



## **DISCUSSION AS ONE OF THE METHODS OF DEVELOPING COMMUNICATION SKILLS IN LEARNING ENGLISH**

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### **Abstract**

In this article, the main focus today is on the reader, his personality and his own inner world. Therefore, the main goal of a modern teacher is the choice of methods and forms of Organization of educational activities students, optimally corresponding to the established goal of personal development. In recent years, the question of the use of new information technologies in schools has been increasingly raised.

**Keywords:** English, independent language learning, educational technologies, project, interest, activity, interactive methods.

### **Introduction**

In the developing new Uzbekistan, today a wide range of aspects of the modern method of education are used in the educational system. Modern education is of great importance for the prosperity of the country and the future of our country. Today, during the new renewal period, the goal of modern education is to train quality personnel, develop the student's personality, educate students in a socially significant spirit, improve the quality of Education, educate students in society as a mature person of the necessary personality. One of the components of personality development in higher education is the communication culture of students. The culture of communication is one of the most important resources in the development of a person who is a specialist in the intellectual sphere in education and who can provide creative approach to education. The development of a culture of communication allows the higher education student to acquire universal characteristics, meet the social demands of society and acquire high professional knowledge. Today, the main focus is on the reader, his personality and his own inner world. Therefore, the main goal of a modern teacher is the choice of methods and



forms of Organization of educational activities students, optimally corresponding to the established goal of personal development. In recent years, the issue of the use of new information technologies in schools has been increasingly raised. This is not only new technical means, but also new forms and methods of teaching, a new approach to the educational process. The main goal of teaching foreign languages is to form and develop the communicative culture of schoolchildren and to teach them to practically master a foreign language.

In the course of the study, popular methods of teaching and learning English, Internet resources, were used. During the writing of the article, the principles of theoretical inference, analysis and synthesis, logic were used. The task of the teacher is to create conditions for practical mastery of the language for each student, to choose such teaching methods that allow each student to demonstrate their activity, creativity. e course of the study, popular methods of teaching and learning English, Internet resources, were used. During the writing of the article, the principles of theoretical inference, analysis and synthesis, logic were used. The task of the teacher is to create conditions for practical mastery of the language for each student, to choose such teaching methods that allow each student to demonstrate their activity, creativity. The teacher's task is to activate the student's cognitive activity in the process of teaching foreign languages. Modern pedagogical technologies, such as collaborative learning, project methodology, the use of new information technologies, Internetresources, help to implement an individual-oriented approach in the educational process, provide individualization and differentiation of teaching, taking into account the abilities of children, their level of learning. Forms of working with computer training programs in foreign language classes include: learning vocabulary; practicing pronunciation; teaching dialogical and monological speech; teaching writing; development of grammatical phenomena. The possibilities of using Internet resources are huge. The Global Internet creates the conditions for students and teachers who are located anywhere in the world to receive any information they need: regional geographic materials, News in youth life, articles from newspapers and magazines, etc. In the lessons, it is possible to solve a number of didactic problems with the help of the Internet in English: the formation of reading skills and qualifications using the materials of the global network; improving the writing skills of schoolchildren; replenishing the vocabulary of students; forming the motivation of students to learn English. In



addition, the work aims to broaden the horizons of schoolchildren, explore the possibilities of Internet technologies to establish and support business relationships and relationships with peers in English-speaking countries. Students can participate in online tests, quizzes, contests, Olympiads, correspondence with peers in other countries, interviews, videoconferences, etc. Students can participate in online tests, quizzes, contests, Olympiads, correspondence with peers in other countries, interviews, videoconferences, etc. Students can learn about the problem they are currently working on on the project. The meaningful basis of mass computerization is due to the fact that a modern computer is an effective means of optimizing mental working conditions, in general, any of its manifestations. The computer has one peculiarity, it is identified in its use as a tool for teaching others and as an assistant in the acquisition of knowledge, which is its inanimity. The machine can have "friendly" contact with the user and at some times "supports" him, but he never shows signs of anger and does not allow you to feel bored. The computer has one peculiarity, it is identified in its use as a tool for teaching others and as an assistant in the acquisition of knowledge, which is its inanimity. The machine can have "friendly" contact with the user and at some times "supports" him, but he never shows signs of anger and does not allow you to feel bored. In this sense, the use of computers is perhaps most useful in individualizing certain aspects of teaching. The main goal of learning a foreign language at school is the formation of communicative competence, all other goals (upbringing, teaching, development) are carried out in the process of implementing this main goal. The communicative approach involves teaching communication and the formation of the ability to intercultural interaction, which is the basis of Internet activity. Outside of communication, the Internet has no meaning - it is an international multinational, intercultural society, whose life is based on the electronic communication of millions of people around the world, talking at the same time - the largest conversation in terms of the number and volume of participants that happened. Participation in the lesson for him foreign language, we create a real communication model. Outside of communication, the Internet has no meaning - it is an international multinational, intercultural society, whose life is based on the electronic communication of millions of These principles make it possible to develop intercultural competence as a component of communicative ability. The ultimate goal of teaching foreign languages is to teach a free direction in a foreign



language environment and the ability to respond adequately in different situations, i.e. Comm. Today, new methods using Internet resources are opposed to teaching traditional foreign languages. To teach communication in a foreign language, you need to create real, real-life situations that stimulate the study of material and develop adequate behavior (that is, the so-called principle of communication authenticity). New technologies, in particular the Internet, are trying to correct this error. A communicative approach is a strategy that simulates communication, aimed at consciously understanding the material and creating psychological and linguistic readiness for methods of working with it, communication. It is not particularly difficult for the user to implement a communicative approach on the Internet. The communicative task must offer students to discuss a problem or question, students not only exchange information, but also evaluate them. The main criterion that allows you to distinguish this approach from other types of educational activities is that students independently choose linguistic units to form their thoughts. In a communicative approach, the use of the Internet is very well encouraged: its purpose is to interest students in learning a foreign language by collecting and expanding their knowledge and experience. One of the main requirements for teaching foreign languages using Internet resources is the creation of interaction in the lesson, which is usually called interactivity in the methodology. Interactivity is the "integration, coordination and complement of communicative purpose and consequential say-actions using speech tools". By teaching a real language, the Internet helps to form speech skills and skills, and also provides sincere interest and therefore efficiency in teaching vocabulary and grammar. Interactivity not only creates realistic situations from life, but also forces students to respond appropriately to them in a foreign language. One of the technologies that provide student-oriented education is the project style as a way to promote creativity, cognitive activity and independence. By teaching a real language, the Internet helps to form speech skills and skills, and also provides sincere interest and therefore efficiency in teaching vocabulary and grammar. Interactivity not only creates realistic situations from life, but also forces students to respond appropriately to them in a foreign language. One of the technologies that provide student-oriented education is the project style as a way to promote creativity, cognitive activity and independence. The typology of the projects is diverse. Projects can be divided into monoproyects, collective, oral, concrete, written and



Internet projects. In real practice, it is often necessary to deal with research projects, mixed projects with creative, practice-oriented and informative characters. Project work is a multifaceted approach to language acquisition, covering reading, listening, speaking, and grammar. Projects can be divided into monoprojects, collective, oral, concrete, written and Internet projects. In real practice, it is often necessary to deal with research projects, mixed projects with creative, practice-oriented and informative characters. Project work is a multifaceted approach to language acquisition, covering reading, listening, speaking, and grammar. The project method helps to develop students' active independent thinking and directs them to joint research work. In my opinion, project-based teaching can teach children to cooperate, while learning to cooperate fosters moral values such as the ability to reciprocate and empathize, shaping creativity and activating students. In general, in the process of Project training, there is an inseparability of training and upbringing. The project method develops students' communication skills, culture of treatment, the ability to form thoughts compactly and easily, tolerates the opinion of communication partners, the ability to extract information from various sources, processes using modern computer technologies, creates a language environment that contributes to the emergence of a natural need. in a foreign language connection. The project form of work is one of the most relevant technologies that allows students to apply the accumulated knowledge on the topic. Students expand their horizons, boundaries of knowledge of the language, accumulate experiences of its practical use, learn to listen and hear speech in a foreign language, understand each other in the defense of projects. Children work with reference books, dictionaries, a computer and thus create the possibility of direct contact with genuine language, which does not provide language learning in the classroom only with the help of a textbook. Oriental Renaissance: working on an Innovative project is a creative process. The student is looking for a solution to the problem independently or under the guidance of a teacher, for which it is required not only to know the language, but also to have a large amount of subject knowledge, to acquire creative, communicative and intellectual skills. In the process of foreign languages, the project method can be used within the framework of application materials on almost any topic. Working on projects develops imagination, fantasy, creative thinking, independence and other personal qualities. TO modern technologies are also applicable to collaborative technology. The main idea is to



create conditions for active joint activities of students in various educational conditions. Children are united into groups of 3-4 people, they are given one task, while the role of each is discussed. Each student is responsible not only for the result of his work, but also for the result of the entire group. Therefore, weak students try to figure out what they do not understand from what is not strong, and strong students strive to thoroughly understand the assignment to the weak. And the whole class benefits from this, because the gaps are closed together.

Thus, communication, serving the self-determination of the individual, ensures his access to collaborative activities and creates an atmosphere of mutual cooperation among the subjects of communication".In the process of communication, the individual feels a certain influence of those around him. In turn, he himself has a certain influence on them in the process of communication. Communication is a person's need as a social, conscious being.hus, communication, serving the self-determination of the individual, ensures his access to collaborative activities and creates an atmosphere of mutual cooperation among the subjects of communication".In the process of communication, the individual feels a certain influence of those around him. In turn, he himself has a certain influence on them in the process of communication. Communication is a person's need as a social, conscious being. Communication can be defined as the exchange of information between two or more people. It occupies a leading position within the activities that people carry out, satisfying the most important need in a person. That is why it is of great importance to each person. The activities that each individual performs in society cover forms of interpersonal attitudes and interactions. Because any work requires people to get along with each other, transfer different information to each other, complex cooperation, such as the exchange of thoughts. Techniques used in teaching pedagogical communication range from traditional lectures and theoretical discussion to more interactive and experienced approaches such as role-playing games, simulation exercises, collaborative learning, and reflective practices. Each method aims to provide prospective teachers with the tools and experiences they need to build strong, positive relationships with their students, effectively manage classes, and create a learning-friendly environment. This article explores the various techniques used in teaching pedagogical communication, exploring their effectiveness, practical applications, and the benefits they offer to prepare students for the complexity of the real-world teaching environment. By



understanding and implementing these methods, teacher education programs can better equip their students to become effective communicators and eventually successful teachers. Train teachers to communicate in ways that cover the different backgrounds and needs of students and are sensitive. This includes understanding cultural nuances, promoting equality, and ensuring that each student hears and respects themselves. Actively involve future teachers in the educational process of students, equipping classes with interactive and stimulating methods. Effective pedagogical communication helps to motivate students, stimulate their participation and interest. This includes understanding cultural nuances, promoting equality, and ensuring that each student hears and respects themselves. Actively involve future teachers in the educational process of students, equipping classes with interactive and stimulating methods. Effective pedagogical communication helps to motivate students, stimulate their participation and interest. Increase emotional intelligence by teaching prospective teachers how to recognize, understand, and respond to their own and their students' feelings. Emotional intelligence is essential to manage stress, resolve conflicts, and create a comfortable classroom environment. Encourage reflective practices that allow teachers to continuously evaluate and improve their communication strategies. Reflection helps to identify areas of improvement and effectively adapt to various situations in the classroom. To contribute to the general professional development of future teachers by integrating communication training into the wider repertoire of educational and professional skills. Effective communication is necessary for career advancement and professional interaction. Focusing on these goals, teaching methods of pedagogical communication are aimed at preparing students not only as an effective teacher, but also as a compassionate and communicative person who positively affects the educational experience of students. This comprehensive training ultimately helps to create a more efficient, inclusive and dynamic education system. Effective communication is necessary for career advancement and professional interaction. Focusing on these goals, teaching methods of pedagogical communication are aimed at preparing students not only as an effective teacher, but also as a compassionate and communicative person who positively affects the educational experience of students. This comprehensive training ultimately helps to create a more efficient, inclusive and dynamic education system. Effective pedagogical communication is essential for successful teaching and learning. It



involves accurately conveying information, engaging students, managing classrooms, and creating an inclusive and supportive learning environment. For students of teacher education programs, mastering these communication skills is essential for their future activities. This article explores the various techniques used in teaching pedagogical communication, exploring their effectiveness, practical applications and benefits. The implementation of the functions of interpersonal communication – the spiritual guidance of the subject of communication, is also determined by such directions as humanism, emotional-positive, personal approach, individuality and identity. The function of communication will depend not only on the spiritual-moral orientation of the subjects of communication, but, in many ways, on its humanistic-moral content. The implementation of the functions of interpersonal communication – the spiritual guidance of the subject of communication, is also determined by such directions as humanism, emotional-positive, personal approach, individuality and identity. The function of communication will depend not only on the spiritual-moral orientation of the subjects of communication, but, in many ways, on its humanistic-moral content. The form of communication, momentary, casual, thematic, planned – consists of Statement, Information, Message, conversation, conversation, talk, discussion. Exposure using Attention, Interest, approval, empathy, foresight, understood and realized motivation-based activities, among others, will go into the type of communication and focus on solving the issue, creating an emotional environment, stimulating, directing collaborative actions towards the end, as well as the effectiveness of communication, positive motivation, attention, interest in its topic. Exposure using Attention, Interest, approval, empathy, foresight, understood and realized motivation-based activities, among others, will go into the type of communication and focus on solving the issue, creating an emotional environment, stimulating, directing collaborative actions towards the end, as well as the effectiveness of communication, positive motivation, attention, interest in its topic. Motivation requires meaning, awareness, trust, and determination as the manager of the communication process. The meaningful aspects of communication can be attributed to the fact that it shows its individuality in achieving the goal and commonality, as well as the use of various functions of communication – provocative, expressive, organizational, informative, emotional, argument-based, etc.



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