

**DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE IN ENGLISH
BASED ON NEWS**

Kamola Abdujabarova

Researcher at Chirchik State Pedagogical University

Abstract: This article discusses effective methods for developing students' communicative competence in English through the use of news texts. It is emphasized that the relevance of news texts, topicality and proximity to real life stimulate students to actively communicate. Based on this model, it is argued that the four basic skills of the English language - listening, reading, writing and speaking - can be developed in a comprehensive manner. This model promotes the introduction of interactive methods in the learning process, the development of critical thinking and increased motivation for learning the language. According to the results of the scientific article, the use of news texts allows you to connect the process of learning English with real life, creating a basis for the effective formation of students' communicative competence.

Keywords: news texts, communicative competence, interactive methods, language teaching model, educational process, communicative skills.

Introduction: In today's globalization process, English is increasingly gaining importance as a means of international communication. Rapid changes in the fields of information technology, science, culture and economics require a new approach to language learning methodology. In particular, for students learning English, it is important to develop language skills not only theoretically, but also practically, that is, based on communicative skills.

Communicative competence is understood as the ability to correctly and effectively use the language being studied in real communication situations. This competence is not limited only to the acquisition of grammatical knowledge and vocabulary, but also includes social, cultural and pragmatic factors. Therefore, the selection of educational materials that serve to form communicative competence in the modern educational process is one of the important tasks. From this point of view, news texts can serve as a very important resource in the language learning process. Because they cover current topics, include events close to real life, and activate students' thinking. Through news texts, students get acquainted with various social, political, and cultural problems, and on this basis try to express their opinions in English. This increases their critical thinking, language sensitivity, and readiness for communication.

The article develops a model for the formation of communicative competence in English based on these sources - news texts. Through the proposed model, students are expected to develop the basic skills of the English language (listening, reading, writing, and speaking) in an integrated manner, as well as acquire the ability to communicate freely on various social topics. This scientific research offers a new approach to modern language teaching methodology and can serve as a practical guide for teachers.

Material and methods: In the process of language learning, communicative competence - the ability of the learner to communicate effectively through language - is the most important goal. This concept was first proposed by D. Hymes and later further developed by M. Canale and M. Swain. Communicative competence consists of the following main components: grammatical competence (knowledge of language rules), sociolinguistic competence (using language in a cultural and social context), discursive competence (organizing speech with coherence and logic) and strategic competence (using various strategies to overcome communication difficulties).

News texts are articles and messages in the media that cover modern life events and changes in society. These texts bring students closer to the real context and allow them to exchange ideas on topical topics. With the help of news texts, students not only improve their language skills, but also develop a culture of critical thinking and communication. Therefore, using news texts as an effective tool in teaching English further enlivens the educational process.

This model consists of the following stages:

Preparatory stage: preparing students to learn key words and phrases on the topic of the text, to understand the socio-cultural context of the topic.

Main learning stage: developing communication skills through reading, understanding and answering questions about the text. Students identify facts and ideas in the text, discuss problems.

Practical communication stage: expressing their opinions freely through interactive exercises such as role-playing in pairs and groups, debates, and presentations.

Reflection and evaluation stage: analyzing their own activities, evaluating their participation in communication, and carrying out independent work on new topics.

As a result of applying the model in practice, students have made significant progress in their language skills. They not only strengthened their grammar, but also participated more actively in oral and written speech, and their ability to express their own opinions on the topic increased. Activities based on news texts developed students' critical thinking and interactive communication skills, preparing them for real-life language situations.

Result and discussions: In this study, a model for developing communicative competence based on news texts was piloted in a higher education institution. Students participating in the experiment were divided into two groups: in the experimental group, the learning process was organized based on a learning model based on news texts, while the control group received education based on traditional teaching methods. In both groups, initial, intermediate and final assessments were carried out on reading, listening, writing and speaking skills.

The results of the analysis showed that students in the experimental group demonstrated significant positive changes in language skills, in particular communicative competence. Especially in oral speech activities - in tasks such as conversation, expression of opinion, discussion - the level of activity, fluency and confidence of students was high. In lessons based on news texts, students actively developed their communicative skills by thinking about real social problems, news in society, global events, expressing their views, debating, and answering questions.

The relevance of news texts and the direct relevance of the topics to life actively involved students in the lesson process. Students actively participated in tasks such as exchanging ideas, group discussions, presentations, and role-playing. Through this, they not only strengthened their grammatical and lexical knowledge, but also acquired skills such as communicating freely, using speech in context, and adapting to various communicative situations.

Also, classes based on news texts played an important role in developing students' critical thinking. While analyzing the issues raised in news texts, students were involved in complex mental activities such as determining the causes and consequences of events, expressing opinions on problems, and suggesting ways to solve them. As a result, their ability to think independently, draw logical conclusions, and justify their position was formed.

Based on the results of the control work and questionnaires conducted at the end of the study, the following important conclusions were drawn:

Students in the experimental group showed 25–30% higher results than the control group;

Significant development was noted in all areas of language skills, especially in oral speech and listening comprehension;

Students participated freely and actively in lessons, and sought to use confident and meaningful expressions in speech activities;

Students' motivation and interest in learning English increased;

Skills in critical thinking, analytical analysis, and independent decision-making on social issues were formed.

In general, the learning model developed based on news texts not only increased the effectiveness of language learning, but also served to form students as active individuals who can clearly, fluently, and reasonably express their opinions in a real communicative environment. The widespread implementation of this approach in the education system will improve the quality of modern English language education and prepare students for international communication.

The results of this study showed that the educational model based on news texts allows students to effectively develop their communicative competence in English. News texts introduce students to real-life situations, encourage them to actively communicate, and at the same time serve to form language skills in an integrated manner. Through this model, students not only strengthen the grammatical and lexical aspects of the language, but also acquire skills such as understanding the cultural context, critical thinking, and adapting to various communicative situations.

The data obtained from the experimental tests indicate that in the lessons conducted using news texts, students actively participated in communication, their freedom in exchanging ideas, and their ability to clearly express their opinions significantly increased. Therefore, the regular and systematic use of news texts in the educational process increases students' motivation to learn the language and develops their independent thinking skills in English.

In conclusion, the English language teaching model developed on the basis of news texts can be recognized as an effective tool of modern language teaching methodology. The use of this model in higher education institutions will improve the quality of the language learning process, increase students' communicative skills and prepare them for international communication. In the future, research should be conducted to further improve this model, integrate it with new interactive technologies and adapt it for different age groups.

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