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## **PEDAGOGICAL FOUNDATIONS OF LEARNING STUDENTS' COMMUNICATIVE COMPETENCE**

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### **Abstract**

This article analyzes the problem of developing students' communicative competence from a pedagogical point of view. The article highlights the essence of the concept of communicative competence, its components and its role in the professional training of the student. It also clarifies the pedagogical foundations of the development of communicative competence - approaches used in the educational process, didactic principles and pedagogical conditions. It is substantiated that the development of students' communicative competence serves to increase the effectiveness of the educational process. The article is of practical importance for professors and teachers of higher educational institutions and researchers conducting scientific research in the field of pedagogy.

**Keywords:** Communicative competence, pedagogical assessment, discourse competence, authentic assessment, language education, educational process.

### **Introduction**

It is widely acknowledged that teaching of foreign languages represents a fundamental element of the curriculum in both academic and educational contexts. Currently, such interactions in the globalization process indicate the mutual influence of cultures, the development of scientific knowledge, and the emergence of new innovative approaches, as well as the progress in all areas. This has not only affected one area but has gained significant importance across all fields. This particularly has a great impact on the education sector. The primary objective is to ensure that foreign language teaching and learning in Uzbekistan are not only widespread but also of high quality. That is why today education requires new forms of integration of science and production and defines the



training of competitive personnel, the formation of experienced teachers in the future as one of the main tasks. Because it is considered very important for students to take a step towards independent life. That is why it is necessary to highlight the specific features of the development of communicative competence through scientific research. The reason is very important for students to step into independent life. Therefore, it is necessary to reveal the peculiarities of the development of communicative competence through scientific research. In particular, a number of studies are being conducted on the importance of the development of communicative competence in the field of pedagogy. Competence encompasses knowledge, motivation and skills. The definition of communicative competence is the ability to use language grammatically correctly in a variety of appropriate social situations. The communicative competence model deals with the functional aspects of communication. It is also concerned with the correct use of the language system. Simply put, communicative competence refers to the extent to which a person can communicate effectively with another person. Language competencies refer to knowledge and skills in using English in four interrelated skills: speaking, listening; reading, and writing. Cooperative learning is a type of learning in which learners are brought together to work on a task, project, or assignment. Speaking competence is the whole range of language acquisition for oral communication, meaning that learners can speak independently in appropriate grammatical and challenging situations. As can be seen from this, communicative competence is considered the ability to establish and maintain the necessary relationships with individuals. Communicative competence is a factor indicating the professional component of a future teacher. Therefore, teachers should focus on teaching students language functions that are relevant to their needs and interests. This approach ensures that students acquire the language skills necessary to communicate in real-life situations.

### **Literature Review**

The problem of improving the communicative competence of students has been studied by many philosophers, educators and psychologists. The issues of forming and developing the communicative competence of students have been deeply analyzed by Canale and Swain V.A. Adolf, T.G. Braje, E.F. Zeera,



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I.A.Zimnyaya, N.V. Kuzmina, M.I. Lukyanova, A.K. Markova, A.M. Novikova, G.S.Trofimova, G. Bernhard, V. Bloom, H. Marcus, R. Sterner and others. However, despite the sufficiently wide representation of the language under study in the scientific literature, there has been no consensus on its use or definition. Therefore, it is necessary to distinguish the ways of its development.

### **Material And Methods**

The systematic-structural approach based on objectivity, universality, concreteness, logical principles used in this article. This makes it possible to see the concepts of information as a whole system of educational process. Research Methodology. The following can be considered as a methodological basis for the methodological principles of studying students' communicative competence. There are four main components of communicative competence: grammatical competence, sociolinguistic competence, verbal competence and strategic competence. Competence includes knowledge, motivation and skills. The definition of communicative competence is the ability to use language grammatically correctly in various and appropriate social situations. The communicative competence model deals with the functional parts of communication. It is also related to the correct use of the language system. Simply put, communicative competence refers to the extent to which a person can communicate effectively with another person. "Communicative competence" is understood as the ability to know the language and the rules of language use and to use such knowledge effectively and appropriately in real-life situations. Communicative competence is the ability to achieve communicative goals in a socially appropriate manner. It is organized and goal-oriented, that is, it includes the ability to select and apply appropriate and effective skills in the appropriate context.

### **Results And Discussion**

The following can be considered as a methodological basis for substantiating the methodological principles of studying students' communicative competence. There are four main components of communicative competence: grammatical competence, sociolinguistic competence, speech competence, and strategic



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competence. The role of such materials in facilitating sociolinguistic and discourse competencies will be explored. Data analysis will involve a deductive reasoning. In the deductive approach, existing theories and frameworks on communicative competence will be used to identify specific components (such as grammar, vocabulary, and pragmatics) and assess their relevance to authentic materials. The validity is ensured through expert reviews and enhanced by selecting a diverse sample, enabling the findings to be generalized to other language learning contexts. The components of communicative competence, as outlined by Canale and Swain, emphasize the necessity of integrating knowledge of grammar, sociolinguistic rules, discourse practices, and strategic communication techniques [1]. The study will employ content analysis of materials in order to ensure a comprehensive understanding of the relationship between communicative competence and the use of real-world materials in language learning. To summarize, the competency-based approach to education is the result of an attempt to bring education into line with market requirements, and the result of education is not the sum of the information acquired by students, but their ability to apply it in various situations. Internal and external factors are very important in the formation of creative thinking in young students. It is necessary to take into account internal and external factors, the individual characteristics of the student. At the same time, the use of new innovative technologies of teaching in the educational process is considered important for today's needs. In providing quality education, today we can see that students and students are busy in their desired fields, positively solving new problems through new technologies. Improving communicative competence and opportunities in students, forming their skills will give them the opportunity to find solutions to increasingly complex local and global problems through unique methods. Language competences refer to the knowledge and skills in using English in four interrelated skills: speaking, listening; reading and writing. Cooperative learning is a type of learning in which students are brought together to work on a task, project or assignment. Speaking competence is the whole complex of language acquisition for oral communication, that is, students can speak spontaneously in appropriate grammatical and difficult situations. As can be seen from this, communicative competence is considered the ability to establish and maintain the



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necessary relationships with individuals. Communicative competence is a factor indicating the professional component of a future teacher. The reason is that today it is not enough to be a good specialist. For today's result, one must have a good profession, possessing such qualities as the ability to work in a team, participate in decision-making, express one's thoughts in an understandable way to others, accept information without contradictions, try to eliminate conflicts, and control emotions. Communicative competence was studied by G.S. Trofimova and is defined as "the level of development of the experience of interpersonal communication of individuals, based on humanistic ideals of a person and aimed at ensuring the effectiveness of communicative activities." The multifaceted structure of communicative competence indicates not only good language preparation, but also knowledge of the history, culture, and ethno psychology of the people speaking the language being studied. In order to fully and successfully communicate with speakers of another language, it is necessary to develop and improve a real personality. Intercultural communication is an important aspect of communicative competence because it involves the ability to communicate effectively across cultural boundaries. Therefore, teachers should expose students to different cultural perspectives and practices that may influence their communication. In addition, teachers should teach students the cultural norms and values that underpin communication in English-speaking cultures. This will help students develop their socio-pragmatic competence and become effective communicators in multicultural settings. Functional language use is an important aspect of communicative competence because it involves the ability to use language to achieve specific communicative goals. Therefore, teachers should focus on teaching students language functions that are relevant to their needs and interests. This approach will ensure that students acquire the language skills necessary to communicate in real-life situation[2].

McClelland says that it is very important to develop "competencies" in the characteristics, motivation and behavior of a person, which determine the main qualities of a person as follows, that is, they determine his effective behavior at work. Everyone knows the situation in front of the student, but he can't do new tasks. He says that this is exactly what happens when a person does not have management models (competencies) of behavior, despite having professional





knowledge and skills. Competence is related to the integrity of the interaction of the following qualities of students: Opportunities, Personal characteristics, Knowledge and skills, Motivation. Each person is an individual, but there is a certain similarity between people that it is not easy for each of us to realize the need to change the habitual behavior - our "self-image" is mixed with habitual ideas. supported and strengthened.

We must emphasize that motivation is the "motor of competence" without which we cannot go anywhere. Motivation is the easiest way to acquire and master new knowledge and skills that have not been developed in practice[3]. Personal characteristics and abilities are also developed, but to a lesser extent.

It is a very difficult task to develop competence from the minimum level to the required level, and even more so to bring it to automaticity. There are several promotion strategies, each with their own advantages and limitations:

capacity development strategies include:

First, the development of weaknesses. Improving the least developed competences as given characteristics reduces the probability of raising them to the level necessary for effective performance of professional tasks. Restrictions are not applied to competences that are difficult to develop, where such a component as "Motivation" plays a dominant role.

Secondly, in compensating for weaknesses by active use of strengths, the following characteristics are shown, and the highly developed competencies are used to compensate for the lack of development of other competencies. Limitations It is argued that the tendency to adhere to the usual behavior limits the ability to adapt to changing conditions.

Thirdly, a comprehensive approach to the development of competencies, which features a combination of efforts to "pull" weaknesses and cover them with the most developed competencies, allows to achieve the best results by balancing the improvement of all competencies. Thus, a comprehensive strategy is the most effective, because it allows not only to rely on one's own strengths, but also to work on the least developed competencies, to achieve balance and harmony in development, as well as the effectiveness of behavior.

The issue of ways of developing students' abilities is very important, and it is inextricably linked with the development of competencies. Abilities can be



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developed in several ways. In order to improve competences, it is necessary to use three main categories of development methods, each of which includes a specific method of mastering successful behavior patterns, is distinguished by its advantages and some limitations. Among them we can mention the following:

Saying (educational theory) - identifying successful behavior models in the process of independent study of theoretical material (business literature, video courses, searching for materials on the Internet, etc.), as well as in the process of participating in thematic training. educational programs (trainings, seminars, courses, second higher education, other specializations and other educational programs).

Demonstration (learning from the experience of others) - identifying successful behavior patterns by observing people in work situations. High level development of these competencies, discussion of ways and methods that allow to achieve high results with them; as well as improving competencies by engaging a coach, mentor, and receiving feedback from experienced people.

Empiricism (practical application) - acquisition of successful behavior models by regular application of theoretical knowledge in real activities, both in the performance of tasks that are part of the students' direct obligations, and in the performance of additional special assignments and projects. . Not related to the main tasks or professional activities.

First of all, competencies differ in their content and what they have: knowledge, skills, individual inclinations. Almost all competencies can be developed. And in corporate training, improving the competencies that imply professional knowledge and skills is the most effective and relatively easy, for example: Delegation, performance control, task adjustment, motivation, negotiation, service-related skills, ability, professional knowledge.

These competencies typically include: responsibility, flexibility, decision making, command, systematic thinking, results orientation, and creativity.

Competencies such as responsibility or a person's result or process orientation are largely unaffected. Making a person ready to take on a certain responsibility and being able to bear it is a difficult task and depends on the development of the person as a whole, even on his self-esteem and aspirations, personal maturity and integrity. For example, decision-making in management activities (although it is



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often called a function) is a complex combination of a number of personal components based on the willingness to take responsibility. In addition, it is persistence and the ability to analyze the situation, conditions, resources and anticipate changes. A decision is a set goal, that is, action, means the ability to fulfill your decision, etc.

Creativity is the ability to create new things, find non-standard, original solutions. It is mainly determined by the flexibility of thinking and the ability to see, analyze, and act in conditions of ambiguity and uncertainty. And influencing the flexibility of thinking in an adult and a mature person is perhaps an insurmountable task for business. For this competence, a person has a constant need for creative activity and his own opinion about it.

Another example is command - in this case indicates a tendency to work in a team. Teamwork skills can be taught. Our company implements projects where we train the team to work together, solve a common problem and negotiate. The effectiveness of such training largely depends on how the team is initially filled with employees who are inclined to work in a team. In this competence, the characteristics of motivation, character, level of conflict, adaptability, the need to be a part of something, the ability to see and feel the nearby colleague, etc., play an important role. Reflect on the speaking process and outcomes with learners, discussing strengths, areas for improvement, and strategies for future speaking tasks. Extend learning by exploring additional authentic materials and speaking opportunities. A good share of classroom, school-oriented language is context reduced, while face-to-face communication with people is context embedded. By referring to the context of our use of language, then, the distinction becomes more feasible to operationalize[4].

Communication skills are the ability to communicate with people, communicate effectively, establish and maintain relationships, and listen. This skill is developing, but it requires a lot of careful work. Here it is necessary to distinguish competence such as communicative ability and sociability. If the skill can be developed, then sociability, which we mean by the amount of communication a person needs and feels comfortable with, cannot be developed in any way. There are people who have excellent communication skills, but their range of





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communication and the amount of communication is very limited. They simply cannot handle much interaction.

It is necessary to emphasize such a common competence as leadership, understood as the ability to influence people, motivate them to strive for a goal, leadership, persuasiveness. Leadership also includes poorly developed components such as readiness to take responsibility, analysis of the situation, ability to foresee its consequences, assessment of available resources, conditions, etc. Of course, there are very common ways to develop decision-making, leadership, creativity, and communication skills. But the development of these abilities depends on the motivation of a person, his natural inclination. It requires deep inner work on yourself.

Often, a person is engaged in the independent development of the abovementioned powers. Selection of training forms and programs (coaching, mentoring, psychotherapy, counseling, etc.), leading life goals and aspirations. And with due determination, positive results will be achieved.

It is known that the number of key competencies varies from 3 to 140 for different authors. An approximate list of them was presented at the Symposium "Core Competences for Europe" held in Bern in 1996. This includes:

- 1) political and social powers;
- 2) intercultural competences that allow living harmoniously with representatives of other cultures and religions;
- 3) competencies related to oral and written communication; information competence;
- 4) competences that determine the ability to learn throughout life.

In the same year, Basic competences are also emphasized by local teachers, for example, A.V. Khutorskoy notes seven groups of basic competences: value-semantic, general cultural, educational and cognitive, informational, communicative, social and labor, personal self improvement. In addition, each group includes elements of independent learning activities. Competence is an integral quality of a person - a competence that is successfully implemented in an activity. In our opinion, the components of competence / competence in any sphere of life can be expressed as follows: cognitive component (knowledge); motivational component; axiological component(orientation, value relations of



the person); practical component (skills, skills, experience), abilities, emotional-volitional component (self-control). In this case, competence acts as a competence potential that can be realized in a specific field of activity, it should be effective with the help of self-organization, self-management mechanisms.

## **Conclusion**

To summarize there are still no definitive solutions to the problem of developing students' communicative competence. Therefore, it would be no mistake to say that the study of this problem and the conclusion of solutions will bring about innovations in the development of science. Teachers should provide students with opportunities to use functional language in a variety of contexts and situations to enhance their communicative abilities. Learners should be exposed to authentic language materials that reflect real-life situations and contexts to develop their linguistic and socio-pragmatic competences. Therefore, teachers should provide students with a variety of language input sources, such as videos, audio recordings, authentic texts, and discussions that expose students to different language functions, structures, and styles. In addition, students should use language materials that are appropriate to their level of knowledge, interests, and needs to facilitate language acquisition. Building communicative competence in English language teaching is a complex process that involves language input, interaction, adaptation to students' needs, functional language use, and intercultural communication. To facilitate the development of communicative competence, teachers need to guide students. Adaptation to students' needs, functional language use, and intercultural communication are aimed at providing students with authentic language information, opportunities for practice, and fostering intercultural communication. In addition, teachers need to create a communicative classroom environment that encourages students to communicate and express their ideas, thoughts, and feelings.

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