

**BILINGUAL COMMUNICATIVE COMPETENCE: STRATEGIES AND  
TECHNIQUES FOR ENHANCING ORAL AND WRITTEN  
SKILLS IN UZBEK AND ENGLISH**

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**Annotatsiya:** *Ushbu maqola o'zbek va ingliz tillarida og'zaki va yozma muloqot ko'nikmalarini o'rgatishning samarali strategiyalari va usullarini o'rganadi. Ikki tilli ta'limda qo'llaniladigan usullarni taqqoslash orqali tadqiqot o'quvchilarning og'zaki va yozma shakllarda ravonligi, aniqligi va ishonchini oshiradigan usullarni aniqlaydi. Vazifaga asoslangan ta'lim, jarayon yozish, iskala va kommunikativ tilni o'rgatish ularning samaradorligi uchun baholanadi. Tadqiqot shuni ko'rsatadiki, kontekstdan xabardor va o'quvchiga yo'naltirilgan usullarni birlashtirgan aralash yondashuv ikkala tilda kommunikativ kompetentsiyani yanada muvaffaqiyatli egallashga olib keladi.*

**Kalit so'zlar:** *og'zaki nutq, yozma muloqot, ikki tilli ta'lim, til o'rgatish strategiyalari, o'zbek, ingliz, kommunikativ kompetentsiya, vazifaga asoslangan ta'lim.*

**Annotation:** *This paper explores effective strategies and techniques for teaching oral and written communication skills in Uzbek and English. By comparing methods used in bilingual language education, the study identifies techniques that enhance learners' fluency, accuracy, and confidence in both spoken and written forms. Task-based learning, process writing, scaffolding, and communicative language teaching are evaluated for their effectiveness. The study concludes that a blended approach integrating context-aware and learner-centered techniques leads to more successful acquisition of communicative competence in both languages.*

**Keywords:** *oral skills, written communication, bilingual education, language teaching strategies, Uzbek, English, communicative competence, task-based learning.*

**Аннотация:** *В этой статье рассматриваются эффективные стратегии и методы обучения навыкам устного и письменного общения на узбекском и английском языках. Сравнивая методы, используемые в двуязычном языковом образовании, исследование выявляет методы, которые повышают беглость, точность и уверенность учащихся как в устной, так и в письменной форме. Обучение на основе задач, процессное письмо, скаффолдинг и коммуникативное обучение языку оцениваются на предмет их эффективности. Исследование приходит к выводу, что смешанный подход, интегрирующий методы,*

учитывающие контекст и ориентированные на учащегося, приводит к более успешному приобретению коммуникативной компетенции на обоих языках.

**Ключевые слова:** устные навыки, письменная коммуникация, двуязычное образование, стратегии обучения языкам, узбекский, английский, коммуникативная компетентность, обучение на основе задач.

In the modern era of globalization and multicultural communication, developing oral and written communication skills in more than one language has become essential. For countries like Uzbekistan, where Uzbek is the official language and English is a vital foreign language, fostering bilingual competence is crucial. This paper investigates the strategies and techniques that prove effective in teaching oral and written communication in both Uzbek and English, aiming to enhance students' language proficiency and intercultural awareness.

The theoretical basis of this research lies in *Communicative Language Teaching (CLT)*, *Vygotsky's Sociocultural Theory*, and *Cummins' BICS/CALP framework*.

CLT (Communicative Language Teaching) emphasizes interaction as the means and goal of language learning.

Vygotsky's Zone of Proximal Development (ZPD) underlines the importance of scaffolding and collaborative learning, especially in oral tasks.

Cummins (2000) differentiates between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP), which is highly relevant in bilingual education when teaching both conversational and academic forms of writing and speaking.

#### Challenges in Teaching Oral and Written Skills

##### **Psychological Barriers:**

Many students fear making mistakes in English, especially in speaking. Uzbek students may also feel formal pressure when writing essays, fearing grammatical errors.

##### **Code-Switching Issues:**

When bilingual students are not confident, they tend to switch languages mid-conversation or in writing, which may interrupt fluency and cohesion.

##### **Limited Exposure:**

Outside the classroom, students often lack opportunities to use English orally or in writing, reducing real-life practice.

##### **Assessment Inconsistency:**

Oral skills are often under-assessed, especially in large classrooms, where focus is mostly on written grammar-based tests.

#### Suggested Strategies for Teachers

##### **Use of Digital Tools:**

Integrate apps like *Flipgrid* (for oral video discussions), *Padlet* (for collaborative writing), and *Grammarly* or *Quillbot* for feedback in both languages.

**Portfolio-Based Writing Assessment:**

Rather than only timed essays, allow students to build portfolios of writing (letters, narratives, reports) with revision stages.

**Peer Teaching and Conversation Clubs:**

Involve stronger students as peer mentors in group activities to promote oral interaction.

**Contrastive Analysis Technique:**

Encourage students to compare English and Uzbek sentence structure, formal/informal expressions, and genres, which deepens their metalinguistic awareness.

**Examples of Task Design**

Task Type	Language Skill	Sample Activity in Uzbek Class	Sample Activity in English Class
Role-play	Oral	Interview with a local teacher	Tourist–guide simulation
Guided writing	Written	Rewriting a folk tale	Writing an email to a friend
Picture description	Oral + Written	Describe a Navruz celebration	Describe a favorite holiday
Debate	Oral	Pros and cons of mobile phones	Social media and education

This research is based on a comparative analysis of pedagogical approaches used in secondary and higher education institutions in Uzbekistan. Data were gathered from syllabi, classroom observations, and interviews with experienced language instructors. Qualitative evaluation of task performance and learners' feedback was also included to assess the effectiveness of each strategy.

**1. Task-Based Language Teaching (TBLT):**

Activities such as role-plays, interviews, and storytelling foster spoken fluency. In Uzbek and English classes alike, tasks that mimic real-life communication encourage active participation.

**2. Process Writing Technique:**

Writing skills improve significantly when learners follow stages such as brainstorming, drafting, revising, and peer review. This method proved effective in both Uzbek and English instruction, especially when guided with structured prompts and checklists.

**3. Scaffolding Strategies:**

Gradual support through visual aids, sentence starters, and model texts helps learners build confidence in both languages. Instructors in Uzbek-medium classes often used native language support to scaffold English tasks and vice versa.

**4. Integration of Cultural Content:**

Incorporating culturally relevant topics not only motivates learners but also deepens their understanding of both linguistic and sociocultural contexts. This enhances both expressive vocabulary and pragmatic usage.

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The analysis reveals that combining communicative and cognitive strategies yields the most sustainable outcomes. Learners exposed to authentic materials and meaningful tasks show higher engagement and better retention of language structures. Moreover, the dual-language approach provides a cognitive advantage, allowing cross-linguistic transfer, especially in writing.

Teaching oral and written skills in Uzbek and English requires an adaptive, student-centered methodology. Strategies that promote interaction, critical thinking, and creativity are particularly effective. Educators should employ a flexible blend of techniques—task-based activities, process writing, scaffolding, and cultural integration—to build robust bilingual communicative competence.

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