

Communicative Competence in the Formation of Speaking Skills among Non-Philological Students

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Abstract: This research work is aimed at studying the state of formation of communication skills of non-philological students by organizing the effective use of interactive methods in English lessons, identifying positive approaches to solving it and defining the conceptual apparatus of research.

Keywords: Modern pedagogy, communicative competence, the speaker-hearer’s knowledge, non-philological direction, individual skill, concepts, competence and performance

I. INTRODUCTION

In the process of educating young people, which determines the future of the country, it is important to consider the factors influencing their development through pedagogical and methodological analysis, to create effective methods and apply them to the educational process. In this regard, as a result of improving the new approach and greater use of methods in the educational process, various experimental methodological works are being organized.

This research work provides methodological support to the process of shaping the speaking skills of non-philological students and includes a communicative approach to capacity building.

Clearly, the transfer of knowledge in a simple traditional way or the development of individual intellectual abilities should not be a priority. From the point of view of developing communicative competence, using active and interactive methods that involve the interaction and cooperation of all participants in the learning process in solving learning and practical problems are the best choice. The use of active and interactive technologies in English lessons increases interest in the subjects studied, helps to improve the quality of education, allows students to use different sources of information.

These questions can be discussed in the research:

1. What is communicative competence and what are the effective ways to use it?
2. What is the need to develop the communicative skills of non-philological students?
3. What are the problems and solutions to improve student’s communicative competence?

It should be noted that this research work can be an effective example of its use in education in the successful formation of communicative competence for developing speaking skill and developing critical thinking processes in non-philological students and encouraging active participation.

II. BACKGROUND KNOWLEDGE

Modern pedagogy is based on the principle of socialization of the educational process, as well as its humanization - the development of each child’s personality, the ability to play a role in society, the formation of language skills. This is one of the current problems of creating optimal conditions.

Public relations is enriched by the presence of problems that need to be addressed in order to focus on the development of communicative competence, reflecting the need for communication. The most important condition for the development of an individual and human life in general is the process of human communication.

In order to understand the term communicative competence better, it is possible to start with defining the term competence as such. This term has been widely used these days not only in connection to education. In its general sense it means “the ability to do something successfully or efficiently” (Oxford Dictionaries [online]). Based on this definition, it can be assumed that communicative competence expresses the ability to communicate in an effective way. Although theoreticians can reach an agreement on the basic content and meaning of the term communicative competence, there are various definitions of it. Here is a brief overview of what has been stated by the authorities in the field.

Chomsky, an American linguist and cognitive scientist, was one of the first scholars who used the term competence in connection with learning languages. In his work *Aspects of the Theory of Syntax* (1965) he distinguishes between two concepts, competence and performance. In his view, competence is “the speaker-hearer’s knowledge of his language” and performance is “the actual use of language in concrete situations.” (Chomsky, 1965, p. 4)

III. METHODOLOGY

A. *Research Design*

The development of communicative language teaching was bolstered by new academic ideas. Before the growth of communicative language teaching, the primary method of language teaching was situational language teaching. This method was much more clinical in nature and relied less on direct communication. In Britain, applied linguists began to doubt the efficacy of situational language teaching. The research design applied in this research was Quasi-experimental which applied the non-equivalent Control Group Design with Pre-test and Post-test. In order to determine the results of scientific work, experimental tests are conducted on a regular basis for a pre-selected group, as well as entrance and exit tests at the beginning and end of the quarter, as well as for other groups, which did not conduct experiments at all. Pre and post tests are performed and the results are compared.

B. *Participants*

The researcher selected two non-philological students from faculty of economics to cover the content of this research paper and conduct experimental work. The reason for their selection was that the students were enthusiastic, hardworking, and open-minded, so they were rated as suitable subjects to conduct this experiment. The first group consisted of 18 students, 8 male and 10 female. Everyone in this class is young and Uzbek. The second group consisted of 16 students, 11 male and the other female. Almost every student is one year old and Uzbek.

The 1st group:

Group№	Age	Gender		Total number N=18
		Male	Female	
Group №1	17-19	8	10	18

The 2nd group:

Group№	Age	Gender		Total number N=16
		Male	Female	
Group№2	18-19	11	5	16

Table 4 and 5. Subjects of research

With each selected group, interactive methods were organized on the topic, divided into small groups and given the appropriate tasks for raising their communicative competence.

C. Instruments and methods

Nobody has the same experiences, abilities, skills and interests. Some people understand and learn better by seeing, or by listening, while others by feeling, touching or by being physically involved. It is therefore important that the methods chosen by educators match their learners' profile, their experiences, their abilities and their interests. It is also equally important to encourage learners that may have different learning profiles to participate in different types of teaching methods.

Majority of scientists believe that knowing any language requires a large vocabulary, which is accumulated over several years. It follows that to study the language should begin in early studying. This caused a search for new methods of teachers to enable non-philological students effectively and efficiently, and most importantly with interest to learn a foreign language.

The methods that can be used in the course are different, and in this study we will focus on one of them, which is the development of speaking skills. We want to show that there are important elements.

Descriptive-analytical (observational) method in the process of highlighting the essence and significance of scientific work, comparative method in order to compare the results of experimental work and find a clear solution, apply the results in the future and its. In the analysis of the preliminary results, the method of prognostic (expert assessment, generalization of independent assessments), pedagogical experimental and mathematical methods (statistical data processing) were used to present evidence based on the exact numbers that illuminate the parts of the discovery and result.

D. Data Collection and Analysis

The research were based on the results of the data analysis. The data analysis was used to collect data. The test consisted of pre-test and post-test. The pre-test was given to find out the students' background knowledge on speaking before presenting round table technique, and the post-test was given to find out the enhancement of the students' speaking ability after giving the treatment.

The distribution of the number of participants explaining the collected data and the ones involved in the analysis are given in the Table 3.

Participants	Themes of the 1st group				Themes of the 2nd group			
Group №102 And 103	Teenage problems	Study with others	Youth organization in Uzbekistan	Success as a learner	Advertising and shopping	Good or poor service	Literature genres	Self-assessment
<i>Participants</i>	9	16	16	16	18	16	17	18

Table 20. Participants on the the round table discussions.

There were 14 students in the group, sometimes some students of them did not attend classes. To determine the activeness of the game method, we use the following formula.

$$S * 100 / P = R$$

P = An amount equal to 100%

R = result to be obtained

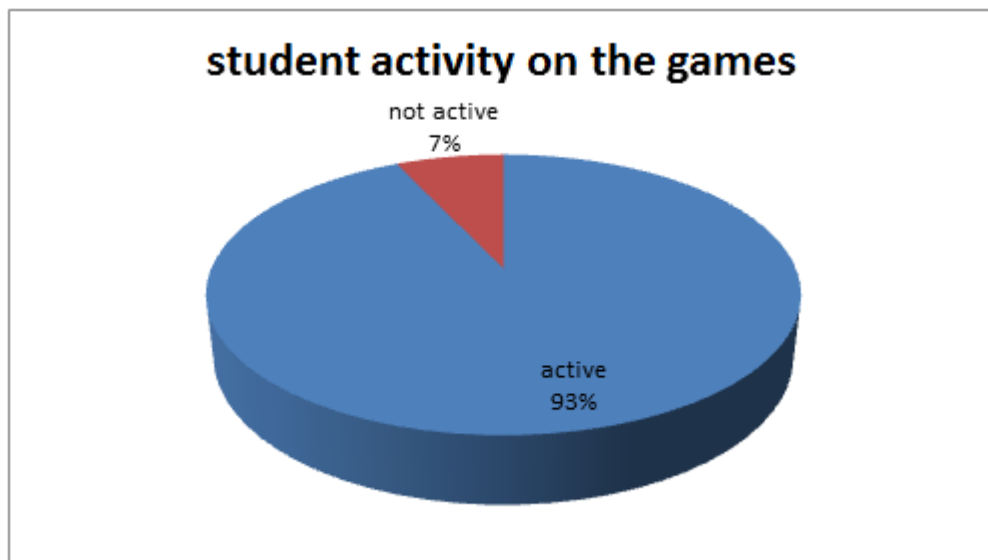
S = quantity to be determined.

$$17=100\%$$

$$16=?$$

$$16 * 100 / 17 = 93$$

We can conclude as using the game method, 93% of the student group participated actively and effectively.



Pie-chart 1. Actions of non-philological students on the interactive methods and games.

IV. RESULTS

The following table showed the distribution of frequency and percentage of final score of non-philological students communicative skill of both grade students in pre-test and post-test in experimental group.

No.	Group	Classification	Pre-test		Post-test	
			Frequency	Percentage	Frequency	Percentage
1	102,103	excellent	2	10%	8	30%
2	102,103	Good	4	20%	12	55%
5	102,103	Not bad	12	45%	2	10%
6	102,103	poor	5	25%	1	5%
Total			23	100%	23	100%

Table 13. Results of non-philological students communicative skill developing through interactive methods

The table shows that the results of the experimental group also showed that the output test tests rose with a much higher shift.

After calculating the result of the students score, the mean score and standard deviation of both types learning classes can be presented in the following figure:

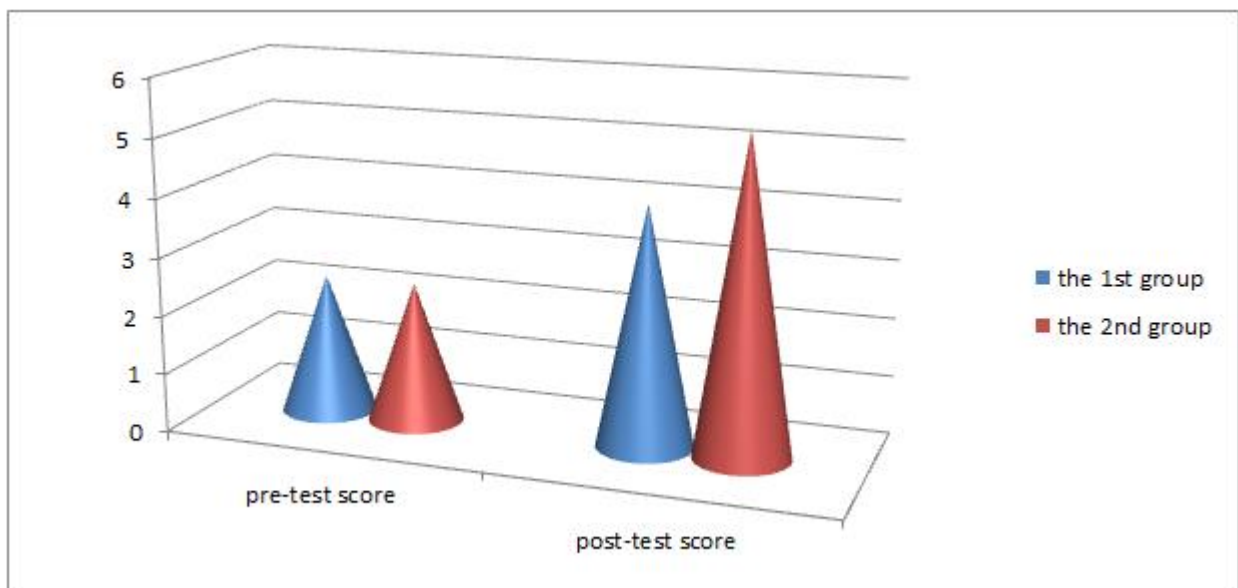


Figure 5. Results

V. DISCUSSION AND CONCLUSION

In this research, a lot of things have been deduced. First, for both classes, they were inclined to have similar problem; some students avoided subjects that they did not prefer, they depended on teacher a lot, they were not confidence to speak and talk or showed their individual skill. In addition, researcher divided into two class, first class as experimental class which given a treatment with round table technique and the second class as controlled class without a treatment. The interactive methods are suitable method for rising students communicative competence who study at non-philological direction. The result of this research showed that these methods have influence on improving students' speaking ability.

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