

DEVELOPING COMMUNICATIVE COMPETENCIES IN LANGUAGE LEARNING

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Abstract: This article discusses methods for developing communicative competencies in language learning, improving learners' communicative skills, and enhancing their speech abilities while studying languages. The article examines strategies to foster vocabulary, speech accuracy, and effective interaction in both oral and written communication. It also highlights the significance of interactive and contextual approaches in language teaching to prepare learners for real-life communication.

Keywords: International Assessment Program, PIRLS, communicative activity, competence, creative thinking, constructiveness, communicativeness, organizational skills, speech development.

Nowadays, language learning in the education systems of various countries involves international assessment programs that evaluate the quality of reading comprehension and literacy levels. One of the most important of these is PIRLS (Progress in International Reading Literacy Study), which is conducted every five years: 2001, 2006, 2011, 2016, and 2021. PIRLS assesses not only learners' literacy but also gathers information about ongoing educational reforms through surveys. Analysis of PIRLS results provides valuable data on the best global practices in enhancing language literacy.

Communicative speech culture refers to students' skillful use of language in accordance with ethical rules while exchanging ideas with peers. The richer a student's vocabulary, the more confidently they express themselves. Accuracy in speech is a key characteristic of communicative speech; every word should correspond precisely to its lexical meaning to convey the intended idea. Events and real-life phenomena should be reflected clearly in the speaker's speech.

According to PIRLS, literacy involves understanding and using written language forms valued by society, as well as deriving meaning from texts in various ways. Modern teaching methods must ensure that learners can read, comprehend, and analyze texts accurately. Communicativeness plays a crucial role in this process. In language teaching, communicativeness is a quality of the teacher, involving active interaction and collaboration with students. The effectiveness of pedagogical activity depends on the teacher's ability to establish meaningful, goal-oriented communication.

Methods for Developing Communicative Skills:**1. Student Activity and Communicativeness:**

Students develop the ability to express their thoughts clearly, listen actively, understand their interlocutor, and use language tools effectively.

2. Communication Skills:

- Confidence in initiating and maintaining conversation, asking questions, and responding appropriately.
- Adapting speech to the goal, content, and interlocutor; using verbal and nonverbal means effectively.
- Understanding the rules of communication and building trust.
- Listening and considering others' opinions.
- Forming a positive self-image and expressing personal thoughts and emotions.

- Practicing presentation, feedback, and substantiating ideas with evidence.
- Working collaboratively in both small and large groups.

This method engages students in communicative activity, increases classroom participation, reinforces topic comprehension, and develops logical connections between ideas. Initially, students are familiarized with a text, which is divided into 4–6 parts depending on age. Students read their assigned parts and take positions according to the sequence of events. The teacher guides the discussion, ensuring comprehension and correct order. After mastery, sentences can be scrambled to test understanding. This method fosters quick thinking, logical reasoning, and attentiveness, as well as encouraging curiosity about surrounding events. It is applicable during review sessions in all classes.

To develop communicative competence in language learning, interactive methods (communication games, dialogue, polylogues), practical application, and context-based learning are essential. These approaches improve oral and written skills, interpersonal relationships, and intercultural communication.

- **Communicative Approach:** Learning language as a means of communication, not just grammar, while developing oral and written skills together.
- **Interactive Methods:** Methods encouraging active participation, including role-plays, debates, and group activities.
- **Communication Games:** Learning through games to make communication engaging.
- **Dialogue and Polylogue Development:** Enriching speech through Q&A sessions, conversations, and group discussions.
- **Practical Approach:** Emphasizing real-life application of the language.
- **Contextual Learning:** Teaching words in context, promoting logical reasoning.
- **Logical Thinking:** Understanding language through reasoning, not just rules.
- **Intercultural Communication:** Developing skills to interact with people from different cultures.
- **Interpersonal Relationships:** Learning to express one's ideas clearly and understand others' perspectives.

Language learning should ensure that students not only acquire grammatical, phonetic, and lexical knowledge but also apply it in real communicative situations. Communication gaps due to linguistic limitations or vocabulary deficits can arise. In such cases, communicative and pragmatic compensation strategies help maintain dialogue, convey meaning, and continue conversation. These strategies also enhance independent thinking, creativity, and strategic language use.

PIRLS research contributes to improving education quality, enhancing international prestige, and elevating students' knowledge to global standards. Preparing learners for PIRLS involves independent question creation based on texts, fostering critical thinking, creativity, and imagination. Ultimately, students with developed communicative competence can confidently apply the language in practice, demonstrating both accuracy and cultural appropriateness.

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