The Role of Interactive Technologies in the Development of Communicative Competence

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Abstract: This article presents a theoretical study of research problems, reveals the essence of the basic concepts. Interactive learning technologies are seen as an effective tool of development of communicative competence of students. Interactive training - is primarily a dialog learning, in which the interaction is not only teachers and students but also trainees together. There are several features of interactive teaching technologies that allow them to use them effectively in the learning process: the organization of the process of acquiring new experiences and exchanges are available; the ability to maximize the use of each student's personal experience. The following methods were used in the study: Theory: analysis of philosophical, psychological, pedagogical and methodological, linguistic literature; modeling; generalization of high school teachers' pedagogical experience; empirical: observational - direct, indirect, and participant observation; study of educational activity of product students; diagnostic, questionnaires, interviews, tests; experimental, mathematical statistics methods, systemic and qualitative analysis of experimental data and their graphic interpretation. The study's findings demonstrated the efficacy of interactive technology in English language instruction.

Keywords: Interactive technology, Formation of communicative competence, English language, Linguistic Competence, Communication and individual language skills.

INTRODUCTION

The study's goal is to theoretically and experimentally demonstrate the effectiveness of interactive technology in English language teaching. Teaching a foreign language in high school is primarily concerned with the development of linguistic personality capable of cross-cultural communication in the context of active social interaction with other cultures. For the formation of such a student, the teacher should ensure that he is immersed in an atmosphere of interest in the framework of the subjects taught. [1] In this framework, the use of interactive methods is a must for ensuring educational quality. Learners could indeed interact not only with one another but also with the teacher using interactive technologies. [2] The ability to use Flash-animation with voice text and other tools on an interactive whiteboard could be helpful in teaching. [3] As a result of using the association method to store a great deal of information, students engage with one another to represent on paper their associations (key words, illustrations) relevant to the topic. The communicative goal is achieved by developing language and speech skills in reading, listening, speaking, and writing, with the ultimate goal of providing language proficiency and communication in a foreign language atmosphere (educational, professional, daily, sociocultural). [4] It is the facilitation of "multi-stakeholder" dialogue in a foreign language lesson, as well as the interaction of all educational process participants. Interactive methods are methods for teaching students how to interact with one another, while interactive teaching is learning that is based mostly on interaction of all students, such as the teacher. However, the nature of the interaction changes in the latter case: teacher activity gives way to trainee activity. Interactive learning is a type of educational process in which all learners participate in the learning process. Furthermore, it occurs in an atmosphere of goodwill and mutual support, which
allows not only for the acquisition of new knowledge, but also for cognitive activity to translate into higher forms of cooperation and collaboration [4, 6, 5].

Hymes coined the term 'Communicative Competence' in his lecture, which was later published as a paper titled 'On Communicative Competence' in 1972, and it has since become a prominent term and a source of debate in the field of second and foreign language teaching and learning. Linguistic theory, from the perspective of transformational generative grammar, is divided into two parts, according to Hymes (2001: 55-56): Linguistic Competence (the tacit knowledge of language structure) and Linguistic Performance (the process of applying the underlying knowledge to the actual language use). Performance cannot be relevant to linguistic theory because it cannot reflect competence except in the case of ideal speaker-listener knowledge and use of the language. Such a theory of competence posits ideal objects abstracted from sociocultural features that are considered to be a major part of their description, and performance is viewed as simply selecting the option that is easiest to produce and understand among the various options. He emphasized Chomsky's words that his position is also that of the founders of general linguistics, particularly de Saussure's distinction between Langue (language structures) and Parole (language functions) (individual speech).

The structure of a student's development of common cultural competence includes three components: cognitive, value orientation, and communicatively -activity. [7]. After summarizing the best methodical, we reached the conclusion that the following interactive methods and techniques should be used in the framework of training for foreign language teachers.

Methods of investigation The following methods were used to achieve the goal set in: to study and analyze domestic and foreign literature on the research problem; monographic method solid research experience in foreign language teaching students in higher school; observation, conversation method; study products of students' educational activities, teaching experiment (diagnostic, formative, stages of a control).

The teacher's role in active learning is to create an environment in which the learner can discover, acquire, and construct knowledge. This is a fundamental distinction between active learning objectives and traditional educational system objectives. Taking into account the general requirements for carrying out English lessons as well as the level of competence formation of students, we can offer the following number of methodical recommendations for material selection based on age characteristics and level of proficiency in a foreign language. [8,9] In past few years, there has been a growing emphasis on training activities in which the learner, rather than the teacher, is at the center of the learning process. For starters, it allows the student to be more responsible for their own learning and to pay more attention to individual needs. When developing a foreign language communicative competence, the use of this technology has a positive impact on the professionalization of students, namely contributing to their maturation, which forms an interest and positive motivation for learning, reveals creativity, attaches to research, teaching work in a team, and contributes to a friendly atmosphere in the classroom.

Consider the following examples of interactive methods: "Carousel" - an interactive method of work in which two rings were formed: inner and outer. Using this method, you can effectively The implementation of the "ideological carousel" algorithm suggests the following algorithm works: 1. Each member of the micro-groups (4-5 people) was given a blank sheet of paper and asked the same question to everyone. Without a verbal exchange of opinions, all participants' spontaneous formulations of responses to it were recorded on pieces of paper. 2. Leaflets with records in the time limitation mode converted in a clockwise circle to neighbors micro group. When a sheet with entries was used, each participant created a new record that was available without having to repeat it. 3. Small groups discuss the participants' responses, proposals, and the final list's selection of the most important and relevant ones. 2. Micro-group development exchange The final list is formed by all of the micro groups that were offered. If the formulation does not meet the objections of the other groups, it is included in the final total list. Reception
"Aquarium" is a "show" in which viewers take on the roles of observers, experts, critics, and analysts. Several students acted out the situation in the circle, while the rest of the class watched and analyzed. For instance, researching the topic "How do teens express their individuality?" can provide the "aquarium dialogue": the dialogue text can be anything, such as a conversation between representatives of various youth subcultures. The task of actors is to convey the relevant features of a specific/a subculture, and the task of spectators is to determine which speakers presented the subculture. Roles can propose himself as a teacher, of course without the audience's knowledge, or the students have to choose the subculture whose opinions they share and want to present/discuss.

CONCLUSION:

The research's scientific novelty and theoretical significance: 1. The concept of "foreign language communicative competence", "foreign language competence of the teacher of a foreign language," revealed the essence and determined the specificity of its formation at the future teacher of a foreign language, has been changed and supplemented with the system approach. 2. The model of foreign language communicative competence formation for future teachers of a foreign language, which includes a concept (principles and approaches), a target (aim and functions), a process (methods, organizational forms of training, exercise system), and effective units. 3. The methodical potentials of interactive learning technologies in forming the foreign language competence of a future high school foreign language teacher. 4. Identified methodical conditions for the development of university students' communicative competence in foreign languages, namely: - Defined interactive methods of teaching foreign languages, based on the concept of dialogue: interaction of the teacher and students in conversation mode, a dialogue that focuses on the personality development of its intellectual and creative abilities, further self-development and self-education; - Provided a verbal communicative focus of the foreign language learning framework for the implementation of language ability (oral and written language, reading, listening) on the basis of a coherent set of teaching, psychological, and methodological procedures; - The model of foreign language communicative competence formation of the future teacher of a foreign language, taking into account the principles of learner-centered approach to education, authenticity, and the criterion relating to the value of cultural urological specialist training in high school.

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