

COMMUNICATIVE INDICATORS OF IMPROVING THE QUALITY OF ENGLISH LANGUAGE TEACHING

Rashidova Gulshod Zarifovna

Vocational Vocational School No. 1, Romitan District

English teacher, Romitan district, Bukhara region

Abstract: This article comprehensively explores the communicative indicators for enhancing English language teaching quality and elaborates on utilizing program tools to equip learners with English-specific communicative competencies.

Keywords: English language, education system, communicative indicators, authentic materials, competency-based approach.

Introduction:

Among the many critical sectors shaping our nation's bright future and ensuring its strength, the education system undoubtedly holds a prominent position. The future of our nation and people is intricately linked to the fate of young professionals currently receiving their education. In English language teaching, the use of authentic materials requires careful categorization according to the lesson objectives. Educators need to be aware of the different types of materials available as some are specifically designed for teaching reading or listening, while others excel at teaching speaking or writing. Some materials are specifically focused on teaching and developing grammatical structures or vocabulary.

Literature Review and Methodology:

Every citizen of the Republic of Uzbekistan should be able to read original English literature related to their profession, comprehend the text, and apply it to their field. Additionally, they should be able to freely engage in discussions with others in English on a given topic. Learning English is a necessity in today's globalized world. The educational aspect of English language instruction is enhanced and solidified by incorporating meaningful, informative texts, newspaper articles, analyzing socio-political and educational issues, identifying the main idea of the text, and teaching from a higher level than just the classroom. Extracurricular activities further contribute to this, nurturing students' patriotism, friendship, and expanding their worldviews.

A crucial requirement for modern professionals is fluency in English. It is essential to prioritize the education system in the development of new technological mechanisms for teaching English, as this will ensure the successful training of specialists in all fields. Communication, cultural, and other interactions between nations are facilitated through language.

Results:

One effective approach to meeting contemporary demands is to reduce the amount of supplementary material provided to students and simplify the learning process. This has been incorporated into the new English language curriculum. To achieve this, teachers approach the material from the perspective of comprehensive practical learning by students. Consequently, student work focuses on effective and receptive assimilation of language materials, expanding their potential vocabulary.

The development of a competency-based approach is linked to the demand for educational advancement and the search for ways to adapt to the needs of modern society. A competency-based approach reflects the desire to develop in individuals, not just knowledge, but also the ability to solve practical problems. The changing nature of professional activities and the use of new technologies require a solid foundation of general education, shaped by schooling, and a specific level of preparation. The overall objective of the socio-cultural approach in English language teaching is to prepare students for active cooperation through developing intercultural communication competencies through foreign language tools within a multicultural world. English, as a language reflecting a specific socio-cultural reality, allows us to delve into the cultural landscape of the world it represents as we learn it.

Discussion:

Proficiency in English is essentially a mark of cultural awareness. As we all know, our ancestors were fluent in two or three languages. This enabled them to freely communicate with representatives of other nations and live together harmoniously. Therefore, developing intercultural communication competencies in students during foreign language education is extremely important. This not only facilitates a deeper understanding of English but also effectively fosters broad social and cultural connections among the people of Uzbekistan.

Essentially, the socio-cultural context of English language education has evolved. In the current stage of teaching languages for international communication, knowledge of the culture of the language being learned plays a vital role in language use. Learning English through its cultural context is a key direction in modern language education, and the ability to use it effectively in practice can lead to great successes.

Conclusion:

In conclusion, English cannot be learned in isolation from the culture of the society in which it is learned; language and culture are a holistic concept that goes hand in hand. This is because English is a product of societal development and a carrier of its culture. Even with sufficient or even high levels of linguistic competence, the effectiveness of communication in a foreign language may be reduced due to a lack of knowledge about existence beyond the language itself.

References:

1. Kochiboyev A. K. Practical methodology of teaching foreign languages. Samarkand, 2012.
2. Jalolov J.J., Makhkamova G.T., Ashurov Sh.S. English Language Teaching methodology-T.: 2015.
3. Makhkamova G.T. Innovative Pedagogical Technologies in the English Language Teaching. Tashkent, 2017.
4. Turdaliyeva G.N "Modern approaches and innovations in teaching English in primary grades"// 2020.
5. Broughton G., Brumfit Ch., Flavell R., Hill P., Pincas A. Teaching English as a Foreign Language. – L.: Routledge, 2003.
4. Kochiboev A., E. Iskandarov. New pedagogical technologies in teaching communication in foreign languages. Samarkand, 2011.
5. Sharipova Makhfuza Khikmatovna. (2023). New approaches and modern methods of teaching English. PEDAGOGS Jurnal, 35(3), 46–47.
6. Rashidova Gulshad Zarifovna. (2023). Modern methods of effective organization of English lessons today. PEDAGOGS Jurnal, 35(3), 43–45.