# Improved Model of Communicative Competence Development Methodology

### Musaeva Amina Karamatovna

*Asian International University, Assistant at the Department of History and Philology*

A B S T R A C T

*In this article,  the opinions of our country's and foreign scientists about the improved model of communicative competence development methodology are mentioned.*

## INTRODUCTION

An improved model of communicative competence development methodology may include the following components for a more effective and comprehensive approach:

1.  Incorporation of real-life communication skills: This model should focus on integrating real-life communication skills and scenarios into the learning process. By emphasizing practical communication situations, learners can better understand and apply their communicative competence in authentic contexts.

2.  Interactive and collaborative learning techniques: The methodology should involve interactive and collaborative learning techniques such as group discussions, role-playing activities, debates, and collaborative projects. These activities promote active engagement and practical application of communication skills within a social context.

3.  Integration of technology: Utilizing technology, such as online platforms, language learning apps, and multimedia resources, can enhance the development of communicative competence. Interactive tools and virtual communication experiences can provide learners with opportunities to practice and improve their skills in a digital environment.

4.  Cultural awareness and diversity: A focus on cultural awareness and diversity should be integrated into the model to promote intercultural communication skills. By exploring different cultural perspectives, beliefs, and communication styles, learners can develop a more nuanced understanding of effective communication in diverse contexts.

5.  Feedback and reflection: Incorporating regular feedback mechanisms and opportunities for reflection

can help learners assess their progress, identify areas for improvement, and set goals for further development. Constructive feedback from instructors and peers can guide learners in honing their communicative competence skills.

By incorporating these elements into the model of communicative competence development methodology, educators can create a more dynamic and holistic approach to enhancing learners' ability to effectively communicate in various contexts and situations.

Modern methods of the improved model of communicative competence development methodology in language teaching include innovative approaches and techniques that cater to the evolving needs of learners in today's digital age:

1. Task-based learning: Emphasizing task-based learning activities where learners engage in real-world tasks that require communication in the target language. This approach focuses on practical language use and problem-solving skills.

2. Technology integration: Utilizing digital tools and platforms such as language learning apps, online simulations, virtual reality experiences, and communication software to enhance language practice and interaction.

3. Flipped classroom: Implementing a flipped classroom model where learners access instructional content online before class, allowing in-person sessions to focus on communicative activities, discussions, and application of language skills.

4. Project-based learning: Encouraging learners to work on collaborative projects that require effective communication, critical thinking, and creativity. Projects can range from creating multimedia presentations to writing collaborative reports.

5. Content-based instruction: Incorporating content-based instruction where language learning is integrated with subject matter content, such as history, science, or literature. This approach helps learners develop language skills while engaging with meaningful and relevant topics.

6. Personalized learning: Using adaptive learning platforms and personalized learning paths that cater to individual learners' needs and preferences. Adaptive technologies can provide tailored activities and feedback based on learners' performance and progress.

7. Gamification: Incorporating elements of gamification, such as leaderboards, badges, and rewards, to motivate learners and make language practice more engaging and enjoyable.

8. Cultural exchange programs: Organizing virtual or in-person cultural exchange programs that allow learners to interact with native speakers of the target language and immerse themselves in authentic cultural contexts.

By incorporating these modern methods into the improved model of communicative competence development methodology, language educators can create dynamic and engaging learning experiences that enhance learners' ability to communicate effectively in diverse linguistic and cultural settings.

The improved model of communicative competence development methodology incorporates several key aspects to enhance language learning and proficiency effectively:

1. Authentic Communication: Emphasizing real-life communication situations and tasks that mirror authentic interactions helps learners develop practical language skills that can be applied in daily life.

2. Interactive Learning: Incorporating interactive activities, such as group discussions, role-plays, and communicative games, promotes active engagement and stimulates language production in a communicative context.

3. Task-Based Approach: Structuring lessons around tasks that require language use for problem-solving and completion helps learners focus on meaning and communication rather than just grammar and vocabulary.

4. Feedback Mechanisms: Providing timely and constructive feedback on language use helps learners identify areas for improvement and adjust their communication strategies accordingly.

5. Cultural Competence: Integrating cultural components into language learning promotes understanding of cultural nuances and enhances intercultural communication skills.

6. Technology Integration: Leveraging digital tools and resources, such as language learning apps, multimedia materials, and online platforms, enriches the learning experience and provides additional opportunities for practice and interaction.

7. Collaborative Learning: Encouraging collaboration among learners through group projects and pair work fosters peer-to-peer communication and collaboration, promoting a communicative and social learning environment.

8. Task Variation: Incorporating a variety of tasks and activities, including speaking, listening, reading, and writing exercises, ensures a comprehensive approach to developing all aspects of communicative competence.

9. Self-Reflection: Encouraging learners to reflect on their language learning progress, set goals, and track their improvement enables them to take ownership of their learning journey and monitor their communicative development.

By combining these effective aspects within the improved model of communicative competence development methodology, language learners can enhance their overall language proficiency, fluency, and communicative abilities in a dynamic and engaging learning environment.

**Conclusion.**

The improved model of communicative competence development methodology has evolved over time through the combination of various language teaching approaches and pedagogical theories. Here is an overview of the origin and development of key components that have contributed to this model:

1. Communicative Language Teaching (CLT): The principles of Communicative Language Teaching, which emerged in the 1970s and 1980s, laid the foundation for focusing on communication as the primary goal of language learning. CLT emphasized the importance of meaningful interaction, authentic language use, and task-based learning activities.

2. Task-Based Language Teaching (TBLT): Task-Based Language Teaching became influential in the 1990s as a methodology that prioritizes the use of tasks to promote language learning. TBLT encourages learners to engage in real-world tasks that require communication, problem-solving, and negotiation of meaning.

3. Constructivist Learning Theory: The principles of Constructivist Learning Theory, which suggest that learners construct knowledge through active participation and reflection, have influenced the design of communicative competence development methodologies that focus on collaborative and experiential learning.

4. Technology Integration: With the advancement of technology and the digital age, the integration of technology in language learning has become a significant aspect of the improved model. Digital tools, online platforms, and multimedia resources are incorporated to enhance language practice, interaction, and engagement.

5. Cultural Competence: The recognition of the importance of cultural competence in language learning and communication has led to the inclusion of cultural components in communicative competence development methodologies. Understanding cultural nuances and diverse perspectives is considered crucial for effective communication in multicultural contexts.

6. Feedback Mechanisms: The emphasis on providing effective feedback to learners on their language use and performance has been influenced by research in language acquisition and educational psychology. Timely and constructive feedback helps learners identify areas for improvement and refine their communication skills.

7. Personalized Learning: The shift towards personalized learning approaches, which cater to individual learner needs, preferences, and learning styles, has shaped the development of communicative competence methodologies that offer tailored experiences and activities for learners.

By integrating these origins and influences, the improved model of communicative competence development methodology continues to evolve, incorporating contemporary pedagogical practices, technological advancements, and research-based strategies to enhance language learning and communicative proficiency effectively.

**List of used literatures:**

1. Musaeva Amina Karamatovna. (2024). Formation of Students Communicative Competence. *Information Horizons: American Journal of Library and Information Science Innovation (2993-2777)*, *2*(1), 156–164. Retrieved from https://grnjournal.us/index.php/AJLISI/article/view/2817

2. Musayeva, A. (2024). SCIENTIFIC AND THEORETICAL BASIS OF INCREASING THE QUALITY OF THE HIGHER EDUCATION PROCESS BASED ON INNOVATIVE APPROACHES. *Modern Science and Research*, *3*(2), 624-633.

3. Musayeva Amina Karamatovna. (2023). FORMATION OF PROFESSIONAL COMMUNICATIVE COMPETENCE AMONG UNIVERSITY STUDENTS THROUGH THE USE OF INNOVATIVE TECHNOLOGIES IN CLASSES IN THE DISCIPLINE "CULTURE OF SPEECH AND COMMUNICATION". *International Journal of Pedagogics*, *3*(11), 85–89. https://doi.org/10.37547/ijp/Volume03Issue11-17

4. Musayeva , A. . (2024). "FOSTERING ADVANCED PROFESSIONAL COMMUNICATIVE COMPETENCE IN UNIVERSITY STUDENTS VIA INNOVATIVE TECHNOLOGIES IN THE COURSE 'CULTURE OF SPEECH AND COMMUNICATION'". *Центральноазиатский журнал междисциплинарных исследований и исследований в области управления*, *1*(2), 35–41. извлечено от https://www.in-academy.uz/index.php/cajmrms/article/view/27632

5. Musayeva, A. (2023). RUSSIAN LANGUAGE IN AN INTERCULTURAL ENVIRONMENT. *Modern Science and Research*, *2*(4), 182–186. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/19208

6. Musayeva , A. (2024). SCIENTIFIC AND THEORETICAL BASIS OF INCREASING THE QUALITY OF THE HIGHER EDUCATION PROCESS BASED ON INNOVATIVE APPROACHES. *Modern Science and Research*, *3*(2), 624–633. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/29426

7. Musaeva Amina Karamatovna. (2023). Formation of Professional Communicative Competence in University Students through the Use of Innovative Technologies. *International Journal on Orange Technologies*, *5*(11), 1-5. Retrieved from https://journals.researchparks.org/index.php/IJOT/article/view/4915

8. Караматовна, М. А. (2024). Научно-теоретические основы повышения качества образовательного процесса на основе инновационных подходов. *ЕВРОПЕЙСКИЙ ЖУРНАЛ ИННОВАЦИЙ В НЕФОРМАЛЬНОМ ОБРАЗОВАНИИ*, *4*(3), 311-319. Извлечено из https://inovatus.es/index.php/ejine/article/view/2752

9. Sadullayev, U. (2023). THE ROLE OF THE NEIGHBORHOOD IN THE SOCIAL DEVELOPMENT OF SOCIETY. *Modern Science and Research*, *2*(10), 755-757.

10. Sadullayev, U. . (2024). THE NEIGHBORHOOD IS THE CRADLE OF VALUES. *Modern Science and Research*, *3*(1), 607–613. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/28343

11. Bobojonova, D. (2024). TYPES OF OCCUPATIONS RELATED TO THE LIFE OF THE UZBEK PEOPLE (within the profession of blacksmithing). *Modern Science and Research*, *3*(2), 739–746. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/29461. More Citation Formats

12. Okhunjonovna, B. D. (2024). Analysis of Folk Proverbs Based on Medicine. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(3), 125-131.

13. Tursunova, M. (2023). ROLE OF THE 4C METHOD IN LANGUAGE TEACHING. *Science and innovation in the education system*, *2*(11), 75-83.

14. Tursunova, M. (2023). BADIIY TARJIMA ASARLARDA ASLIYAT MUAMMOSI TADQIQI. Interpretation and researches, 1(8).

15. Akmal , B. (2024). THE GREAT WALL OF THE EARLY MIDDLE AGES - KANPIRAK WALL. Modern Science and Research, 3(1), 694–698. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/28381

16. Hasanova, S. (2023). SYSTEM RELATIONS IN THE RUSSIAN LANGUAGE VOCABULARY. *Modern Science and Research*, *2*(9), 72–74. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/23900

17. Xasanova, S. (2023). STRUCTURAL – SEMANTIC CHARACTERISTICS OF PROVERBS. *Modern Science and Research*, *2*(12), 619–625. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/27109

18. ShakhnozaShokirovna, D. (2023). PRACTICAL WAYS OF ENHANCING WRITING SKILL. American Journal of Language, Literacy and Learning in STEM Education (2993-2769), 1(10), 643–646.

19. ShakhnozaShokirovna, D. (2023). TEACHING SPEAKING AND LISTENING SKILLS TO CHILDREN. American Journal of Language, Literacy and Learning in STEM Education (2993-2769), 1(10), 647–650.

20. Караматовна, М. А. (2024). Научно-теоретические основы повышения качества образовательного процесса на основе инновационных подходов. *ЕВРОПЕЙСКИЙ ЖУРНАЛ ИННОВАЦИЙ В НЕФОРМАЛЬНОМ ОБРАЗОВАНИИ*, *4*(3), 311-319. Извлечено из https://inovatus.es/index.php/ejine/article/view/2752

21. OllomurodovArjunbekOrifjonovich. (2023). LANGUAGE AND SOCIETY IN CINEMATIC DISCOURSE. *International Journal Of Literature And Languages*, *3*(12), 44–50. https://doi.org/10.37547/ijll/Volume03Issue12-09

22. Ollomurodov, A. (2023). COMPARATIVE ANALYSIS OF THE TRANSLATION OF CONCEPTUAL METAPHORS IN UZBEK AND ENGLISH. *Modern Science and Research*, *2*(12), 608-614.

23. Nosirova, D. (2023). HARNESSING DIGITAL TOOLS FOR ENGLISH LANGUAGE LEARNING. Modern Science and Research, 2(10), 39–44.

24. Nosirova, D. (2023). USING DIDACTICAL GAMES IN SPEAKING LESSONS. MODERN SCIENCE AND RESEARCH, 2(10), 706–709.

25. Rizoqulovna, N. D. (2023). LEARNING ENGLISH AS A SECOND LANGUAGE: CHALLENGES AND STRATEGIES.

26. OllomurodovArjunbekOrifjonovich. (2023). Metaphoric Analysis of "The Kite Runner" by KhaledHosseini. *American Journal of Language, Literacy and Learning in STEM Education (2993-2769)*, *1*(10), 573–578. Retrieved from https://grnjournal.us/index.php/STEM/article/view/2175

27. Ollomurodov , A. (2024). REFLECTION OF HUMAN PSYCHOLOGICAL AND EMOTIONAL STATE IN LITERARY DISCOURSE. *Modern Science and Research*, *3*(1), 600–606.

28. Musaeva Amina Karamatovna. (2023). Formation of Professional Communicative Competence in University Students through the Use of Innovative Technologies. *International Journal on Orange Technologies*, *5*(11), 1-5. Retrieved from https://journals.researchparks.org/index.php/IJOT/article/view/4915