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METHODS FOR DEVELOPING STUDENTS' SPEECH AND COMMUNICATIVE COMPETENCE THROUGH FAMILY-SCHOOL COOPERATION

Evatov Saminjon Sobirovich
Teacher, Department of Pedagogy
Fergana State University
E-mail: evatovsaminjon83@gmail.com
ORCID: https://orcid.org/0009-0009-5326-6594

Abstract. This article analyses the importance of family-school cooperation and effective pedagogical methods for developing students' speech and communicative competence. It clarifies the nature and content of speech and communicative competence and reveals the roles of family upbringing, the educational process, and the social communication environment in their development. The pedagogical potential of interactive methods, collaborative activities, guided conversation, discussion, project-based learning, and shared family reading is also examined. The analysis indicates that activities based on family-school cooperation are highly effective in developing students' speech culture and communicative competence.

Keywords: speech competence, communicative competence, family, school, cooperation, speech culture, interactive methods, communication, pedagogical technologies.

INTRODUCTION

Developing students' speech and communicative competence is one of the priorities of the modern education system. Communicative competence is an important factor in acquiring knowledge, establishing social relationships, and achieving success in future professional activity. Students' speech development is not limited to school education; it is also closely connected with the communication environment and educational influence within the family. From this perspective, identifying and implementing effective methods for developing students' speech and communicative competence through family-school cooperation constitutes an important pedagogical task.

Speech competence refers to an individual's ability to use spoken and written language effectively, express ideas clearly and fluently, and employ linguistic units appropriately. Communicative competence encompasses the skills required to exchange information, understand an interlocutor, present one's views in a reasoned manner, and establish cooperative relationships. These competencies are important for students' intellectual and social development. The family occupies a special place as the primary educational environment for speech development. A child acquires initial speech skills within the family and expands vocabulary through communication with parents and relatives. The culture of communication at home, the family reading environment, and the speech models provided by parents directly influence the child's communicative development. Therefore, actively involving parents in their children's speech development is an important pedagogical task.

The school is an educational institution that develops speech and communicative competence systematically. During lessons, particular attention is paid to developing students' spoken and written language, building teamwork skills, and improving their culture of communication. Lessons in the native language, literature, history, and the social sciences provide especially broad opportunities for the development of communicative competence. One effective method of developing speech and communicative competence through family-school cooperation is guided conversation. This method

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develops students' ability to express their views freely, answer questions, and participate actively in communication. Family conversations involving parents and thematic classroom dialogues also increase students' speech activity.

Discussion and debate methods are likewise important in developing communicative competence. Through these methods, students learn to defend their views with evidence, listen to other perspectives, and observe the norms of respectful discussion. Debate clubs and discussion events organised jointly by families and schools contribute to improving students' culture of communication.

Project-based learning is another effective means of developing communicative competence. While working on projects, students develop skills in searching for information, working in groups, exchanging ideas, and presenting results. This increases their speech activity and supports the formation of communicative competence. Shared family reading is also highly effective within family-school cooperation. Reading books together, discussing literary works, and exchanging opinions expand students' vocabulary, develop speech culture, and foster independent thinking. Role-plays, presentations, creative meetings, and stage performances are also effective pedagogical methods for developing speech and communicative competence. These activities increase students' willingness to communicate and prepare them for a range of communicative situations.

Cooperative learning technologies also have particular significance in developing students' speech and communicative competence. They help students acquire the ability to work in teams, express their views freely before peers, and respect the opinions of others. In collaborative learning, every student participates actively in achieving a common goal, exchanges ideas, and attempts to justify a personal position. As a result, students develop not only speech activity but also the competence required to establish constructive social relationships.

The use of information and communication technologies in developing speech and communicative competence is another important requirement of contemporary education. Digital learning tools, electronic platforms, videoconferencing, and interactive presentations enable students to express their ideas in different forms. In particular, the use of distance-learning elements contributes to the development of both written and spoken communication skills. Parents' support in helping children use digital technologies also has a positive influence on the formation of these competencies. Media literacy now occupies an important place in the development of students' communicative competence because the modern information environment requires them to analyse information from different sources, approach it critically, and express a reasoned response. Media education organised through family-school cooperation develops students' culture of working with information and increases their communicative activity. Consequently, students learn to articulate their views logically and with adequate justification.

The effective use of fiction is an important means of developing speech competence. Literary works expand students' vocabulary, enrich their style of expression, and cultivate aesthetic taste. Reading competitions, meetings with writers, and literary evenings organised through family-school cooperation increase students' interest in books. During such activities, students exchange views on the works they have read, participate in discussions, and learn to draw independent conclusions. Educational work based on national values is also highly significant in developing speech culture. The rich spiritual heritage of the Uzbek people, examples of oral folklore, proverbs, aphorisms, and national customs provide valuable resources for enriching students' speech. When parents and educators use this heritage effectively in the educational process, they foster respect for national values and attentive attitudes towards speech culture.

Creating a psychologically favourable environment is another important pedagogical condition for developing speech and communicative competence through family-school cooperation. Students

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should be able to express their views freely, feel respected, and avoid fear of making mistakes. When such an environment exists both at home and at school, students become more active in communication. Encouragement, support, and constructive assessment by teachers and parents increase students' communicative activity.

Research indicates that students with well-developed speech and communicative competence achieve better learning outcomes, cooperate effectively with peers, and communicate successfully in different social situations. They are able to express their ideas clearly, logically, and persuasively, listen to an interlocutor's views, and observe the norms of cultured communication. These abilities are important for their further education and future professional activity.

Organising reflective activities also produces effective results in the development of speech and communicative competence. Through reflection, students analyse their own speech activity, identify strengths and weaknesses in communication, and strive for self-improvement. Peer assessment, self-assessment, and feedback activities organised by teachers contribute to the further development of communicative competence. Thus, developing students' speech and communicative competence through family-school cooperation is a multidimensional and continuous pedagogical process. The integrated use of interactive methods, project work, shared family reading, media education, information and communication technologies, and educational activities grounded in national values ensures greater effectiveness. As a result of coordinated family-school activity, students develop speech culture, communication skills, independent thinking, and social engagement. These qualities are important for their formation as well-rounded individuals who possess competencies corresponding to the demands of contemporary society.

CONCLUSION

Family-school cooperation is an important pedagogical condition for developing students' speech and communicative competence. Joint activity by parents and educators promotes students' speech culture, communication skills, and communicative engagement. Guided conversation, discussion, project-based learning, shared family reading, role-play, and other interactive methods are effective means of forming these competencies. It is therefore necessary to strengthen family-school cooperation in education and upbringing and to apply methods aimed at communicative development more widely.

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