DEVELOPING COMMUNICATIVE COMPETENCE OF LEARNERS IN EFL CLASSES

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Annotation: This article discusses how English is becoming an international language, the emergence of a communicative method, how this method differs from other methods, and how students can negotiate with each other in this way.

Keywords: English, communicative method, audio-linguistic, fiction texts, teaching style, discussion of topics, teaching style.

INTRODUCTION
There are many different approaches to learning English, and one of them is the communicative approach. In the popularity rankings, the English language, among other methods, is actively pursued in the United States and Europe with a communicative approach to teaching well-educated, self-reliant and aspiring young students.
The main focus of this communicative method of teaching English is to practice language, to help avoid fears and language barriers.

MATERIALS AND METHODS
The communicative method originated in Britain in the 60s and 70s[1]. It was then that English became an international language. Techniques such as grammar translation, audio-linguistics, and so on were available at the time. They all had their shortcomings, and people who learned English as a foreign language concluded that their needs were not being met. The demand of these people was not to study the language systematically and in depth, but to put their knowledge into practice. In it, people who learned to speak English could not speak well and knew nothing about the rules of oral etiquette. So, they would only resort to this as a last resort. The purpose of this method was to teach people to communicate in real life. The method has used many of the methods used in the past.
The main goal of the education system today is to create a new, individual way for each student to develop in all directions, to find his or her place in society and to improve himself or herself. to create a system of education based on a holistic approach. The purpose of foreign language teaching has also changed with this approach, and a new term, 'competence', has been used more frequently in the methodology. Competence (from the Latin "ability") - a set of knowledge, skills and abilities that are formed during the teaching of a subject, or the ability to perform any activity on the basis of acquired knowledge and skills[2].

RESULTS AND DISCUSSION
Communicative method.
1. Divide students into two groups and give them two texts (about recent events) and get acquainted with the texts;
2. We ask you to find the verbs in the text that end with "ed" and explain that they are correct verbs. Then we give an example of the past tense form of other correct verbs and explain the rules of pronunciation and hesitation;

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[1] Djusupov M. Sound systems of Russian and Uzbek languages. Slog. Interference. Obuchenie proiznosheniyu.- Tashkent, 2011. - 240 p.
[2] Littlewood, W. T. (2013). "Communicative approach to language teaching methodology (CLCS Occasional Paper No. 7)." Dublin: Dublin University, Trinity College, Center for Language and Communication Studies. (EDRS No. ED 235 690, 23 pages)

3. Distinguish and explain the wrong verbs in the text;

4. Students read the text again and discuss what they did not understand;

5. A student in one group sits in pairs with another student and tells the two texts to each other. Or, one student learns what the texts are about by answering a question in the form of an interview with another. In the process of communication, students are required to use the verb forms taught.

This method differs from others in that the learning that students learn in other ways is replaced by fictional texts and dialogues from everyday life. Students negotiate with them to talk to each other, that is, to provoke another person. "Hello, my name is Georgi." I live in America. Instead of being a student, I'm going to study the topic of "Dating," where they get to know each other, ask each other different questions, and discuss something. The first step is to discuss topics that students are familiar with in their own language. In this way, students develop the ability to use language on their own. Topics should be close and interesting to students.

The communicative method differs from other available methods in that students who use this method do not know how the lesson will end, who will answer the other question, and how it all depends on the situation. New topics for discussion in each lesson, new types of exercises. This is done so that the students are colorful and at the same time they do not get tired of reading.

Students communicate mostly during classes, but writing and reading also take time. Teachers just try to listen, guide students, do exercises. The teacher only observes when the students begin to actively discuss something. The communicative approach is needed primarily to remove the fear of live communication. A person who is not afraid of not being able to understand it can find a simple language abroad, which has standard grammatical constructions and a dictionary of 1000 words[3].

CONCLUSION

But any coin has a turning point. In this case, it is low vocabulary and clicked phrases, and if a student adds grammatical errors to it, he or she can easily gain the reputation of a less intelligent interlocutor.

The communicative method is designed not only for those who want to listen, but also for those who want to understand English. During the conversation with the teacher, the student is given the opportunity to listen to the natural tone of the speech in natural English. Students become accustomed to this speech very quickly, and words, including those they are not yet familiar with, are well received by ear. In the classroom, students listen to the material and, together with the teacher, prepare interesting audio and video materials. Each material is often used as a basis for discussion.

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