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Development of Communicative Competence in Fifth-Grade Students in Uzbek-Medium Education

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Abstract.
The article analyzes the formation of communicative competence in 5th-grade students learning in Uzbek. Methods, forms, and approaches to developing oral and written speech, as well as interaction with classmates and the teacher, are examined. Special attention is paid to practical aspects of teaching, the use of interactive methods, and project-based activities.

Keywords: communicative competence, oral and written speech, interactive methods, project-based activities, Uzbek language of instruction, 5th grade, development of communication skills

In the 5th grade, students continue developing their native language abilities while also improving communication skills in the language of instruction. Productive interaction with teachers and classmates supports better academic achievement and contributes to social development. The integration of communicative tasks and interactive teaching methods makes the learning process more engaging and effective. Special attention should be paid to students' individual characteristics and the creation of a positive classroom environment. The purpose of this study is to examine effective ways of developing communicative competence among 5th-grade students with Uzbek as the language of instruction and to provide practical recommendations for teachers. As noted by , "The aim of teaching Russian in a foreign-language environment is the formation of communicative competence, namely the ability and readiness to carry out interpersonal and intercultural communication in a foreign language" [Shchukin, 2003, p. 142]. Developing communicative competence is an essential task in contemporary education. Fifth-grade learners studying in Uzbek-medium schools are at an important stage of mastering both their native language and a second language. Communication skills help learners understand academic content more effectively and interact confidently with others.

The teacher plays a central role in organizing meaningful classroom communication. It is important to create learning situations where students can express their thoughts clearly and confidently. Communicative competence includes listening carefully, asking relevant questions, and defending personal opinions with logical arguments. To achieve these goals, teachers should apply diverse instructional methods focused on practical communication. Pair and group work encourages collaboration and teamwork skills. According to , "Communicativeness implies the speech orientation of the educational process, where the path to the goal is practical language use itself" [Passov, 1991, p. 47]. Game-based activities increase students' motivation and classroom participation. Dialogues and role-play activities allow learners to use language in realistic contexts. It is also necessary to consider different learning levels and provide additional support to weaker students. Written communication is another significant aspect of communicative competence. Writing assignments help students organize ideas, improve grammar, and develop literacy skills. Oral communication grows through regular speaking practice and constructive feedback from teachers.

Visual materials support better understanding and memorization of new concepts. Including cultural elements in lessons contributes to the development of intercultural awareness. Teachers should establish a supportive atmosphere where every learner feels comfortable participating. Gradually increasing task complexity helps students adapt to new academic demands. The use of interactive technologies makes lessons more interesting and productive. Encouraging student initiative and active participation in discussions strengthens their confidence and independence.

Project-based learning is especially useful because it connects language learning with real-life situations. Continuous assessment of students' progress allows teachers to identify difficulties and improve teaching strategies for more successful communicative development. The continuous assessment and analysis of students' achievements help teachers improve and adjust the learning process. The development of communicative competence requires a systematic approach combined with regular practice. Parents also have an essential influence on the growth of children's communication abilities. Cooperation between school and family creates stronger learning outcomes and supports language development. It is necessary to consider the personal characteristics of each learner. Taking students' interests into account increases motivation and engagement during lessons. Communicative competence is not formed instantly; it develops gradually through consistent activities and teacher support. Encouragement of students' successes and assistance during difficulties positively affect their confidence.

Active listening is one of the most important elements of successful communication. Students should be able to express ideas clearly, logically, and respectfully. Interactive exercises strengthen knowledge and improve practical language use. постоянная practice of oral communication helps learners become more confident when speaking. Different forms of classroom work make it possible to address various learning styles. Teamwork skills are an important part of communicative competence. Critical thinking development enables learners to defend their own opinions with arguments and react appropriately to others' viewpoints. Teacher support helps students become more independent and инициативный in the educational process. As stated, "Through others we become ourselves" [Vygotsky, 1978, p. 57]. This idea highlights the importance of social interaction in language development and personality formation.

Communicative competence includes several aspects such as speaking ability, comprehension of oral and written

information, and the skill of maintaining dialogue. Fifth-grade students gradually learn to communicate in different situations and contexts. It is useful to include real-life situations in lessons so that communication skills become practical rather than theoretical. Game-based exercises allow children to understand information more easily and stimulate active participation. Small-group activities promote cooperation, peer support, and responsibility. Teachers should design tasks that require discussion, exchange of opinions, and collaborative problem-solving. Visual materials improve vocabulary acquisition and grammar comprehension. Communicative tasks help students feel more comfortable using language in authentic situations. Learners should be allowed to make mistakes and correct them in a safe and supportive environment. Regular speaking practice improves pronunciation, intonation, and fluency. A variety of lesson topics increases students' interest and expands vocabulary. Cultural elements included in lessons help develop respect for both native and foreign cultures, contributing to intercultural competence. Text analysis activities improve critical thinking and argumentative skills. Step-by-step complication of tasks allows students to adapt to more difficult language structures. Project-based learning makes education meaningful because it connects language practice with real-world tasks. Writing mini-texts, short essays, and creative compositions supports written communication development. Working with different text genres helps students understand multiple speech styles. Learners gradually master the ability to organize thoughts and present ideas logically. Interactive methods increase student involvement and lesson productivity. Teachers and parents together create favorable conditions for successful communication skill development. Dialogues during lessons help practice common speech situations, while role-playing activities simulate real-life communication. Audio materials improve listening comprehension and awareness of intonation patterns. Vocabulary expansion enables children to express more complex ideas over time. Grammar exercises build confidence in sentence construction and language accuracy.

According to , "Learning is an active process in which learners construct new ideas based on current knowledge" [Bruner, 1966, p. 12]. This statement emphasizes the role of active student participation in communicative competence formation. A friendly classroom atmosphere increases willingness to participate in discussions. Collective projects develop teamwork and responsibility. Multimedia resources make lessons more visual, dynamic, and engaging. Regular revision strengthens acquired knowledge and skills. Peer support motivates students to share experiences and participate more actively. Teaching communicative competence requires consistency, creativity, and long-term practice.

Thus, the formation of communicative competence among 5th-grade students with Uzbek as the language of instruction should be based on an integrated approach that combines interactive methods, practical communication tasks, cultural awareness, teacher guidance, and family support. Only systematic and purposeful work can ensure effective development of students' communicative abilities.

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