



THE EFFECTIVENESS OF CRITICAL TRAINING IN THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF PUPILS AT LESSONS OF ENGLISH LANGUAGE

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Abstract: *The Article deals with modern approaches to the introduction, in the era of globalization, in the process of teaching and learning, to strive for a new, zhanashalandyrumen content of education, constructive learning to improve the quality of education of students. On the basis of the theory of critical learning, which is a model of the XXI century, we are talking about the ways of development of communicative competences of students in English lessons.*

Keywords: *communicative competence, constructive training, English language, competence*

INTRODUCTION.

To thrive in the information society, children and young people need to be engaged in effective methods of active, constructive learning to understand meaning and gain independence. There is an increasing need for personalized and individualized learning that can provide sensitive learning opportunities for diverse groups of students.

In the modern field of education, it is impossible to become a competent, versatile specialist without mastering advanced teaching technologies. Mastering new technologies has a beneficial effect on the formation of the intellectual, professional, moral, spiritual, civic, and human character of a teacher, helps to develop himself and effectively organize the learning process. Educated and literate people are the main driving force of human development in the 21st century. And the development of a child as an individual, the formation of their own perspective, and the expansion of their horizons begin within the walls of school. The organization of the educational process in modern schools is based on new methods and technologies.

Therefore, the special nature of a child's education and the effectiveness of that education require responsibility from the subject teacher.

To raise the level of education of each student to the required level, advanced methodological technologies are needed. Only a teacher who is armed with these new advanced methodological technologies and who has fully mastered new teaching methods, that is, new methods, will enable the student to receive a quality education.

It is known that in the era of globalization, there will be no change in the teaching and learning process without introducing modern methods and striving for innovation. Therefore, radical changes are being introduced in the field of education today.

English is the language of the 21st century. This language will introduce Kazakhs to the world, will bring them to the global level. Therefore, while the issue of further improving education in line with the needs of today's growing generation is constantly and continuously developing, constructive teaching of students in English lessons, that is, it requires a focus on ways to increase the child's communicative, cognitive and other activities, his ability to express himself freely and creatively.

The main difference between constructivist learning and traditional learning is that knowledge is not provided in a ready-made form. Through cognitive and reflective activities such as individual and group work development, essays, control work, various tables, model defense, discussion, and exchange of opinions, students come to basic conclusions by thinking comprehensively in solving problems that are important to them. Teaching students critically and leading them to think critically is a unique skill that enables our comprehensive



development in this century [1, 128-134].

It is aimed at further developing the intuition inherent in each child, systematically organizing teaching to deepen the student's natural qualities and level of subject knowledge, and laying the foundation for the development of independent learning skills. Through creative work, students are led to critical thinking, aroused interest, encouraged to increase creativity and activity. Students develop their cognitive and intellectual abilities, and develop skills to use their knowledge in life.

A person with critical thinking is able to solve a problem, change the situation to the required level, or, by taking specific action, make the right decision to neutralize the problem that has arisen in a specific situation. The goal of critical learning is to ensure that learners can effectively use the knowledge they have acquired outside the classroom, in any situation [2, 55-61].

The German philosopher B. Bassen, having studied constructivism in detail, formulated the critical position as follows: "Man is a being (a living being) who structures truth in a purposeful manner."

Therefore:

- * Structuring means purposefully knowing all the details of the problem, separating them and defining them. Singular, disconnected and isolated processes cannot be structured;
- * Structuring – allows us to recognize a coherent (connected) and relative world. Constructive truth does not and cannot exist in isolation, because it is coherent. We live in a world with a complex internal structure and an endless external change (metamorphosis - a change in species, a transition from one species to another according to certain laws). The use of a critical teaching methodology provides great opportunities for effectively solving problems with a complex internal structure, including those that arise in the educational process.

- * Structuring is an infinite and recursive (recursion is a system of general rules that, based on previously known specific knowledge about the object under study, individual elements, determine a final system of knowledge about the object itself) process, It combines three dimensions of time: past, present, and future (the past is based on experience, it is structured, approximates the present, and projects into the future).

- * The structuring process and the person who gives integrity and continuity to this structuring process form a single whole. Structuring ensures the integrity of any process by generating truth and analyzing previously established knowledge about various elements.

- * Structuring is a continuous and periodic process. In other words, structuring is a process that brings continuity and coherent wholeness to reality.

- * Structuring is a personal and legitimized process of a person, carried out in life with the aim of understanding the results of future understanding [3, 86-115].

The use of a variety of teaching methods and technologies in developing students' communicative competence in English lessons plays a major role in providing high-quality, innovative education. For example: Collaborative learning. Collaborative learning is a philosophy of interaction, and collaborative learning is a structure of interaction aimed at contributing to the achievement of an end result or goal.

Collaborative learning is not just a classroom method, but a personal philosophy. It is a different way of working in which people work together in groups, where the abilities and contributions of individual members are respected and highlighted. For group work to be effective, authority and responsibility are shared among group members. A key aspect of cooperative learning is based on the ability of group members to reach agreement, consensus, and results through cooperation.

Collaborative learning is a teaching and learning approach that involves groups of students working together to solve problems, complete tasks, or create a product. There are a number of pedagogical collaborative learning methods, but one of the main characteristics of the collaborative learning process is:

- * Learning occurs in the context of a social environment where students engage in conversation. During this intellectual exercise, students build the foundation of their thinking and grasp its meaning.

- * In a collaborative learning environment, students also develop socially and emotionally, as they are forced to listen to different perspectives and express and defend their ideas. In this case, students begin to build



their own unique conceptual understandings, rather than being limited by the experts or the text. Thus, in a collaborative learning environment, students have the opportunity to engage in linguistic communication with their peers, present and defend ideas, exchange different positions, and challenge and actively participate in other concepts [4, 25-28].

In general, collaborative work in groups is carried out for the following purposes:

Social	Educational	Emotional
* Exchange of experiences, emotions and ideas; * Find a way to solve the problem together; * Achieve the highest possible collective results	* Presenting ideas and exchanging opinions on alternative ways of working; * Develop important skills and understandings	* Relying on the knowledge and experience of individual team members; * Provide a conducive environment for performing complex tasks

In English lessons, the importance of organizing group work, along with the use of various methods and strategies to help students speak and communicate in English, is particularly important. During group work, students develop speaking skills, communicative and cognitive abilities, as well as team spirit. In addition, well-organized group work helps students develop social interaction, effective communication, and problem-solving skills. This, in turn, encourages students to actively participate in their learning.

Group work is more effective when students are encouraged to think about the information they receive, discuss it in groups, and understand or refute their own opinions.

The facts confirm that this process is taking place in stages. For example,

early stage group work should develop social interaction skills, and then, once relationships have been established among students, teachers can develop their effective communication and problem-solving skills [5, 56-59].

Cooperative learning - mosaic teaching method in English lessons

Cooperative learning - mosaic teaching method - is a useful technique for structuring learning, as well as dividing the workload. As the name suggests, Mosaic requires each member of the group to be responsible for reading and completing a specific part of the overall task. Then each member of the group returns to their original group to complete the overall task.

In this assignment, students are divided into initial groups of four and must work on a task consisting of eight main questions on a given topic. The groups are given ten minutes to discuss, and then the groups share their ideas with the whole class. The teacher suggests an effective way to complete the task, which is to assign each group member to be responsible for a specific piece of information that will be needed for the answer. The initial groups are then divided into expert groups to explore the task in more depth. Each expert group is given a specific aspect of the question, i.e. one of the four information sheets in Appendix One. The groups are given approximately fifteen minutes to discuss their ideas and come to a consensus. After this, the student experts return to their original groups to share the information they have received. Students ask each other questions to clarify, revise, and expand on what they are saying. They are now in a much more effective position to discuss and ask sustained questions. Students can be asked to give a presentation in the initial group. Teachers can ask students to show what they have learned and how they have learned. This helps teachers to evaluate the teaching and plan for further development.

Whole class discussion.

It is not easy to get the whole class talking and discussing in an English class, especially in general education schools. In this regard, this work has many inherent disadvantages.

- The teacher talks a lot during the interaction;
- It is difficult to consistently perform well;
- Only a few students complete the task, the rest are not listening or are not interested;



What strategies have you used to increase communicative competence or improve discussion in your class?

The "Circle" method.

Rules of the lesson in the circle:

1. You have the opportunity to comment during the discussion of everything.
2. One student starts and everyone takes turns speaking.
3. No one, not even the teacher, can comment on what another student says.
4. Everyone has the right to refuse their turn by saying "I'll skip it"
5. If the explanation requires discussion, then the discussion will take place only after the end of the

circle.

Useful methods:

• Whenever a student wants to share their thoughts, the circle is a truly appropriate place to speak without criticism or hesitation;

- To discuss an experience, for example, a film, a video, a role play;
- Helping with a task or problem, for example, "I think we could try..."
- Evaluation tasks, for example, "What I liked most about the experience was..." etc. [6, 240-245].

"Make your position clear"

This method can be used after reading the text, during the discussion of what has been read. The chosen method allows you to compare different, including contradictory, points of view on any given issue.

Posters with the words "I agree with...", "I disagree with...", "It's a difficult question..." are hung on the walls of the classroom.

Once everyone has found their place in the discussion, each person in their group explains and justifies why they chose this position. The groups take turns giving their reasons ("I agree with...", "I disagree with...", "It's a difficult question...").

After the entire group has expressed their views, it is recommended that participants switch positions if they have changed their positions. For example, someone who was in the "It's difficult question..." position may switch to the "I support" position; or those who were against may become supporters. They must not only change their positions, but also explain and justify why they changed their views.

Think-Pair-Share Method. Think-Pair-Share (diagram by Jesse Gentilb)

The teacher asks a question or task. Students think and answer individually. Students get into pairs and combine their best questions. Students share their new and improved answers with the class.

During group work, more skilled students work together to complete the assigned task, supporting less skilled students. They try to communicate in English. As a result, students try to speak openly. Speaking skills develop [7, 516-523].

In conclusion, the use of a constructive learning system should be in the forefront, as it increases quality and turns educational institutions into schools of thought and intellectuality. At the same time, constructive education is the shortest and most virtuous path to the development and self-improvement of the individual. Since the main strategic goal of the modern education system is the preparation of a person with high scientific potential, the main focus should be on the ability of people to structure their own activities.

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