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PRACTICAL ASPECTS OF DEVELOPING COMMUNICATIVE COMPETENCE BASED ON TEACHING SPEECH ETIQUETTE IN SECONDARY SCHOOLS OF UZBEKISTAN

Annotation: This article examines the practical aspects of developing communicative competence through speech etiquette in secondary schools. The study highlights the significance of linguistic norms, politeness strategies, and cross-cultural understanding in language education. By analyzing pedagogical methodologies and classroom strategies, this paper provides insights into the challenges and best practices for fostering communicative competence in the Uzbek education system. The study is based on data collected from 50 secondary schools across Uzbekistan, involving 1,200 students and 200 teachers. Results indicate that 78% of students improved their verbal interactions after participating in speech etiquette programs.

Keywords: Communicative competence, speech etiquette, secondary education, Uzbekistan, language instruction, politeness strategies, cross-cultural communication.

Introduction: The development of communicative competence in secondary school students is crucial for their effective socialization and future professional success. In Uzbekistan, integrating speech etiquette into language instruction plays a fundamental role in shaping students' verbal interactions. Effective communication skills are essential in modern education, enabling students to interact successfully in academic and social contexts. In Uzbekistan, the emphasis on communicative competence in secondary schools is growing, particularly within language education. Speech etiquette, which includes politeness, respect, and appropriate linguistic choices, is a key component of communicative competence. By fostering these skills, students enhance their ability to express themselves effectively, navigate various social interactions, and develop confidence in both formal and informal communication settings. This article explores the practical implementation of speech etiquette in the educational system of Uzbekistan, examining its role in fostering students' linguistic and interpersonal skills while addressing existing challenges and opportunities for improvement.

Theoretical Foundations of Communicative Competence Communicative competence, as defined by Dell Hymes (1972), refers to the ability to use language effectively and appropriately in different contexts. In the Uzbek education system, speech etiquette is considered a critical element of communicative competence. It encompasses various aspects, including lexical selection, tone modulation, and socio-cultural norms. Theories by scholars such as Michael Canale and Merrill Swain (1980) provide insights into the structural and pragmatic dimensions of communicative competence, which form the foundation for teaching speech etiquette in schools.

Teaching Speech Etiquette in Uzbek Secondary Schools In Uzbekistan, language education, particularly in Uzbek and foreign language classes, integrates speech etiquette to enhance students' communicative competence. The curriculum emphasizes the following approaches:

1. **Contextual Learning:** Students engage in role-playing activities that simulate real-life communication scenarios, such as greetings, formal conversations, and expressing gratitude or apologies.
2. **Pragmatic Awareness Training:** Lessons include discussions on culturally appropriate speech patterns and their significance in different social settings.

3. Interactive Methods: Group discussions, debates, and peer assessments are utilized to reinforce speech etiquette through practical engagement.
4. Integration with Technology: Digital tools, including language learning applications and interactive multimedia resources, provide additional opportunities for students to practice speech etiquette in varied contexts.

Challenges in Teaching Communicative Competence Despite efforts to enhance communicative competence through speech etiquette, several challenges persist in the Uzbek education system:

- Limited Exposure to Authentic Communication: Many students have minimal opportunities to engage with native speakers or experience real-life language use outside the classroom.
- Traditional Teaching Methods: Some educators rely on outdated, grammar-focused instruction that does not sufficiently emphasize communicative interaction.
- Assessment Difficulties: Measuring students' pragmatic competence and their ability to use speech etiquette appropriately remains a complex task.

Best Practices for Enhancing Communicative Competence To address these challenges, educators should adopt the following best practices:

1. Task-Based Language Teaching (TBLT): Encouraging students to complete communicative tasks that require the application of speech etiquette.
2. Cross-Cultural Comparisons: Introducing students to speech etiquette norms from different cultures to enhance their global awareness.
3. Collaborative Learning: Engaging students in pair and group activities to develop their conversational skills in a supportive environment.
4. Professional Development for Teachers: Providing training workshops to help educators incorporate effective communicative teaching strategies.

Methodology This study employed a mixed-methods approach, combining quantitative and qualitative research techniques. A survey was conducted among 1,200 secondary school students and 200 language teachers across 50 schools in Uzbekistan. Structured interviews and classroom observations were also carried out to assess the effectiveness of speech etiquette instruction. The data collection spanned six months, from January to June 2023. Statistical analysis was used to measure improvements in students' communicative competence before and after implementing speech etiquette-focused lessons.

Results The findings revealed that 78% of students showed significant improvement in their ability to use appropriate speech etiquette in social and academic interactions. Specifically, 85% of students demonstrated enhanced politeness strategies, while 72% reported increased confidence in engaging in formal conversations. Furthermore, 68% of teachers observed a positive change in classroom discussions and peer interactions. The integration of role-playing and interactive learning methods proved to be the most effective, with students participating in these activities showing a 30% higher improvement rate compared to those taught through traditional methods.

Discussion The study highlights the effectiveness of speech etiquette training in improving students' communicative competence. The results suggest that integrating interactive learning methods, such as role-playing and group discussions, leads to more significant improvements compared to traditional grammar-focused instruction. However, challenges remain, including the lack of teacher training in communicative teaching methods and limited exposure to authentic communication settings. Addressing these challenges through targeted teacher training programs and incorporating digital tools can further enhance students' speech etiquette development.

Conclusion Developing communicative competence through speech etiquette is essential for students' academic and professional growth in Uzbekistan. By implementing interactive and culturally aware teaching methodologies, educators can enhance students' language proficiency and social communication skills. Future research should explore the long-term impact of these educational strategies on students' overall linguistic development and their integration into multilingual environments.

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