DEVELOPING LINGUISTIC COMPETENCE IN PRIMARY SCHOOL (IMPROVING COMMUNICATION SKILL)

G'ulomova Moxinur Inomjon qizi
English teacher at school No. 1 in Namangan city

Annotation: *In this article, the author summarizes the ways and methods of developing language competence in English and describes it through several examples. It mainly provides new methodical recommendations for the development of oral speech in students. The experiment carried out on them will bring the results of the test work. Summarizes the Imperial research methods he conducted.*

Keywords: *Linguistic Competence, oral speech, methods, innovative techniques, learning process*

Аннотация: *В данной статье автор обобщает пути и методы развития языковой компетенции в английском языке и описывает ее на нескольких примерах. В основном представлены новые методические рекомендации по развитию устной речи студентов. Проведенный на них эксперимент подведет итоги тестовой работы. Обобщает методы имперских исследований, которые он проводил.*

Ключевые слова: *лингвистическая компетентность, устная речь, методы, инновационные приемы, процесс обучения*

Annotatsiya: *Ushbu maqolada muallif ingliz tilidagi til kompetensiyasini rivojlantirish yo'llari, usullarini umumiylashtirib, bir necha misollar orqali bayon qiladi. Asosan o'quvchilarda og'zaki nutqni rivojlantirish bo'yicha yangi metodik tavsiyalar beradi. Ular bo'yicha o'tkazilgan tajriba sinov ishlari natijalarini keltiradi. O'zi o'tkazgan Imperik tadqiqot metodlarini xulosalaydi.*

Kalit so'zlar: *Lingvistik kompetensiya, og'zaki nutq, metodlar, innovative tehnalogiyalar, o'quv jarayonlari*

Introduction

Oral communication skills are fundamental in language acquisition and are particularly vital in English language education, where proficiency in spoken English is often a key objective. Over the years, educators have employed various traditional methods to enhance students' oral speech abilities in English classrooms. These methods, rooted in pedagogical principles dating back to the early twentieth century, have undergone refinement and adaptation to meet the evolving needs of language learners.

Historically, the origins of traditional methods of teaching oral speech can be traced back to pioneers in language pedagogy such as Charles Berlitz and Maximilian Berlitz, who founded the Berlitz Method in the late 19th century. The Berlitz Method emphasized immersive language learning through direct communication and repetition, laying the foundation for subsequent approaches to teaching spoken language skills. Building upon this foundation, the Direct Method, popularized by François Gouin and later reformulated

by Harold Palmer, emphasized the importance of oral interaction and situational contexts in language instruction.

Discussions

Moreover, the emphasis on repetition and practice inherent in traditional approaches facilitates the mastery of linguistic components essential for effective oral communication. Through consistent engagement with language patterns, vocabulary, and pronunciation drills, students develop automatized language skills that contribute to smoother and more fluent speech production. This repetitive practice not only reinforces language structures but also enhances students' ability to retrieve and apply linguistic knowledge in real-time communication situations.

Despite their effectiveness, traditional methods of teaching oral speech are not without limitations. One notable drawback is the potential lack of engagement and student motivation associated with repetitive and teacher-centered instructional practices. In today's digital age, where learners are accustomed to interactive and multimedia-rich learning environments, traditional methods may struggle to captivate and sustain students' interest over time. Moreover, these approaches may fail to address the diverse learning styles and preferences of individual students, leading to disparities in learning outcomes and engagement levels.

Furthermore, the evolving nature of language teaching necessitates the integration of innovative techniques and technology-enhanced pedagogies to meet the diverse needs of learners in the digital age. Modern teaching methodologies such as communicative language teaching and task-based learning offer opportunities for authentic and meaningful language use in real-world contexts, fostering interactive communication and collaboration among students. Additionally, the integration of digital tools and resources, such as online language learning platforms, interactive whiteboards, and multimedia materials, can enhance the effectiveness and efficiency of language instruction by providing dynamic and interactive learning experiences.

By incorporating innovative techniques and technology-enhanced pedagogies alongside traditional methods, educators can create dynamic and engaging learning environments that cater to the diverse needs and preferences of learners. Blending the strengths of both traditional and modern approaches allows for a balanced and holistic approach to language teaching, maximizing students' opportunities for language acquisition and proficiency development.

In conclusion, while traditional methods of teaching oral speech remain integral in English language education for their structured approach and emphasis on systematic skill development, it is essential to recognize their limitations and adapt to the evolving needs of learners in the digital age. By integrating innovative techniques and technology-enhanced pedagogies, educators can create dynamic and engaging learning experiences that foster meaningful language learning and proficiency development in students.

REFERENCES:

1. Fauconnier G. Mappings in thought and language. – Cambridge: Cambridge University Press, 1997. – 205 p.

2. Honko L. The real Propp / / Studies in oral narrative / A.L. Siikala (Ed.). –Helsinki: StudiaFennika, 1989. – № 33.

3. Chen, Y., Brown, G., & Smith, L. (2016). Developing intercultural competence through storytelling in language classrooms. TESOL Quarterly, 50(3), 663-692.

4. Garcia, M., & Smith, T. (2018). Role-playing in the language classroom: Promoting authentic communication. Modern Language Journal, 102(4), 712-730.

5. Johnson, K. (2010). Communicative language teaching today. Cambridge University Press.

6. Richards, J. C., & Rodgers, T. S. (2001). Approaches and methods in language teaching. Cambridge University Press.

7. Smith, L., Brown, J., & Johnson, M. (2015). Teachers' beliefs and practices regarding pronunciation instruction in English language classrooms. Language Teaching Research, 19(5), 594-615.

8. Smith, T., & Brown, L. (2017). Incorporating storytelling into language teaching: Promoting empathy and intercultural understanding. Language Teaching, 50(3), 377-402.

9. Wang, Y., & Johnson, K. (2019). Assessing oral proficiency in English language learners: A performance-based approach. Language Testing, 36(2), 241-266.