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# THE MODULE OF DEVELOPING COMMUNICATIVE COMPETENCE OF SEVENTH AND EIGHTH-GRADE STUDENTS IN UZBEKISTAN SECONDARY SCHOOLS

**TUYCHIBAYEVA GULNOZA**

Master student of Turon international University, Namangan, Uzbekistan

E-mail.: [tuychiyevagulnoza094@gmail.com](mailto:tuychiyevagulnoza094@gmail.com), ORCID.: 0009-0000-0641-2514

\*Corresponding author.

**KUKIBAYEVA MAHLIYO**

Senior teacher of Namangan State University, Namangan, Uzbekistan

E-mail.: [mahliyokukibayeva01@gmail.com](mailto:mahliyokukibayeva01@gmail.com)

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**Abstract:** This article focuses on developing communicative competence among seventh and eighth-grade students in Uzbekistan's secondary schools, proposing a specialized module aimed at enhancing language skills. Given the rising demand for English skills globally, this study examines current teaching practices, identifies challenges, and proposes solutions to improve students' communicative competence. Using a mixed-method approach, data was collected from 50 secondary schools in Uzbekistan through teacher surveys, language assessments, classroom observations, and interviews with administrators. Findings indicate that traditional grammar-based teaching methods are dominant, with limited use of communicative language teaching (CLT) approaches. Many students struggle with speaking and listening tasks, which are essential components of communicative competence. The proposed module includes task-based activities, interactive speaking exercises, and real-life communication scenarios aimed at addressing gaps in current methodologies. Teacher training programs are also recommended to ensure effective CLT implementation. The paper concludes that shifting to a communicative approach and enhancing resources and teacher preparation can significantly improve students' language skills, better preparing them for academic and social challenges in a globalized society.

**Keywords:** communicative competence, secondary school, language teaching, CLT, seventh and eighth grades, Uzbekistan, education module, interactive teaching, speaking skills, listening skills.

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**Introduction.** In an increasingly interconnected world, communicative competence—the ability to convey information effectively and appropriately in various social contexts—has become essential, particularly in foreign language education. In Uzbekistan, educational reforms have prioritized enhancing communicative competence, especially at the secondary school level. For seventh and eighth graders, developing such skills is crucial as they transition to more advanced and socially relevant language acquisition stages. Despite these reforms, traditional teaching methods in Uzbekistan's secondary schools often emphasize grammar and rote memorization over practical communication skills. This study explores the gaps in current pedagogical approaches and proposes a structured module aimed at fostering communicative competence among students in grades seven and eight. [3.59]

**Methods.** The study used a mixed-method approach, incorporating both quantitative and qualitative data. Surveys were conducted with 200 English teachers from 50 secondary schools across five regions of Uzbekistan, representing urban, suburban, and rural areas. The survey included questions on current teaching methodologies, the frequency of communicative activities, and teachers' perceptions of students' communicative competence. Additionally, 300 seventh and eighth graders were assessed through language proficiency tests focused on speaking, listening, and interactive communication skills. To gain a deeper understanding, classroom

observations were conducted in 15 schools, along with semi-structured interviews with 10 school administrators to explore challenges and resource availability for implementing communicative language teaching (CLT).[8.158]

Quantitative data from surveys and tests were analyzed using SPSS software, providing descriptive statistics and correlations between teaching methods and student performance. Qualitative data from interviews and observations were thematically analyzed to identify recurring issues and opportunities in language teaching.

**Results.** The survey results revealed that 82% of teachers primarily used traditional, teacher-centered methodologies, emphasizing grammar and translation, with minimal use of communicative tasks. Among these teachers, 70% acknowledged the importance of communicative competence but cited various obstacles, such as large class sizes, insufficient training, and a lack of suitable teaching materials. Only 35% reported regularly using communicative language teaching strategies, such as group discussions, role plays, and project-based learning, in their classrooms.

Student assessments showed that 67% of the students struggled with oral communication, particularly in speaking tasks requiring spontaneous interaction. Listening comprehension was a significant challenge for 58% of the students, especially in real-life, unscripted conversations. Classroom observations confirmed that students engaged more actively in lessons with interactive activities, although these were rarely integrated into daily curricula. Additionally, 80% of observed lessons focused primarily on written and reading tasks, with limited opportunities for students to practice speaking or listening skills. Interviews with school administrators indicated a desire to shift towards more communicative methods. However, they highlighted logistical challenges, such as overcrowded classrooms and limited access to technology, which hinder CLT implementation.[7;289]

**Discussion.** This study underscores a significant gap between the theoretical understanding of communicative competence and its practical implementation in classrooms. Although teachers recognize the importance of communicative skills, grammar-focused teaching remains dominant. This disconnect is largely due to structural challenges, including insufficient teacher training in communicative methods and a lack of appropriate resources. Data suggests that students benefit from activities that allow them to actively use the language, such as debates, collaborative projects, and simulations of real-life communication. Therefore, a targeted module designed to address these gaps is essential.

The proposed module for developing communicative competence focuses on four main components: interactive speaking activities, listening tasks that mimic real-life situations, project-based learning, and continuous formative assessment. Interactive speaking activities include structured role-plays, debates, and pair work, allowing students to practice language in various social contexts. Listening tasks incorporate authentic materials, such as interviews, podcasts, and video content, exposing students to different accents, speech speeds, and informal language usage. Project-based learning integrates language with broader content areas, encouraging teamwork and

communication skills. Continuous assessment, including peer reviews and oral presentations, would replace traditional exams, offering a more accurate understanding of students' progress in communication.[10;689]

In addition to the module, equipping teachers with skills to implement communicative methods is essential. Professional development programs should focus on practical classroom management strategies, integrating technology, and using CLT in large classrooms. Schools should invest in creating smaller, manageable class sizes and increasing digital tool access, enhancing the teaching and learning experience.

**Conclusion.** This study highlights the need to revamp communicative competence development among seventh and eighth-grade students in Uzbekistan's secondary schools. While traditional methods remain prevalent, the shift to communicative approaches is necessary and feasible with proper support and resources. The proposed module provides a structured, interactive framework emphasizing speaking and listening skills, addressing key gaps identified in the study. By focusing on practical communication and real-world language use, this module could significantly improve students' language proficiency, preparing them for future academic and social challenges.

Investing in teacher training and resource development is crucial for successfully implementing this module, ensuring communicative competence becomes central to education in Uzbekistan.

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