oral and written speech, free expression of ideas in the process of communication. In this approach, classes organized based on dialogue, discussion, role-playing games and situational exercises. In working with foreign students, speech situations of everyday life: acquaintance, formal and informal communication, forms of address, elements of speech etiquette play a key role. This serves to develop practical skills of speech culture in students.

Experimental work and analysis of results. Experimental work conducted with the participation of foreign students. During the training, interactive methods used, including role-playing games, dialogues, and tasks based on problem situations. The results showed that the training based on the communicative-methodical approach increased the students' speech activity, and the accuracy and fluency of their oral speech significantly improved. Students began to apply the norms of speech etiquette in practice.

In conclusion, the use of a communicative-methodical approach in teaching foreign students the subject of "Speech Culture" is highly effective. This approach prepares students for real speech situations, forms their speech competence, and develops intercultural communication skills. The results of the study show that it is advisable to widely introduce this methodology into the educational process.

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