

**IMPROVING THE METHODOLOGY OF DEVELOPING STUDENTS'
COMMUNICATIVE CULTURE WITH THE HELP OF ORAL EXERCISES**

Kushbakova Vasila Namozovna

TSPU Foreign language faculty. Foreign language department.

Annotation: The formation of communicative culture in language learners is critical for effective language instruction, especially in foreign language classes. Oral activities that stress speaking and listening abilities have proven to be effective techniques for developing communicative competence. This article investigates the methods for developing students' communication cultures through the systematic use of oral activities.

Key words: communicative culture, communicative competence, oral exercises, qualitative approach, confidence, fluency, listening.

Annotation: Til o'rganuvchilarda kommunikativ madaniyatni shakllantirish, ayniqsa, chet tili darslarida tilni samarali o'rgatish uchun juda muhimdir. Nutq va tinglash qobiliyatini ta'kidlaydigan og'zaki harakatlar kommunikativ kompetentsiyani rivojlantirishning samarali usullari ekanligi isbotlangan. Ushbu maqolada og'zaki faoliyatdan tizimli foydalanish orqali o'quvchilarning muloqot madaniyatini rivojlantirish usullari o'rganiladi.

Kalit so'zlar: kommunikativ madaniyat, kommunikativ kompetentsiya, og'zaki mashqlar, sifatli yondashuv, ishonch, ravonlik, tinglash.

Аннотация: Формирование коммуникативной культуры у изучающих язык имеет решающее значение для эффективного обучения языку, особенно на занятиях иностранным языком. Устные занятия, которые подчеркивают способности говорить и слушать, оказались эффективными методами развития коммуникативной компетентности. В данной статье исследуются методы развития культуры общения студентов посредством систематического использования устной деятельности.

Ключевые слова: коммуникативная культура, коммуникативная компетентность, устные упражнения, качественный подход, уверенность, беглость речи, аудирование.

In today's educational atmosphere communicative ability has become the foundation of foreign language (FL) instruction. A significant component of this competency is "communicative culture," which refers to the capacity to utilize spoken language effectively and responsibly in various social and cultural circumstances. For English as a Foreign Language (EFL) students, creating communicative culture is critical for acquiring linguistic fluency as well as navigating the intricacies of intercultural communication. Among the many pedagogical strategies made use of to promote proficiency in communication, oral exercises are one of the most successful. By investigating up-to-date pedagogical approaches and the importance of oral activities in language development, the study hopes to propose strategies for improving communication skills, cultural awareness, and social interaction. The article describes practical strategies for adding oral exercises into the classroom and their impact on student achievement. The findings emphasize the necessity of incorporating communicative tasks into language curricula to help students develop confidence, fluency, and intercultural understanding.

Dialogues, debates, role-plays, and discussions are examples of oral exercises that involve students in real-time communication, encouraging them to actively participate in language use while improving their speaking, listening, and interpersonal skills. However, the efficacy of these activities is greatly dependent on the methods used. This study looks into how a more structured and intentional use of oral exercises might help students enhance their communicative culture by increasing fluency, interactional competence, and cultural awareness.

Methods

The study took a qualitative approach, looking into several forms of oral exercises utilized in schools for language learning and assessing their impact on students' communicative cultures. Data were acquired through classroom observations, interviews with language teachers, and student surveys. The study focused on two groups of intermediate-level EFL students who participated in a series of oral exercises over the course of a semester.

The speech exercises used in the study included:

1. Role-playing: The learners played different characters or roles and had simulated talks based on real-world events. This program enabled students to practice speaking in a variety of registers and settings.

2. Debates and Discussions: Participants were encouraged to argue for or against a certain topic, with the goal of developing clear arguments and responding to others' points of view in real time.

3. Interactive Storytelling: Students collaborated in small groups or pairs to come up with and share stories that required active listening and turn-taking.

4. Problem Solving Tasks: During these activities, students were given a predicament that required a cooperative solution. The exercises emphasized negotiation, persuasion, and group communication.

The data analysis focused on three main areas: (1) the frequency and variety of oral activities in the classroom, (2) students' involvement with these exercises, and (3) the effect of these exercises on students' confidence, fluency, and comprehension of intercultural communication.

The study found that combining a variety of oral activities greatly improved students' communication culture in several critical areas:

1. Improved Fluency: Role-playing and the arguments gave students plenty of chances to communicate in the target language. As a result, pupils' fluency increased significantly, with fewer stops and hesitations during spontaneous speech.

2. Increased Engagement: Activities requiring interaction, such as problem-solving exercises and interactive storytelling, were especially helpful at keeping students engaged. These exercises fostered cooperation and motivation, allowing pupils to talk without fear regarding committing mistakes that students make.

3. Increased Confidence: Regular usage of through speech exercises assisted pupils in overcoming speaking nervousness. The learners improved their ability to communicate by participating in low-stakes, supportive a circumstance (for example, pair work and smaller-group conversations). This increase in trust led to more active participation in the classroom.

4. Cultural Awareness: Students learned information regarding the cultural nuances of communication by conducting debates and role-playing on culturally diverse issues. They gained a better grasp of how language use differs across cultures and settings, allowing for more informed and courteous conversation.

5. Development of Interactional Competence: Because the training sessions were interactive, students were able to improve their relationship-based abilities, such as turn-taking, listening, and reacting correctly. The above abilities are necessary for negotiating real-world conversations and professional interactions.

The findings emphasize the importance of oral activities in promoting communicative culture. The findings show that a variety of speaking activities can improve not only linguistic competency but also the overall skill set required for effective communication. By completing authentic, context-dependent rule exercises, students learn how to utilize language in meaningful ways that reflect real-world conversation.

However, it is critical to remember that the efficacy of oral exercises is dependent on how they are constructed. Simply including oral exercises into the curriculum is not sufficient. The exercises must be well-designed, purposeful, and relevant to the learning objectives. Role-playing exercises that simulate real-life scenarios (for example, ordering food at a restaurant or giving a presentation) provide students with practical language skills, whereas debates and discussions foster critical thinking and help students develop the ability to effectively communicate their ideas clearly and persuasively.

Furthermore, it is critical to give pupils constructive comments throughout the process. Encouraging self-reflection and peer evaluation can also help learners become more aware of their own strengths and areas for improvement, thereby improving their communication competence.

Spoken practices are a crucial instrument for improving students' communication culture in English as a Foreign Language schools. Language educators who incorporate diverse and well-organized speaking activities can considerably improve their students' fluency, cultural awareness, and interactional competence. This study's findings indicate that oral exercises in addition give chances to engage in language practice, but also enable learners to build the confidence and abilities required to speak effectively in a variety of real-life circumstances.

Incorporating oral exercises into the language curriculum should be among the primary objectives for those who teach languages looking to build well-rounded communication professionals. To be most effective, these activities must be planned with specific goals, cultural relevance, and an emphasis on relationship-based skills. Teachers can establish a workspace that promotes linguistic and cultural fluency, allowing students to become more confident, competent, and culturally aware individuals who communicate.

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