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METHODOLOGICAL JOURNAL****MENTAL ENLIGHTENMENT SCIENTIFIC –
METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF PRIMARY SCHOOL
STUDENTS IN THE PROCESS OF DEVELOPING
READING LITERACY****Humoyun Khusniddinov**

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ABOUT ARTICLE

Key words: communicative competence, reading literacy, primary school, speech development, educational communication, text comprehension, dialogue learning, speech activity, critical thinking, pedagogical technologies, functional literacy, educational process.

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Abstract: The article examines the pedagogical possibilities of developing the communicative competence of primary school students in reading literacy lessons. The relevance of the problem is determined by the transition of primary education to a competence-based model, in which the ability to understand, interpret and discuss a text becomes the basis of functional literacy. The methodology of the study includes the theoretical analysis of scientific and pedagogical literature, the comparative analysis of approaches to communicative competence and the generalization of teaching practice. As a result, seven methods of working with a text ("question-answer", "role in the text", "continue the story", group discussion, "cluster", "thick and thin questions", "cinquain") are classified according to the components of communicative competence they develop. The scientific contribution consists in substantiating the relationship between reading literacy and speech activity, the practical one lies in a set of tasks applicable by primary school teachers.

Introduction. Modern education is aimed at developing individuals who are capable of interacting effectively in various communicative situations. Primary school is a crucial period

for the development of speech and communication skills, as it is during this stage that the foundations of communication culture, the ability to express one's own thoughts, and the ability to understand the perspectives of others are formed. Therefore, developing students' communicative competence from the early stages of education is of particular importance.

The relevance of the study is also determined by the priorities of the state educational policy. The Development Strategy of New Uzbekistan for 2022–2026 identifies improving the quality of general secondary education and developing students' skills in independent thinking and functional literacy as among the key directions of educational reforms [8]. In the work The Strategy of New Uzbekistan, Sh.M. Mirziyoyev emphasizes that educating a comprehensively developed younger generation capable of independent thinking constitutes the foundation for the sustainable development of the country [7]. This necessitates a revision of the content and methods of primary education, including the organization of reading literacy lessons.

Reading in primary school is not only a process of acquiring information but also a means of developing students' thinking, speech, and communicative activity. Working with texts develops the skills of analyzing, interpreting, and discussing what has been read. In the context of the ongoing renewal of educational content, the search for effective methods of organizing such lessons is becoming particularly relevant.

The aim of the study is to theoretically substantiate and reveal the pedagogical potential of reading literacy lessons in developing the communicative competence of primary school students.

The objectives of the study are:

1. to clarify the content of the concepts of “communicative competence” and “reading literacy” in the context of primary education;
2. to identify the pedagogical conditions for developing communicative skills through work with texts;
3. to systematize methods of working with literary texts according to the components of communicative competence they develop;
4. to develop practical recommendations for primary school teachers.

Literature Review

The problem of developing communicative competence has been widely examined in pedagogical and methodological literature. Researchers emphasize that communicative competence represents a combination of knowledge, skills, and abilities that ensure successful interaction in the process of communication. I.A. Zimnyaya considers it one of the key competencies that constitute the result-oriented foundation of the competency-based approach

to education [4]. A.V. Khutorskoy includes communicative competence among the key competencies of the learner-centered paradigm of education and associates it with the learner's experience of real speech activity [12].

According to L.S. Vygotsky's cultural-historical theory, speech develops through social interaction and serves not only as a means of communication but also as a tool of thinking [2]. Within the psycholinguistic approach, A.A. Leontiev defines speech activity as a system of actions subordinated to a communicative task [6]. The works of T.A. Ladyzhenskaya present a methodology for the systematic development of students' speech based on teaching them how to construct coherent utterances [5]. Thus, the development of communicative competence is closely associated with the development of speech activity and the ability to perceive and create different types of texts.

Reading literacy is regarded by researchers as one of the key components of functional literacy and involves the ability to understand a text, analyze its content, interpret information, and apply the knowledge gained in various life situations. The methodological foundations of working with texts in primary school are presented in the works of V.G. Goretsky [3] and R.N. Buneev [1], who substantiate the need to move from reproductive reading toward meaningful and dialogic reading.

The relationship between communicative development and creative activity also deserves attention. Ya.A. Ponomaryov defined creativity as an interaction that leads to development [9], while S.L. Rubinstein emphasized that productive action is always mediated by speech and the comprehension of a situation [10]. Therefore, creative tasks based on a text that has been read simultaneously serve as a means of developing students' speech [11]. The age-related prerequisites for such learning are described by D.B. Elkonin: during primary school age, learning activity becomes the leading type of activity, and it is within its structure that students develop the ability to plan, control, and verbally formulate their own actions [13].

A synthesis of the sources shows that communicative competence develops most effectively when work with texts is organized as a form of collaborative verbal interaction rather than as individual reproduction of what has been read. At the same time, the methods of working with texts are described in the literature in a fragmented manner and are not correlated with specific components of communicative competence, which has determined the focus of the present study.

Methodology. The methodological foundation of the study is based on L.S. Vygotsky's cultural-historical theory of the social nature of speech development [2], the activity-based

approach to learning (A.A. Leontiev [6], D.B. Elkonin [13]), and the competency-based approach to education (I.A. Zimnyaya [4], A.V. Khutorskoy [12]).

The study is theoretical and analytical in nature and follows a deductive logic: theoretically grounded provisions concerning the structure of communicative competence are consistently projected onto specific techniques for working with literary texts. The research design comprises three stages: analysis of scientific sources and clarification of the conceptual framework; identification of pedagogical conditions for developing communicative skills; and systematization and classification of text-based instructional methods.

A set of complementary methods was employed, including theoretical analysis and systematization of psychological, pedagogical, and methodological literature; comparative analysis of approaches to the structure of communicative competence; classification of text-based instructional techniques; pedagogical observation and generalization of the experience of primary school teachers; and the modeling method for developing a system of learning tasks.

The source base consisted of monographs and educational-methodological publications on primary education methodology, articles published in academic journals, and regulatory documents in the field of education of the Republic of Uzbekistan. The reliability of the conclusions is ensured by their grounding in widely recognized scientific concepts, while their validity is supported by the correspondence of the research methods to the age-specific characteristics of primary school students and the requirements of current educational programs.

RESULTS and DISCUSSION. The “Thick and Thin Questions” technique involves asking two types of questions: simple questions (“Who is the main character of the story?”) and problem-based questions that require reflection (“Why did the character make such a decision, and was it the right thing to do?”). This technique develops critical thinking and the ability to provide detailed answers. Finally, the “Synectic” method helps students express their understanding of the text briefly and creatively according to the following structure: 1 word — the topic (character); 2 words — description (brave, kind); 3 words — actions (helps, saves, protects); a phrase — attitude toward the character; 1 word — conclusion (courage).

The analysis conducted made it possible to systematize the techniques considered according to the components of communicative competence that they are intended to develop (Table 1).

Table 1

Text-Based Instructional Methods Used in Reading Literacy Lessons and the Components of Communicative Competence They Develop

№	Метод (приём)	Содержание учебного действия	Развиваемый компонент коммуникативной компетенции
1	«Вопрос-ответ»	Учащиеся по очереди задают друг другу вопросы по содержанию текста	Умение формулировать вопрос и давать аргументированный ответ
2	«Роль в тексте»	Распределение ролей персонажей и разыгрывание диалогов	Выразительность речи, интонационная культура
3	«Продолжи историю»	Придумывание и презентация продолжения прочитанного	Связность и последовательность высказывания
4	Групповая дискуссия	Коллективное обсуждение основной идеи произведения	Умение слушать собеседника и участвовать в полилоге
5	«Кластер»	Составление смысловой схемы с ключевыми словами текста	Лексический запас, навыки обобщения и аргументации
6	«Толстые и тонкие вопросы»	Постановка репродуктивных и проблемных вопросов	Критическое мышление, развёрнутая монологическая речь
7	«Синквейн»	Творческое пятистрочное обобщение содержания текста	Лаконичность речи, точность словоупотребления

Source: Compiled by the author based on an analysis of methodological literature and primary education practice.

As the table demonstrates, none of the techniques develops communicative competence as a whole; rather, each technique influences a specific component of it. Therefore, the pedagogical effect is achieved through their systematic combination within a cycle of lessons, with collaborative activities of students in pairs and small groups playing a particularly important role.

Conclusion. Reading literacy lessons have significant pedagogical potential, as working with texts integrates the processes of understanding, analyzing, and discussing information. The study led to the following conclusions:

1. Reading literacy lessons are an effective means of developing the communicative competence of primary school students, as they integrate the processes of text comprehension, speech activity, and educational interaction.

2. Dialogic forms of instruction develop skills of reasoned expression, while systematic work with texts of various genres develops the ability to analyze, interpret, and evaluate information.

3. Each of the techniques considered develops a specific component of communicative competence; therefore, their systematic combination, as presented in Table 1, is necessary.

4. The development of communicative competence in the process of developing reading literacy contributes to the formation of a functionally literate individual who is capable of using language as a means of communication and cognition.

Recommendations: It is recommended that each lesson include at least two techniques from Table 1, combining reproductive and productive types of speech activity; that at least one-third of instructional time be devoted to pair and group work with texts; and that criterion-based assessment of oral expression be applied, taking into account completeness, argumentation, and coherence of speech.

The prospects for further research are associated with the experimental testing of the proposed system of techniques and the development of diagnostic tools for measuring the level of development of individual components of communicative competence.

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