

**“METHODOLOGICAL MECHANISMS FOR DEVELOPING
STUDENTS' COMMUNICATIVE COMPETENCE THROUGH WORKING
ON THE TEXT”**

Andijan State Pedagogical Institute, Primary Education

Department, 3rd year student

Yusupova Umida Zayniddin kizi

Annotation: This article analyzes methodological mechanisms for developing communicative competence for primary school students through working on the text. Communicative competence includes the student's ability to clearly and logically express his or her own thoughts, understand the opinions of others, and communicate interactively. Research shows that the use of interactive methods, reflective exercises, integrative approaches, and digital educational resources serves to comprehensively develop students' oral and written expression, thinking, and creative skills. At the same time, working on the text forms students' skills in independent thinking, communication, and finding creative solutions. The article shows effective methodological ways to implement the competency-based approach in practice.

Keywords: working on the text, communicative competence, primary school, pedagogical methodology, interactive approach, reflexive activity, competency-based approach, educational effectiveness

Introduction: Developing students' communicative competence in primary school education is one of the current areas of pedagogy. Communicative competence is the ability of a student to clearly, logically and effectively express his or her thoughts in various situations, to understand the opinions of others, and to communicate interactively. Currently, global trends in education show that lessons limited only to teaching theoretical knowledge cannot sufficiently develop students' communicative and creative skills. Therefore, the process of working on the text is important as an effective pedagogical tool for primary school students.

Working with the text serves not only to improve reading literacy, but also to develop students' thinking, creative thinking, and speech activity. This process allows students to acquire the skills of critically analyzing the content of the text, separating the main and additional information, identifying cause-and-effect relationships between events and ideas, and justifying their opinions. Main part: For primary school students, working on the text is not only an effective means of improving reading literacy, but also of forming their communicative competence. Communicative competence is the ability of a student to clearly, logically and effectively express his or her thoughts in various social and educational situations,



to understand the opinions of others, and to communicate interactively. The process of working on the text develops students' oral and written expression, thinking, and creative activity together, thereby involving them in the educational process as independent and active subjects. Methodologically, the formation of students' communicative competence begins with understanding and analyzing the text. At this stage, students distinguish the main and secondary ideas of the text, identify cause-and-effect relationships between events and thoughts, compare the content of the text with their own experience, and draw conclusions. Research shows that interactive methods - question-and-answer, clustering, "guessing the last event" and problem-solving tasks - have a significant impact on the development of students' deep perception of the text and thinking skills. The process of working on the text is also aimed at developing students' creative and speech activity. Students form their speech through retelling the content of the text, telling stories, creating dialogues and role-playing games, acquire the skills of justifying their opinions and communicating effectively with others. Creative tasks, such as continuing the text, creating alternative stories or solving problem situations, strengthen students' analytical and creative thinking. Integrative and interactive approaches also play an important role in increasing the effectiveness of working on the text. Connecting the content of the text with other subjects, discussing it in real-life situations comprehensively develops students' communicative and cognitive competencies. At the same time, the use of digital educational tools allows for multi-channel perception of the text, stabilizes students' attention and increases their motivation to read.

In the process of working on the text, reflexive and evaluative mechanisms are also important. Students strengthen their communicative competence by analyzing their own thoughts, understanding the thoughts of others, and constructively evaluating them. This process not only develops communication skills, but also forms social responsibility, a culture of communication, and the ability to express themselves. The development of communicative competence in primary school students is one of the most important areas of the pedagogical process. Communicative competence means the ability of a student to clearly and logically express his or her thoughts in various situations, understand the thoughts of others, and communicate interactively. Current educational trends show that it is not enough to form students' communicative skills by providing theoretical knowledge alone, therefore, the methodology of working on the text is of great importance. The methodological mechanisms of working on the text consist of several integrated stages.

First, the stage of perception and understanding of the text is aimed at developing students' thinking. At this stage, students acquire the skills of distinguishing the main and additional ideas of the text, identifying cause-and-



effect relationships between events and thoughts, comparing the content of the text with their own experience, and drawing conclusions. In this process, visual diagrams, clusters, interactive question-and-answer methods, and problem situations are effectively used.

Secondly, the mechanism for developing students' speech and creative activity plays an important role. Students form their speech through retelling the content of the text, telling stories, composing dialogues, and role-playing games. Creative tasks - continuing the text, creating alternative stories, solving problem situations - strengthen students' analytical and creative thinking and enhance their communicative skills.

Thirdly, an integrative approach makes the process of working on the text effective. Connecting the content of the text with other subjects, discussing real-life situations comprehensively develops students' cognitive and communicative competencies. Digital learning tools - electronic textbooks, interactive tests, video materials - serve to multi-channel perception of text and increase student motivation.

Also, reflexive and evaluation mechanisms are important in strengthening communicative competence. Students analyze their own thoughts, understand the thoughts of others and constructively evaluate them. This process not only develops communication skills, but also forms social responsibility, a culture of communication and the ability to express themselves. Working on the text based on a competency-based approach serves to jointly develop the cognitive, creative and communicative competencies of students. Students learn not only to understand the text, but also to use it in a practical, creative and interactive way. Lessons organized in this way are a key tool in implementing the concept of person-centered, activity-based education into practice. It should be noted that working on the text based on a competency-based approach allows for the comprehensive development of students' communicative, cognitive and creative competencies. Students are taught not only to understand the text, but also to use it in a practical, creative and interactive way, thus implementing the concept of person-centered, activity-based education. Lessons organized in this way sustainably form students' independent thinking, creative solution-finding and communication skills, and bring the quality of education closer to international standards.

Conclusion: It has been established that developing students' communicative competence through working on the text is an important mechanism for increasing the effectiveness of the pedagogical process. Research shows that working with the text allows students to strengthen their oral and written expression, to express their thoughts logically and clearly, and to develop their skills in effective



communication with others. The use of interactive methods, reflective exercises and integrative approaches strengthens students' skills in understanding the text in depth, distinguishing main ideas, identifying cause-and-effect relationships and completing creative tasks. This way, their communicative competence is developed in a comprehensive way. The use of digital resources and interactive activities increases students' motivation, serves to develop the skills of perceiving the text in different contexts and independent learning. Reading lessons organized in this way develop students' cognitive, creative and communicative competencies and prepare them for life activities. In conclusion, methodological mechanisms for developing students' communicative competencies through working on the text are an effective means of strengthening students' oral and written expression, forming communication skills, and ensuring their comprehensive personal development.

References:

1. <https://www.oecd.org/en/about/directorates/directorate-for-education-and-skills.html>
2. <https://unesdoc.unesco.org/>
3. <https://www.eijmr.org/index.php/eijmr/article/view/5410> “THEORETICAL AND PEDAGOGICAL FOUNDATIONS OF IMPROVING THE METHODOLOGY OF WORKING ON THE TEXT IN PRIMARY SCHOOL READING LESSONS”
4. <https://journals.sagepub.com/index.php/tad/issue/view/149>
5. <https://zenodo.org/records/13904320>

