

THE PRACTICE OF USING COMMUNICATIVE STRATEGIES AND A STRUCTURED SYSTEM OF DRILLS

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Annotation: In this article, a comprehensive analysis is carried out on the methodology and technology of teaching communicative style strategies and their implementation in practice, along with the theoretical and practical foundations of creating an effective system of exercises. Within the framework of the communicative approach, special emphasis is placed on the significance of a strategic orientation in the process of language acquisition. The study explores the types of exercises designed to foster the development of learners' communicative competence, highlighting the criteria for their selection, classification, and application.

The article also focuses on the role of interactive teaching methods, including role-playing, problem-based learning, and communicative simulations, which serve as effective tools for engaging learners in authentic speech situations. These methods are evaluated through experimental and practical observation, with an aim to demonstrate their impact on enhancing both oral and written language skills.

Keywords: System of exercises, speech competence, interactive methods, communication strategies, role-playing, language learning, problem-solving situations

Introduction: In today's globalization process, the issue of learning foreign languages, their effective teaching and the introduction of new methodologies into the educational process has become one of the most urgent scientific and practical problems. Language is one of the most important social phenomena of humanity, which acts not only as a means of communication and information exchange, but also as a reflection of human thinking, national identity, culture and worldview. Therefore, in the process of teaching a language, it is of particular importance not to be limited only to mastering grammatical rules and vocabulary, but also to form the skills of communicating, freely expressing thoughts, choosing strategies appropriate to communicative situations and effectively applying them.

The communicative approach is one of the leading concepts that form the methodological foundations of modern language education. In this approach, the learner is placed at the center of the educational process, that is, the language learner is encouraged to actively engage in dialogue in real-life situations. Communicative competence is defined as the ultimate goal of language education and implies the development of students' speech activity, their preparation for independent and effective participation in various communication processes.

The successful implementation of this approach depends on the timely and correct selection of communicative style strategies in the learning process, their effective use, as well as their systematic improvement through a system of special exercises. From this point of view, teaching communicative strategies requires separate research not only as a methodological issue, but also as a psycholinguistic and pedagogical problem.

This article analyzes the technology of effective use of communicative style strategies, mechanisms for their implementation in the learning process, as well as the scientific and theoretical foundations and practical experience in forming a system of appropriate exercises. The main goal of the study is to identify strategies that develop communicative competence in the process of modern language teaching, to highlight their didactic capabilities and to show

effective methods for their application in practice.

Literature review

The relevance of the communicative approach in language teaching has been scientifically substantiated by many foreign and domestic researchers. The dialogue-based approach to language learning has been widely used since the second half of the 20th century. In particular, the concept of "communicative competence" put forward by Hymes (1972) created the theoretical basis of this approach. He considers it important not only to have grammatical knowledge in language learning, but also to be able to use it correctly in a social and cultural context.

Canale and Swain (1980) in their research divide communicative competence into four main components: grammatical, sociolinguistic, discursive and strategic competences. In particular, strategic competence - that is, the use of language tools to solve problems that arise during communication - is of great importance in developing the learner's active communicative ability. The communicative approach and its methodological foundations have also been studied in depth in domestic research. In particular, scientists such as Q.Yuldoshev, Z.Mamarasulova, M.Juraev put forward practical recommendations in their works on the effectiveness of using communicative strategies in language learning, the use of real-life situations in the formation of a system of exercises, role-playing, and strengthening students' language skills through problem tasks.

Also, foreign methodologists such as Larsen-Freeman (2000), Brown (2007) developed the basic principles of the communicative method in language teaching and proposed technologies for their application in the lesson process. According to them, language learning is not just a process of acquiring knowledge, but also a process of "experiencing" the language through experience.

The analysis of this literature shows that the study of communicative strategies and their application through exercises serves as an important methodological tool for a language teacher. However, choosing and adapting each strategy appropriately in its place and context requires careful preparation from the teacher.

Main part: Modern language teaching methodology requires teaching language not only as a body of knowledge, but also as a means of communication. From this point of view, teaching a communicative approach and strategies within it is an integral part of modern pedagogical technologies. In the process of language learning, a learner must master various communicative strategies in order to be able to express his thoughts freely and correctly, to communicate effectively with his interlocutor.

Communicative strategies are understood as methods and techniques that a language learner uses during communication to eliminate misunderstandings, find alternative expressions in cases where he cannot remember the necessary word or phrase, continue and manage the conversation, and actively participate in communication. These strategies deepen the learner's knowledge of the language and prepare him for real communication.

Researchers have identified several communicative strategies, including:

Paraphrasing strategy - expressing an idea using other words or sentences with similar meaning when a word or phrase does not come to mind.

Questioning strategy - asking a question to clarify an idea that is not understood or needs clarification.

Error recognition and correction strategy - identifying an error in one's speech and continuing the communication by correcting or apologizing.

Delaying strategy - delaying speech with phrases such as "let me think", "how can I say it", "well" to gain time.

Expression of thought through gestures or body language - conveying meaning through actions and facial expressions in cases where lexical knowledge is lacking.

These strategies help students engage in communication, teach them to actively use language, not just memorize it.

Properly selected exercises play an important role in the formation of communicative competence. The exercises are classified as follows:

Role-playing exercises - using the language in a real context by acting out social situations (shopping in a store, ordering food in a restaurant) in a theatrical manner.

Problem-based exercises - students are asked to solve a problem (getting lost, meeting a guest).

Pair and group exercises - language practice is carried out through questions and answers, exchanging ideas, and discussing opposing opinions.

Interview and survey exercises - students ask each other questions, summarize the information collected.

Chained conversation exercises - each student responds to the previous idea and adds his own idea, which teaches to continue the dialogue consistently.

These types of exercises create a communicative situation, turn students into active interlocutors, and increase their ability to use a strategic approach.

Pedagogical experiments show that systematic teaching of communicative strategies and the use of appropriate exercises increases students' speech activity and builds their confidence in communicating. In particular, role-playing and pair work exercises are highly effective in students' active language acquisition.

Conclusion: Modern language teaching methodology is aimed at developing competencies based on effective and active communication, and the communicative approach plays an important role in this. Analysis shows that students' ability to communicate effectively in real-life situations is directly related not only to their language knowledge, but also to the level of mastery of communicative strategies. From this point of view, teaching communicative strategies and strengthening them through practical exercises is one of the central aspects of the language teaching process.

The study found that communicative strategies ensure the continuity of communication, reduce students' psychological barriers, increase speech activity, and encourage independent expression. In particular, strategies such as paraphrasing, asking questions, continuing thoughts, explaining with gestures, and finding alternative expressions strongly stimulate students' oral and written speech activity. The technology of teaching these strategies in a step-by-step, systematic manner develops students' abilities to think strategically, use language in a situational context, manage a conversation, and perform social roles. The system of exercises, developed as an integral part of this technology, serves as an important tool in transforming students' knowledge, skills, and competencies into a single communicative competence.

As a result of practical observations and experiments, it can be concluded that teaching communicative strategies:

- enlivens the language learning process and forms students as active participants;
- forms the ability to find the right path in speech situations, maintain and manage communication;
- increases interest and confidence in the language being studied;
- develops the skills of independent expression in oral and written communication.

Therefore, methodologically improving the technology for teaching communicative strategies, updating the system of interactive exercises, and bringing the lesson process closer to real communication remain one of the priority tasks of modern language education.

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