

The Cramming Method Is An Important Tool For Forming Learner Communicative Competence. Historical Experience

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Abstract: *This article describes the content and essence of cramming method, which is historical experience in the development of communicative competence in learners. Methodological recommendations on the use of interactive methods of teaching general education subjects and the formation of their communicative competence through the organization of independent work of learners are presented.*

Keywords— updated pedagogical thinking, communicative competence, cramming, “skills of the future”.

1. INTRODUCTION

The communicative competence of learners is leading in the “core competencies” block to the content of the competency-based approach to state education standard, curricula and syllabi of school education approved by the Cabinet of Ministers Resolution No. 187 of 6 April 2017.¹ This requires the definition of the structure, components, criteria and indicators of the development of communicative competence in general secondary school learners, the improvement of the model and didactic support of the development of communicative competence in high school learners.

Communicative competence implies the ability to communicate effectively in social situations, first of all in the native language and in a foreign language, to adhere to the culture of communication, social flexibility, the ability to work effectively in a team.

Man solves all the tasks he has set for himself through communication, through language, and the ability to communicate pleasantly is the basis of a successful life in competition and market relations.

Communicative situations of school-age learners, manifestations of problematic situations, low level of development of adequate communication skills in communication, lack of ways to overcome barriers to communication negatively affect on interpersonal relationships between learners and learning effectiveness.

Despite the fact that the issue of communicative competence of older schoolchildren in the general education system is analyzed as one of the important components of education, improving the technology and didactic support of learners to form a system of communicative competencies on the basis of an innovative approach is of great importance. Also, acquaintance with the research conducted abroad and in our country on the issues of innovative approaches to the problems of this field showed that there is no single interpretation of this pedagogical phenomenon.

2. Relevance of the topic

was determined by the lack of axiological (value) development of local innovative processes in the formation of communicative competence of schoolchildren and the need for a diagnostic criterion corresponding to the content of communicative competence.

3. A brief analysis of scientific research on the topic.

Socio-pedagogical, integral-pedagogical aspects of the formation of communicative competence in learners in scientific research was studied by leading scientists of our country including N.N.Azizxo'jaeva, U.Sh.Begimqulov, R.X.Jo'raev, U.I.Inoyatov, N.A.Muslimov, O.M.Musurmanova, E.A.Seytkhalilov, N.M.Egamberdieva, F. R.Yuzlikaev, Z.E.Azimova. Conceptual and methodological bases for the introduction of a competency-based approach to the system of continuing education was researched by M.Vaxobov, O.Musurmonova, M.Mirsolieva, M.Pardaeva, Sh.Urakov, B.Xodjaev, M.Pardaeva, B.Adizov, K.Inokov, D.Yakubjanova also conducted researches on didactic possibilities of development of creative activity and creativity in learners.

Researchers of the Commonwealth of Independent States Y. Emelyanov, V. Kan-Kalik, S. Bratchenko, A. Ivashov, V. Grishina, U. Tomas, A. Bodalyov, A. Dontsov, Y. Zhukov cover the principles of organization of interpersonal cooperation, socio-psychological issues of interpersonal communication in their studies.

The scientific researches of foreign scientists J. Bivin, J. Graham, J. Raven, D. Sean revealed socio-cultural, pedagogical-psychological and linguistic aspects of the formation of communicative competence in learners.

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¹ <https://lex.uz/docs/3153714>

issues of innovative approaches to the problems of this field showed that there is no single interpretation of this pedagogical phenomenon.

3. The scientific novelty of the article

Is explained by the fact that the formation of communicative competence of secondary school learners is based on the historical experience of ancestors, a stable attitude in communicative situations, innovative approach to choosing effective communication strategies.

4. The object of research.

Secondary school learners, teachers, family.

5. Main part.

This harmony is implied when thinking about the connection of the past with the present and the future, their complementarity, the upbringing of a new generation, the correct formation of their worldview. History is a unique memory that cannot be forgotten, it means remembering the exemplary deeds of the ancestors, drawing the right conclusions from historical experiences, connecting the past with the future.

It is known that the updated pedagogical ideas have allowed transforming from the traditional method of teaching into the technological, creative and exploratory method in the organization of the educational process.

As a starting point in the analysis of innovations, Robert Park chooses a "form of knowledge," that is, a list of past events and their comparison with history, which consists of a sequence of them.²

Here are some of his key findings:

- innovations reflect the latest or repetitive events;
- innovations are not systematic: they are related to discrete events and happenings; the world assimilated through innovations arises from unrelated events, the interpretation of which is not the main task of innovations;
- innovations are not eternal: they exist until the event loses its relevance, and then the record is replaced by other species for their use.
- innovations serve primarily as a transmitter and indicator of attention, rather than a substitute for knowledge;

This view was later expressed in a shorter definition: "innovation is, in fact," obsolescence."³

In context of this expression, today in a number of developed countries, the communicative competencies of

² ABDURAXMONOVA H. MEDIA CONTENT (News Analysis). <https://journal.fledu.uz/wp-content/uploads/sites/3/2019/04/Hilola-Abdurahmonova.pdf>

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learners are identified as the main tool to ensure the effectiveness of the educational process.

In choosing the methods and means of forming the communicative competence of the participants of secondary education, it is expedient to use the educational experience of the past, which has passed a rich historical path of development. An analysis of historical sources suggests that in the past, schools and madrassas affiliated with mosques were extremely critical in shaping learners' communication skills.

The works of Hussein Voiz Kashifi, a skilled preacher and a great scholar of the art of preaching, "Futuvvatnomayi Sultani" and "Akhlaqi Muhsini" were used as textbooks in madrassas.⁴

As noted by the famous scientist F. Bobojonova in the book "The education system in the Emirate of Bukhara (late XIX and early XX centuries)", learners studying in Bukhara madrassas often took speech lessons from a "kunjaki" teacher.⁵ The main task of the "kunjaki" teacher was to provide additional training in the study of a particular course or book prescribed in the madrasa.

The Wikipedia database provides the following information about the educational process in madrassas: *Занятия длились с четырёх часов утра и до десяти утра, с двенадцати часов моление, обед, затем зубрёжка (мукоlima), диспуты (мунозара). С четырёх следовали перерыв, ужин и снова зубрёжка до ночи. В каждой аудитории были свои ученики (джамоа) и свой староста (кори-джамоа).*⁶

The above quote has been actively used in the past in the formation of learners' speaking skills, i.e. communicative competence, through the cramming method (repetition).

Our studies have shown that this method is a joint solution of an activity or problem in a meeting, in a discussion, in a way of thinking. The advantage of this method is that the whole activity teaches the learner to think independently, and the material is studied independently. In the past, this method was used as a tool to regulate behavior, speech and relationships between two people.

In modern schools, in the formation of communicative competence of learners through the cramming method

⁴ Mahmudov N. "Teacher speech culture". Publishing House of the National Library of Uzbekistan (2nd edition). Tashkent. 2009. Page 13.

⁵ Bobojonova F. "The education system in the Bukhara Emirate (late XIX - early XX centuries). - Tashkent, 2014. - 123 pages.

⁶ https://ru.wikipedia.org/wiki/%D0%9C%D0%B5%D0%B4%D1%80%D0%B5%D1%81%D0%B5_%D0%A1%D1%80%D0%B5%D0%B4%D0%BD%D0%B5%D0%B9_%D0%90%D0%B7%D0%B8%D0%B8

enriching the lesson with a variety of methods that activate the activities of learners, while maintaining the traditional approach to the lesson leads to an increase in the level of mastery of learners.

Cramming method - each learner independently composes 3-5 questions at home or during the lesson, depending on the situation, and shares the questions they have composed with the other learners. The questions written by one learner are answered by the other learner and the question card is returned to its owner. Learners write the correct answers after checking each other's answers. The results will be announced and learners will realize their mistakes. Learners who show a high result are evaluated. Written and oral forms of the cramming method can be used. In the oral form, each learner expresses his / her opinion orally on the question. Learners state their answers clearly and concisely. When used correctly and positively, this method teaches a person to think freely, creatively and non-standardly, to communicate openly.

To do this, it is required to organize rationally the course process, to increase the interest of learners by the educator and constantly encourage their activity in the educational process, to work in small groups to break down the content of the study material into smaller pieces, to use techniques such as discussion, problem situation, reference text, project, role play and encourage learners to perform practical exercises independently.

Description of teaching method: This method helps to teach learners to work independently, to use time efficiently in class, to increase and motivate learners' interest in the lesson, to apply it in almost all subjects and lessons, to improve the quality of education and to significantly facilitate the work of the teacher. In addition, the use of the cramming method provides an opportunity to engage all learners, a culture of communication and discussion is formed in learners. Learners develop the ability to express their opinions not only orally but also in writing, the ability to think logically and systematically.

Which part of the lesson can be used: during the repetition of a lesson, reinforcement of a new topic, and giving home assignments.

The cramming method is carried out depending on the purpose set by the teacher:

1. When the goal is to determine the initial knowledge of the learners, this method is implemented in the introductory part of the lesson.

2. When the goal is to repeat a topic or link one topic to the next topic, it is done in the transition section to the new topic.

3. When the reinforcement of the topic is the goal, it is done after the topic, in the reinforcement part of the lesson.

The main rules for using the cramming method.

The ideas expressed are discussed and evaluated.
 Any opinions expressed, even if they are not correct, will be taken into account.
 Every learner must attend.
 The evaluation of the opinions expressed is of interest to the learners in relation to subject. This method serves to develop communication skills and creative thinking in learners.
 The structure of the cramming method is shown below (Figure 2).

№	Question	Answer	Correct	Ball
			answer	
1				
2				
3				
4				
5				

The steps of the cramming method are as follows:

Learners compose questions independently and are asked to write (express) their answers (thoughts, ideas and feedback) by exchanging question cards;

Learners write (express) their opinions according to the question;

Learners' answers or ideas are reviewed and evaluated by themselves.

Correct answers are written on the cards, errors and shortcomings are identified.

The cramming method:

- helps to improve the educational process, directly and indirectly in the formation of communicative abilities of learners;

- creates a friendly, creative environment that allows learners to freely exchange ideas, communicate, learn and teach from each other;

- gives the expected effect of being able to discuss situations more clearly, to explain to others in solving problems encountered in life;

- let learners develop a desire for change, provide a balance of theory and practice, and an emotional connection with the group.

Conclusions and practical suggestions.

1. In choosing the methods and means of forming the communicative competence of the participants of secondary education, it is expedient to take a modern approach to the educational experience of the past, which has passed a rich historical development path.

2. The "cramming" method based on collaboration is designed to increase student engagement. It is an education method aimed at teaching to listen, understand, respect the opinions of others, to reckon with the interests of others, to learn from them, to teach them, to be able to

influence them, to feel oneself and others' self, to control oneself, to express oneself clearly.

Effective use of the experience used in the past in the formation of communicative competence of secondary school participants in the formation of students' speaking skills in the past increase and motivate learners' interest in the lesson, teach learners' to work independently, develop the ability to communicate effectively.

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