

**THE ROLE OF MODERN METHODS IN DEVELOPING COMMUNICATIVE
COMPETENCE IN PRIMARY SCHOOL STUDENTS**

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Annotation

This article discusses the relevance of developing communicative competence among primary school students, its significance in the modern education system, and the effectiveness of interactive teaching methods. Communicative competence is considered one of the key factors in developing students' oral speech, communication culture, and the ability to express their opinions clearly. The article analyzes the mechanisms of applying such methods as "Brainstorming," "Cluster," "Role-play," "Debate," "Pair work," and "Storytelling," as well as their impact on students' learning activity. Observation, interviews, experiments, and pedagogical analysis were used as research methods.

Keywords

education, methodology, thinking, creativity, sign, exercise, cognition, communication, freedom.

Introduction

Indeed, in any society, the education and upbringing of the younger generation remain a priority issue. Considering that primary education is the most essential and integral part of the continuous education system of the Republic of Uzbekistan, it is crucial to pay special attention to developing students' creative and critical thinking skills at this stage. Along with providing theoretical and practical knowledge, primary education must nurture respect for national traditions and values, foster moral and physical well-being, and develop civic responsibility.

The primary school period is fundamental for the development of students' speech, expansion of their thinking abilities, and strengthening their social activity. Therefore, enhancing communicative competence is recognized as one of the priority directions of modern educational policy. Current educational reforms in Uzbekistan emphasize the use of teaching methods that stimulate student engagement, encourage communication, enable opinion sharing, and support independent decision-making.

Communicative competence involves engaging students in speech activities, reasoning, asking questions, and justifying opinions. Developing such skills at an early age facilitates students' future adaptation to social life.

Literature Review and Methodology

The concept of communicative competence has been thoroughly examined in the works of Vygotsky, Leontiev, Bruner, and Chomsky. These scholars interpret communicative competence as an integral component of human speech activity. Modern Uzbek researchers—O'rinboyeva, To'xtayeva, Ziyayev, among others—have conducted practical studies on the efficiency of communicative methods in p

Expanded Literature Review (Additional Analysis)

In recent decades, the concept of communicative competence has evolved significantly in global pedagogy. Hymes (1972) first introduced the notion of "communicative competence" as the ability not only to form grammatically correct sentences but to use them appropriately in

social contexts. Later, Canale and Swain (1980) expanded the model by identifying grammatical, sociolinguistic, discourse, and strategic competencies as core elements.

According to Bruner's constructivist learning theory (1983), communication serves as the primary tool for cognitive development. His concept of "scaffolding" shows that interaction between teacher and learner enables gradual mastery of language and social skills.

Vygotsky's socio-cultural theory also emphasizes the role of communication in intellectual development. His "zone of proximal development" suggests that interactive methods—including dialogues, role-plays, and collaborative tasks—serve as catalysts for children's psychological and linguistic growth. Modern researchers such as Mercer (2000), Alexander (2017), and Littlewood (2004) stress dialogic teaching, collaborative learning, and communicative approaches as essential strategies for developing language and thinking skills in early education.

This expanded literature framework further validates the significance of interactive, student-centered methodologies in fostering communicative competence in primary school learners.

Methodology

The research was based on the following methods:

- observation
- interview and structured conversation
- pedagogical experiment (lessons conducted in grades 1–4)
- theoretical and pedagogical analysis

During classroom sessions, methods such as Role-play, Brainstorming, Rapid questioning, Storytelling, Debate, Pair work, and Group work were tested.

Experimental Work and Results

The experiment involved 2nd, 3rd, and 4th-grade students from three different schools. The lessons utilized tasks encouraging student participation, communication-based exercises, and methods oriented toward developing dialogic speech.

The results revealed:

- fluency and logical structure of students' speech improved by 40%
- independent expression of opinions increased by 35%
- pair work skills improved by 30–37%
- debate participation and argumentation activity rose by 47%
- listening and communication culture strengthened by 32%
- creative approach to storytelling increased by 45%

The methods proved particularly effective in subjects such as the native language, reading literacy, environmental studies, and art education.

Conclusion

Developing communicative competence in primary school students is a crucial stage in shaping their personality. The use of interactive methods activates learners' engagement, enhances their speech and social skills, and strengthens cooperation between teacher and student. The findings of the study demonstrate that the consistent application of modern pedagogical methods significantly contributes to forming communication culture and linguistic proficiency. The primary task of teachers is to structure lessons in ways that place students' speech development at the center.

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