

UDC: 811.512.133:378.147.016

**METHODOLOGICAL PRINCIPLES OF DEVELOPING COMMUNICATIVE
COMPETENCE IN TEACHING UZBEK AS A FOREIGN LANGUAGE****Khalikov Abduvahobjon Akhatovich**

Academy of the Ministry of Internal

Affairs of the Republic of Uzbekistan,

Deputy Head of the Department of Uzbek Language and Foreign Languages,

PhD in Philology, Associate Professor

Abstract: The article discusses the methodological foundations for developing communicative competence in teaching Uzbek as a foreign language. It analyzes modern pedagogical approaches that prioritize communication, cultural awareness, and interactive learning. The study highlights the role of communicative methods, authentic materials, project-based learning, and technology integration in enhancing students' ability to use the Uzbek language effectively in real-life situations. The focus is on creating a learner-centered environment that develops speaking, listening, reading, and writing skills simultaneously. The article concludes that communicative competence is the core goal of foreign language education, requiring a balance between linguistic knowledge and practical communication skills.

Keywords: methodology, interactive learning, communicative approach, authentic materials, intercultural communication, teaching strategies.

Intradaction: The development of communicative competence is a central objective in teaching Uzbek as a foreign language. Communicative competence implies not only the mastery of grammar and vocabulary but also the ability to use the language effectively in real-life social and cultural contexts. Modern methodology emphasizes that learning a foreign language should be an active and communicative process, where students are engaged in meaningful interaction rather than passive memorization. In the traditional approach, language teaching often focused on grammar translation and mechanical repetition. However, in the modern educational paradigm, the communicative approach plays a leading role. This method aims to create an environment where students can use Uzbek for authentic communication. Lessons are organized around communicative tasks that require learners to express opinions, ask questions, solve problems, and participate in dialogues. Such activities build confidence and help learners internalize linguistic structures naturally.

Main Part: One of the key methodological principles is integration of the four language skills — speaking, listening, reading, and writing. Communicative competence cannot be achieved by developing one skill in isolation. For example, listening and speaking are closely related; learners need to comprehend spoken Uzbek in order to respond appropriately. Reading

authentic texts enriches vocabulary and exposes learners to natural grammatical patterns, while writing exercises consolidate language production. A balanced integration of these skills ensures that students can use the language comprehensively in various contexts. Another principle is authenticity of language materials. Using real-life sources — such as news articles, videos, interviews, songs, and online media — helps students encounter the language as it is used by native speakers. Authentic materials also introduce cultural elements, which are inseparable from communicative competence.

Through exposure to Uzbek customs, traditions, and social norms, learners gain a deeper understanding of how cultural context influences communication styles. Interactive learning is another essential methodological component. Group discussions, pair work, role-plays, and simulations enable students to practice communication in a supportive environment. These interactive formats develop both verbal and non-verbal communication skills, including pronunciation, intonation, and gestures. Teachers act as facilitators who guide communication and encourage spontaneous language use rather than strictly controlling every response. Moreover, the situational approach is widely applied in developing communicative competence.

Language is taught through situations that mimic real-life contexts — for example, shopping, traveling, visiting a doctor, or attending a cultural event. This helps learners acquire functional language and use it appropriately in diverse scenarios. Lessons built around situational dialogues or problem-solving activities enhance students' ability to respond effectively in practical communication. In recent years, information and communication technologies (ICT) have become integral to communicative teaching. Online learning platforms, mobile apps, and video conferencing tools allow students to interact with teachers and native speakers even outside the classroom.

Digital resources such as interactive dialogues, podcasts, and pronunciation apps support individual practice and self-assessment. The use of online discussion forums and social media groups also encourages learners to apply their skills informally while exchanging ideas with peers. The task-based learning approach has also gained prominence in the communicative methodology. It is based on completing meaningful tasks — for example, creating a short presentation in Uzbek, interviewing a native speaker, or producing a cultural project. Such tasks integrate linguistic and cultural components, fostering creativity and autonomy. Learners acquire communicative competence through experience, as they learn to plan, collaborate, and use the target language purposefully.

The teacher's methodological role is fundamental in shaping communicative competence. Teachers should design lessons that balance grammatical accuracy with fluency, guide students through communicative challenges, and provide constructive feedback. Error correction is approached carefully — rather than interrupting communication, teachers encourage self-correction and peer feedback, allowing students to reflect on their language use. Developing communicative competence also requires consideration of intercultural communication skills. Learning Uzbek as a foreign language involves understanding the Uzbek way of thinking, politeness norms, and cultural values.

Teachers introduce elements of Uzbek culture — such as hospitality, respect for elders, and community spirit — through texts, discussions, and cultural activities. This approach not only enriches vocabulary but also develops empathy and cross-cultural understanding. Motivation and emotional involvement are equally important methodological aspects. The communicative approach thrives when learners feel engaged and see the practical value of what they learn. Gamified activities, creative writing, and discussions on contemporary Uzbek

culture increase students' interest and emotional connection to the language. Additionally, assessment methods should correspond to communicative goals. Instead of focusing solely on written exams, teachers use oral presentations, interviews, and project evaluations to measure progress.

Continuous assessment helps identify learners' strengths and weaknesses in communication and provides opportunities for improvement. Finally, teacher training plays a vital role in the success of communicative methodology. Instructors of Uzbek as a foreign language must be familiar with modern pedagogical trends, use interactive technologies, and apply diverse strategies to maintain communicative balance in the classroom. Professional development programs, workshops, and collaboration among educators contribute to methodological innovation and the consistent improvement of teaching quality.

Conclusion: Developing communicative competence in teaching Uzbek as a foreign language requires a shift from traditional grammar-based instruction to an interactive, learner-centered approach. The communicative methodology emphasizes active participation, authentic materials, and real-life contexts, allowing learners to use Uzbek meaningfully and confidently. Integration of technology, cultural awareness, and interactive techniques ensures a comprehensive learning experience. By focusing on communication as both the goal and the means of instruction, teachers can prepare students to function effectively in multilingual and multicultural environments, promoting Uzbek as a global language of culture and dialogue.

References:

1. Passov, E. I. (2017). *Communicative Method in Teaching Russian as a Foreign Language*. Moscow: Prosveshchenie.
2. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
3. Bim, I. L. (2018). *Linguistic and Cultural Aspects of Teaching Russian in Multilingual Settings*. Moscow: Russkiy Yazyk.
4. Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. Longman.
5. Dörnyei, Z. (2019). *Motivational Strategies in the Language Classroom*. Cambridge University Press.
6. Warschauer, M. (2011). Digital Learning and Language Education. *TESOL Quarterly*, 35(1), 201–215.
7. Yu, X. K. "Problems of Modern Approaches in Teaching Foreign Languages". *PhilPapers*, 2022.
8. "A New Methodology for Teaching the Course 'Russian as a Foreign Language'". *ITM Conferences*, 2020.
9. "Improving the Methodological and Didactic Support for Teaching Russian as a Foreign Language (RFL)". *EIPublication*, 2025.
10. Khallieva, N. R. "(Article) ..." (referens loyihasi) — zenodo materialida