

## Pragmatic Characteristics Of Activities In Developing Communicative Competence In Teaching English At Vocational College

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**Abstract:** *The article reveals the role of pragmatic activities in developing communicative competence of vocational college's students by integrating all language skills with the help of information technology, as well as, provides learners with the necessary social and academic skills, promoting productivity and achievement.*

**Key words:** *communicative competence, language skills, information technology, pragmatic activities, dialogues, computer games.*

The problem of learning languages is very important, particularly Uzbekistan is integrating into the world community and the problem of learning English for the purpose of communication is especially urgent today. To know English is absolutely necessary for every educated person, for every good specialist. Towards the end of the late 1800s, a revolution in language teaching philosophy took place that is seen by many as the dawn of modern foreign language teaching. Information technology may assist in the facilitation of learning or serve as the actual educational structure allowing learning to occur. Information technology benefits both traditional education institutions and online educational models in fundamental ways. For example, pedagogical technologies presentations, knowledge-management software, video conferencing, cloud computing and collaborative document editing are notable information technology services benefiting education. Learning an English language is not an easy thing. It is a long and slow process that takes a lot of time and patience. Reading books in the original, listening to the English channels, communicating with the English speaking people will help a lot.

As it is apparent, educational computer programs have a great number of advantages over traditional methods of teaching. They allow us to exercise various kinds of the speech activity and blend them in different combinations. Also they help to realize the language phenomena, form linguistic abilities, create communicative situations, automate language and speech activities. They provide realization of the personal approach and student's individual work intensification. With computer programs the following types of work are available:

A) Listening to the dialogue simultaneously with reading it.

B) Listening comprehension of the dialogue with the multiple choice test. Such exercises are given in TOEFL examination.

C) Dialogue with a free answer. Such task is available due to the special program, which contains all the possible variants of responses for the questions asked by the computer, in order the latter to be able to evaluate the answer or correct it.

D) Dialogue with standard answer. Such dialogues are supplied with some answers. One or two of them are correct response. If the student chose the wrong variant, the computer would correct him in a funny way. Such remarks invariably bring about positive reaction of the student and serve for a stronger memorizing.

E) Imitation of the student's full participation in the dialogue.

Also computer programs provide the exercises for mastering vocabulary, grammar and syntax to prosper communicative competence.

F) "The Hunter" exercise game, that can have two variations:

1) The student clicks the proper image after listening to the word;

2) The "shot" is made by writing the word. The time for answer can be strictly limited.

It is important to mention, that such computer programs can be used for the education of learners at any age so we should choose appropriate activities to the level of vocational college students. Let us try to classify the forms of work with

educational computer programs according to the aspects of the speech activity: speaking and listening.

### **Listening:**

While introducing and exercising the vocabulary of the topic (purchases, goods, clothes, for instance), we can use the programs Triple Play Plus in English”, “English on Holidays”, “English Gold” and the others. The stages of the work will be as follows: demonstration, practice, and control. Let us consider these stages on the example of “English on Holidays” program. The first stage is the introduction of the vocabulary of the “Weather” topic. Using the demonstrational computer, the teacher uses an automatic mode: the pictures of the natural phenomena appear on the screen: ☐ор-snow, ём☐ир-shower, мома☐алдиро☐-thunderstorm ☐уёшли-sunny, сову☐-cold, булутли-cloudy, дўл-hail, etc.

Then go the phrases:

- . What a beautiful day!
- . What awful weather!
- . Is it usually as hot as this?
- . What's the forecast for tomorrow?
- . It's windy!
- . It's raining

The learners are watching and listening to. Approximate time - 2-3 minutes.

The second stage is pronunciation exercise and vocabulary practice. The teacher or student switches the mode from auto to manual, and then clicks the proper word or phrase.

The learners repeat announcer's speech all together. Provided that there are enough computers in the classroom, the learners work individually using the earphones and microphone. Approximate time - 5-10 minutes. It depends on the amount of words in the given topic.

The third stage is the control of the studied vocabulary. The learners choose the task, which may contain 10, 20 or 30 questions on topic. After finishing the exam the table with the results counted in percent appears on the screen. It goes without saying that every student tries to do his or her best.

In the case of having only one computer in the classroom, it will be used as demonstrational while introducing and practicing vocabulary. Control can be implemented then individually with the help of training hand-out (cards with the tasks). The tasks given in the cards can be similar to the tasks of the computer program. For example:

- Choose the right variant of translation of the word “snow” - tennis, shower, snow, umbrella, thunderstorm, boxing.
- Which word is unnecessary: winter, February, cool, December, November, January, etc.

**Speaking:**

There are a lot of educational computer programs that involve working with the microphone, while learning dialogic speech. The example of the work with dialogues is taken from the “Triple Play Plus in English”. We are to choose one of twelve dialogues (“In the cafe”, for example).

Some pictures appear on the screen - the scenes of the given dialogue.

The first stage is the acquaintance with the dialogue.

- Good morning!
- Good morning!
- What would you like?
- I'd like some coffee, please.
- Do you want milk in your coffee?
- Yes, please. Hey, this coffee is too cold.
- I'm sorry, here is some hot coffee.
- Thank you.

- How is it now?
- It's just right.
- Would you like some more coffee?
- No, thanks. How much is it?
- Ninety - five cents, please.
- Thank you. Have a nice day.
- Good bye.

At the second stage the learners are to learn the dialogue by heart.

Learners work in pairs. They repeat the phrases after the announcers. Then graphic presentation of the sounds of the announcer and of the student appears on the screen. Comparing them, the student can see all the errors. Thus, the student tries to achieve graphic presentation as much similar to the sample as possible.

The learners can complete the tasks on making up sentences out of the offered group of words. For example: like, what, you would. The student clicks the proper words in order to make up the right sentence "What would you like?" and the others. The number of right sentences is shown on the screen.

The third stage is the dialogue's staging.

Firstly, the learners reproduce the dialogue with the help of the pictures, and then recite it without any hints.

The next stage is the control of the dialogic speech. Such control is conducted after learning all 12 dialogues. The learners choose the card with the task (the teacher is to prepare the cards with the descriptions of different situations) and make up their own dialogue, using the vocabulary of the given program and their own imagination.

Another option is training developed in collaboration Professor E. Aronson in 1978 and named it Jigsaw («Openwork Saw"). It referred to as "Saw" Reductions in teaching practice this approach. Students are organized into groups of 4 - 6 people to work on the training material, which is divided into fragments. Each

member of the group finds material for its sub-theme. Then the students studying the same question, but working in different groups meet and exchange information, as experts on the subject. Then the guys returned to their group and trained a whole new comrade in his group. At the final stage the teacher can ask any student team to answer any question on this topic.

In 1986, R. Slavin developed "Jigsaw 2" version of the technology, which included the work of 4-5 groups. The whole team was working on the same material, but each member of the group received its subtopic, which developed particularly well and became an expert on the subject. Experts from different groups meet and exchange information. At the end of the cycle, all students took control of the individual. The results are summarized. The team with the highest number of points awarded.

Another option cooperative learning - learning together (Learning Together) developed by University of Minnesota in 1987 (D. Johnson, R. Johnson). The class is divided into groups of 3-4. Each group receives one job, which is part of a great theme, is working on the entire class. In the process, the group communicate with each other, engaging in collective discussion, specifying the details, offering their versions of asking questions to each other. Group receives awards depending on achievement of each student. Therefore, in this case in groups of tasks are differentiated by volume and complexity. Experience shows that learning together is not only easier, but much more interesting and more effective. And this applies to both academic success in the subject, and the intellectual and moral development of children. Help each other, solve problems together, to get to the truth, to share the joy of success and bitterness of failure - such qualities will be useful to children in school and in life. Teacher as this system provides great opportunities for creativity and the subject, and to the students.

Besides, Learning Technology in collaboration involves the use of such active forms, such as a debate, a press conference, discussion, role-playing game. These

give the possibility for teacher to grant attention to the creative aspects of working with students. The essential advantage of such lessons is that they are able to create the situations close to real communication acts. And with such real communication acts, rather than teacher-contrived ones, students feel empowered and less afraid to contact others.

To recapitulate all above mentioned, teachers should use pragmatic activities in order to make their students use the language, and, hence, communicate effectively and efficiently. The application of speaking and listening activities to the field of language learning is essential to promoting communication because it creates a situation where learners are expected to help each other, discuss and argue with each other, assess each other's current knowledge and fill in the gaps in each other's understanding.

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