



## HOW READING EXERCISES CONTRIBUTE TO DEVELOPING COMMUNICATIVE COMPETENCE IN TEACHING EFL IN THE CASE OF SPECIALIZED SCHOOLS IN UZBEKISTAN

**Journal** **Website:**  
<https://masterjournals.com/index.php/crjp>

**Copyright:** Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

**Submission Date:** November 06, 2024, **Accepted Date:** November 11, 2024,

**Published Date:** November 16, 2024

**Crossref doi:** <https://doi.org/10.37547/pedagogics-crjp-05-11-16>

**Azamat Mukhriddinovich Kodirov**

Phd Student at Namangan state institute of foreign languages, Uzbekistan

### ABSTRACT

In this article, the author discusses the specialized schools existing in Uzbekistan, their objectives, and their distinctive characteristics. Additionally, the author provides information about the importance of developing reading competence through communicative technologies in English language classes for upper grades of specialized schools.

### KEYWORDS

Specialized schools, communicative competence, reading competence, reading exercises.

### INTRODUCTION

In Uzbekistan's specialized schools, the curriculum is designed to provide students with a deep understanding of STEAM subjects, including mathematics, computer science, physics, chemistry, biology, and foreign languages. Each class is limited to 20 students, as opposed to the typical 35, allowing for tailored instruction and greater opportunities for individual attention and support.

The schools also host master classes led by esteemed academics, professors, both local and international coaches, and former winners of international

competitions. These sessions offer students unique insights and inspire them with real-world achievements. Language proficiency is a key focus, with preparation for both national and internationally recognized language certification exams.

Additionally, these specialized schools are equipped with modern educational programs, as well as the latest information and pedagogical technologies, creating a dynamic and progressive learning environment. Currently, over 7,000 teachers—selected through a rigorous three-stage competition—



are educating more than 63,000 students across 182 specialized schools. This initiative not only emphasizes quality education but also strives to prepare students for success on a global scale. In the newly established specialized schools, students now have the opportunity to study an expanded curriculum that includes both exact sciences—such as mathematics, physics, and English—and natural sciences, including chemistry, biology, and English. In addition to these core subjects, the curriculum has been enriched with an in-depth study of the history of Uzbekistan, fostering a deeper understanding of the nation's heritage and cultural identity.

Furthermore, these schools offer advanced courses in cutting-edge fields like artificial intelligence, robotics, agricultural technology, and biotechnology, preparing students for careers in innovative and high-demand industries. Language proficiency is also emphasized, with preparatory courses for international exams such as IELTS, TOEFL, and SAT. These additions aim to equip students with a globally competitive skill set, broadening their academic horizons and enhancing their career prospects both within Uzbekistan and on the international stage.

Teaching English in Uzbekistan's specialized schools is of paramount importance due to its role in equipping students with essential language skills and providing them with a competitive edge on a global level. By emphasizing language proficiency and offering preparatory courses for internationally recognized exams like IELTS, TOEFL, and SAT, these schools aim to develop students' English skills to a high standard, preparing them to meet the demands of international communication and academic requirements.

### **Key Objectives of Teaching English in Specialized Schools**

#### **1. Achieving Language Proficiency for Academic and Professional Success**

English is the primary language of instruction, research, and professional communication globally. Specialized schools in Uzbekistan place a strong emphasis on teaching English to ensure that students gain fluency, accuracy, and confidence in their language skills. This proficiency not only supports students in understanding complex subjects but also prepares them for future educational opportunities, such as studying at English-speaking universities.

#### **2. Preparation for International Exams**

Courses preparing students for exams like IELTS, TOEFL, and SAT are integral to the English curriculum in specialized schools. These exams serve as benchmarks for language proficiency that are recognized by educational institutions and employers worldwide. Achieving high scores on these exams significantly expands students' academic horizons, enabling them to apply to prestigious universities abroad and compete for scholarships, thus breaking down geographical and economic barriers to quality education.

#### **3. Developing a Globally Competitive Skill Set**

Mastery of English equips students with a skill set that is highly valued in both academic and professional environments. This language proficiency is particularly advantageous for students interested in pursuing careers in international business, diplomacy, science, and technology. As Uzbekistan's economy diversifies and integrates more with the global market, English-speaking professionals are in high demand. By fostering language skills in specialized schools, students are positioned to contribute effectively to national growth and to represent Uzbekistan on an international stage.



4. Broadening Academic and Career Opportunities

Proficiency in English opens doors to a wealth of information, research, and knowledge sources primarily available in English. It allows students to engage with global innovations, academic research, and developments across multiple disciplines. English fluency is also essential for networking with professionals and experts from other countries, which can lead to collaborative projects and career advancement opportunities.

5. Enhancing Cultural Awareness and Global Perspective

English education in specialized schools goes beyond language mechanics, fostering an understanding of global cultures and perspectives. This cultural awareness encourages students to be open-minded, adaptable, and appreciative of diversity—traits that are increasingly essential in today’s interconnected world. For Uzbekistan’s youth, this awareness not only broadens their worldview but also prepares them to participate actively in the global community.

The importance of communicative reading in the English curriculum of specialized schools in Uzbekistan aligns closely with the goals of language proficiency,

international exam preparation, and global competitiveness. Communicative reading focuses on understanding and interpreting meaning within context, which is essential for effective comprehension and usage of English in real-world settings.

Communicative competence encompasses a learner's ability to use language appropriately in diverse contexts. It includes a range of interconnected skills—linguistic, sociolinguistic, discourse, and strategic competencies—that enable effective communication (Canale & Swain, 1980; Hymes, 1972). Reading exercises are critical for building these skills, as they expose learners to authentic language use and a variety of communicative situations. This article explores the ways reading exercises foster communicative competence, providing a comprehensive look at each component and using tables to illustrate these connections.

1. Expanding Vocabulary and Phraseology

Reading is one of the most effective ways to increase vocabulary and phraseology. It immerses learners in words and expressions within meaningful contexts, helping them not only to learn new terms but also to understand nuances and connotations.

| Key Points                     | Description   | Reference              |
|--------------------------------|---|------------------------|
| Exposure to Authentic Language | Reading exposes learners to diverse vocabulary used in real-life contexts, expanding their vocabulary beyond rote memorization. | (Nation, 2009)         |
| Understanding Nuance and Usage | Contextual exposure helps learners discern subtleties in meaning, aiding appropriate usage in different social settings.        | (Canale & Swain, 1980) |



2. Improving Grammatical Competence

Reading exercises provide learners with exposure to grammar as it is used naturally. Through continuous

exposure to correctly structured sentences, learners internalize grammar rules without explicit instruction, reinforcing their ability to apply these rules in communication (Lightbown & Spada, 2013).

| Aspect                      | Explanation   | Reference              |
|-----------------------------|---|------------------------|
| Implicit Grammar Learning   | Exposure to language structures in context allows learners to develop an intuitive sense of syntax. | (Krashen, 1985)        |
| Modeling Grammar in Context | Learners can observe correct syntax in authentic texts, aiding grammar retention and usage.         | (Saville-Troike, 2006) |

Reading a narrative text, for instance, introduces learners to various tense forms, such as past simple and past continuous, which are useful in storytelling and reporting past events in conversation (Byram, 1997)

Discourse competence involves the ability to construct coherent and cohesive messages. Through reading, learners encounter structured and organized language, enhancing their understanding of how ideas are logically connected.

3. Enhancing Discourse Competence

| Elements of Discourse Competence | Role in Communicative Competence   | Reference                   |
|----------------------------------|--|-----------------------------|
| Coherence and Cohesion           | Reading helps learners understand logical flow and organization, aiding in producing connected speech and writing.           | (Halliday & Hasan, 1976)    |
| Pragmatic Structure              | Texts provide models for various discourse types (narrative, descriptive, expository) essential for effective communication. | (Celce-Murcia et al., 1995) |

4. Developing Sociolinguistic Competence

Sociolinguistic competence is the ability to use language appropriately depending on social contexts, cultural norms, and audience. Through reading,



learners are exposed to these sociolinguistic cues, helping them adapt language to suit different audiences and settings (Hymes, 1972).

| Sociolinguistic Competence Aspects  | Contribution of Reading  | Reference       |
|-------------------------------------|--|-----------------|
| Recognizing Contextual Language Use | Texts demonstrate appropriate language use in formal and informal settings.                                    | (Kramsch, 1993) |
| Cultural Nuances and Expressions    | Learners become familiar with cultural references and idioms, aiding in contextually appropriate language use. | (Byram, 1997)   |

Reading a novel set in a specific cultural context allows learners to understand social hierarchies and the level of formality required in certain interactions.

5. Strengthening Strategic Competence

Strategic competence involves the ability to overcome communication barriers. Reading exercises build this competence by teaching skills such as guessing unknown words from context and rephrasing complex ideas.

| Strategic Competence Skills    | Description   | Reference       |
|--------------------------------|---|-----------------|
| Inferring Meaning from Context | Learners practice using context clues to understand unfamiliar words, a skill vital for real-time conversation. | (Bachman, 1990) |
| Paraphrasing and Explanation   | Exposure to multiple ways of expressing ideas improves flexibility in overcoming communicative challenges.      | (Canale, 1983)  |

Example: In a reading exercise, a learner encounters the word "meticulous" in the context of describing a careful artist. They deduce its meaning from the

surrounding text, enhancing their ability to infer meaning and explain words if needed in conversation.

6. Building Confidence in Language Use





Reading also helps build confidence, which is crucial for communicative competence. The more familiar

learners become with the language, the more likely they are to use it actively.

| Confidence-building Factors    | Description  | Reference       |
|--------------------------------|--|-----------------|
| Familiarity with Language      | Frequent reading reduces anxiety around language use, as learners become comfortable with common structures and vocabulary.          | (Krashen, 2004) |
| Basis for Speaking and Writing | Reading provides content for discussion, aiding in developing speaking and writing skills by giving learners a platform to practice. | (Nation, 2009)  |

Example: After reading a short story, learners can discuss the plot and themes with others, helping them to practice expressing opinions and narrating, which are vital for interactive competence.

## CONCLUSION

Reading exercises are essential to developing communicative competence as they enrich vocabulary, grammar, discourse, and sociolinguistic understanding. They provide a foundation for strategic competence, allowing learners to infer meaning, paraphrase, and ultimately, build the confidence to use language effectively across different contexts. Integrating reading exercises into language learning not only supports skill development but also enables learners to become adaptable and skilled communicators.

## REFERENCES

1. Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford University Press.
2. Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.
3. Canale, M. (1983). From Communicative Competence to Communicative Language
4. Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics*, 1(1), 1–47.
5. Celce-Murcia, M., Dornyei, Z., & Thurrell, S. (1995). Communicative Competence: A Pedagogically Motivated Model with Content Specifications. *Issues in Applied Linguistics*, 6(2), 5–35.
6. Halliday, M. A. K., & Hasan, R. (1976). *Cohesion in English*. Longman.
7. Hymes, D. (1972). On Communicative Competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics*. Penguin Books.
8. Kramsch, C. (1993). *Context and Culture in Language Teaching*. Oxford University Press.
9. Krashen, S. D. (1985). *The Input Hypothesis: Issues and Implications*. Longman.
10. Krashen, S. D. (2004). *The Power of Reading*. Libraries Unlimited.
11. Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned* (4th ed.). Oxford University Press.
12. Nation, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*. Routledge.



- 
13. Saville-Troike, M. (2006). Introducing Second Language Acquisition. Cambridge University Press

