The Effectiveness of the Communicative Approach in Teaching Uzbek to Foreign Students

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Abstract. *This article analyzes the content, methodological foundations and effectiveness of the communicative approach in teaching Uzbek to foreign students. Since the Uzbek language taught to foreign audiences as a second or foreign language, the use of methodological methods, interactive exercises, situations close to real communication, and digital platforms aimed at developing communicative competence illustrated with practical examples. The results of the study show that the communicative approach increases the speech activity of foreign students, strengthens their motivation, and is highly effective in preparing them for real communication.*

Key words: *communicative approach, foreign audience, Uzbek language, interactive methods, speech competence, Uzbek as a foreign language.*

Introduction. In the process of globalization, the ability to communicate effectively in different languages is gaining importance in international relations. The expansion of Uzbekistan's international relations and the increasing number of foreign students in the country make the issue of high-quality teaching of the Uzbek language to a foreign audience urgent. Since the Uzbek language is grammatically rich and has an agglutinative structure, it is necessary to develop the speech activity of the native speaker and create conditions close to the natural language environment when learning it.

From this point of view, the communicative approach recognized as one of the most effective methods for foreign learners. The main goal of this approach is to form the language learner's ability to actively participate in real communication situations. The purpose of the article is to analyze the importance and effectiveness of the communicative approach in the process of teaching the Uzbek language to foreign students.

MAIN PART

1. Theoretical foundations of the communicative approach

The communicative approach has been widely used in teaching foreign languages since the second half of the 20th century. Its main principles are:

Communication orientation - the learner masters the language not as a theoretical, but as a practical means of communication.

Real communicative situations - everyday life events, dialogues, role-playing games used in the learning process.

Development of all language competencies - listening comprehension, reading, writing, speaking.

Functional presentation of language material - grammatical rules taught integrated into the communication process.

Learner-oriented education - the individual needs of the student and the level of language proficiency taken into account.

When teaching foreign students the phonetic, morphological and syntactic features of the Uzbek language, precisely communication-based exercises allow them to adapt faster.

2. Formation of communicative competence in foreign students

Communicative competence includes not only grammatically correct use of the language, but also socio-cultural adaptation. Students studying the Uzbek language must master the following competencies:

1. Linguistic competence - lexical and grammatical knowledge.

2. Sociolinguistic competence - distinguishing between formal and informal levels of communication.

3. Pragmatic competence - constructing a sentence appropriate to the situation, correctly determining the communicative goal.

4. Cultural competence - understanding national traditions, cultural etiquette, speech behavior.

A foreign student begins to feel free when communicating in real situations such as "Hello, what is your name?", "Where are you from?", "What are the prices at the market?"

3. Methods and techniques used in the communicative approach

The following communicative methods are highly effective in Uzbek language lessons:

3.1. Role-playing games

Students actively communicate in situations such as "Shopping in a store", "Asking for directions", "Conversation at a student's house", "and Ordering from a cafe menu". This method strengthens grammatical skills and increases speech activity.

3.2. Creating dialogues and polylogues

When students given the task of creating an independent dialogue based on a topic, they forced to actively use language material. In addition, group discussions serve to form polylogues.

3.3. Interactive games

Games such as "Who can explain faster?", "Find words based on riddles", "Make a story based on pictures" increase motivation.

3.4. Situational exercises

The use of grammatical forms in a specific context, for example, tasks such as: "What are your plans for next week?", "Talk about today's weather" reinforce the communicative goal.

3.5. Use of media and digital technologies

The student's approach to the real language environment ensured by listening to Uzbek videos, news, and audio materials. Digital platforms - Quizlet, Kahoot, Duolingo Style exercises are also effective.

4. Practical effectiveness of the communicative approach

Because of using the communicative approach, the following changes observed in foreign students:

1. Increased speech activity - students speak more in class, express their opinions, and ask questions.

2. Increased motivation - the learning process becomes interesting, which increases the desire to learn.

3. Rapid language acquisition - vocabulary and grammatical structures used naturally in the communication process.

4. Cultural adaptation - it becomes easier to be acquainted with the traditions and speech culture of the Uzbek people.

5. Readiness for real life - students can communicate independently in everyday life in Uzbekistan.

Studies show that listening comprehension and speaking scores are significantly higher in groups taught using a communicative approach than in traditional methods.

Xulosa. The communicative approach to teaching the Uzbek language to foreign students fully meets modern didactic requirements and the needs of language learners. This approach forms not only language competencies in learners, but also cultural, social and pragmatic competencies. Practical exercises, interactive methods, the use of digital tools increase students' speech activity, develop their skills in using language as a real means of communication. Therefore, it is important to widely implement the communicative approach in teaching the Uzbek language to foreign audiences, modernize curricula, and develop textbooks and methodological manuals based on this approach.

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