



DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE IN ENGLISH LANGUAGE LESSONS

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Abstract

The development of students' communicative competence in English language lessons is one of the central objectives of modern philological education. Communicative competence includes not only grammatical knowledge, but also the ability to use language appropriately, fluently, and effectively in real social, academic, and professional contexts. In higher education institutions, especially in philological universities, English language teaching should be directed toward forming students' linguistic, sociolinguistic, discourse, strategic, and intercultural skills. This article examines pedagogical approaches to developing communicative competence through interactive tasks, dialogic learning, problem-based activities, role-play, project work, authentic materials, and digital resources. Special attention is paid to the conditions of English language education in Uzbekistan, where the need for professionally competent, culturally aware, and communicatively active specialists is increasing. The study emphasizes that effective development of communicative competence requires a learner-centered methodology, systematic practice, integration of language skills, and continuous assessment of students' communicative progress.

Keywords: Communicative competence, English language teaching, interactive learning, speaking skills, discourse competence, learner-centered approach, philological education.



INGLIZ TILI DARSLARIDA TALABALARNING KOMMUNIKATIV KOMPETENSIYASINI RIVOJLANTIRISH

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Berdaq nomidagi Qoraqalpoq davlat universiteti

Chet tillari fakulteti Xorijiy til va adabiyoti (Ingliz tili) yo'nalishi

Annotatsiya

Ingliz tili darslarida talabalarning kommunikativ kompetensiyasini rivojlantirish zamonaviy filologik ta'limning asosiy vazifalaridan biridir. Kommunikativ kompetensiya faqat grammatik bilimlarni emas, balki tilni real ijtimoiy, akademik va kasbiy vaziyatlarda o'rinli, ravon va samarali qo'llash qobiliyatini ham o'z ichiga oladi. Ayniqsa, filologiya yo'nalishidagi oliy ta'lim muassasalarida ingliz tilini o'qitish talabalarda lingvistik, sotsiolingvistik, diskursiv, strategik va madaniyatlararo muloqot ko'nikmalarini shakllantirishga yo'naltirilishi zarur. Ushbu maqolada kommunikativ kompetensiyani interfaol topshiriqlar, dialogik ta'lim, muammoli vaziyatlar, rolli o'yinlar, loyiha ishlari, autentik materiallar va raqamli resurslar orqali rivojlantirishning pedagogik yondashuvlari tahlil qilinadi. Shuningdek, ingliz tili ta'limida kasbiy jihatdan yetuk, madaniy ongga ega va faol muloqot qila oladigan mutaxassislarni tayyorlash zarurati yoritiladi. Tadqiqotda kommunikativ kompetensiyani samarali rivojlantirish uchun talaba shaxsiga yo'naltirilgan metodika, tizimli amaliy mashg'ulot, til ko'nikmalarining integratsiyasi va muntazam baholash muhimligi asoslab beriladi.

Kalit so'zlar: kommunikativ kompetensiya, ingliz tilini o'qitish, interfaol ta'lim, nutq ko'nikmalari, diskursiv kompetensiya, talaba shaxsiga yo'naltirilgan yondashuv, filologik ta'lim.

Introduction

In contemporary higher education, the teaching of English is no longer limited to the transmission of vocabulary, grammar rules, and translation skills. The modern educational process requires students to use English as a practical means of communication, academic inquiry, intercultural interaction, and professional self-expression. For students of philological universities, communicative competence



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is especially important because their future professional activity may be connected with teaching, translation, research, linguistic analysis, international communication, and cultural mediation. Therefore, English language lessons should be organized not only as a space for acquiring theoretical language knowledge, but also as a communicative environment in which students actively speak, listen, discuss, interpret, negotiate meaning, and express their own ideas. Communicative competence is a multidimensional concept. It includes linguistic competence, which refers to knowledge of vocabulary, pronunciation, grammar, and sentence structure; sociolinguistic competence, which enables students to choose appropriate language forms according to context, status, purpose, and cultural norms; discourse competence, which helps learners organize coherent oral and written texts; strategic competence, which allows them to overcome communication difficulties; and intercultural competence, which supports effective interaction with representatives of different cultures. In English language education, all these components should be developed systematically and in mutual connection. A student who knows grammatical structures but cannot participate in discussion, explain an opinion, ask for clarification, or respond naturally in a communicative situation cannot be considered fully competent in the language.

The relevance of developing students' communicative competence is closely connected with the transformation of language education in Uzbekistan. The growing role of English in science, technology, international cooperation, tourism, business, and academic mobility requires graduates who can communicate confidently and accurately in different professional contexts. For philological students, this requirement is even more significant, because they are expected to become future specialists capable of teaching language, analyzing texts, translating meanings, and participating in intercultural dialogue. Consequently, English language lessons should be based on communicative, interactive, and student-centered approaches that encourage learners to become active participants of the educational process.

Traditional teacher-centered methods, in which students mainly listen, memorize, and reproduce ready-made language patterns, are insufficient for forming communicative competence. Although grammar explanation and controlled



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practice remain necessary, they should be combined with meaningful communication, pair and group work, role-play, debates, project-based learning, presentations, case studies, and the use of authentic materials. Such activities create conditions for students to apply language in realistic situations and gradually develop fluency, confidence, flexibility, and communicative independence. In this process, the teacher acts not only as a source of knowledge, but also as a facilitator, organizer, observer, consultant, and evaluator of students' communicative growth.

Another important aspect is the integration of all language skills. Speaking cannot be developed separately from listening, reading, and writing, because real communication usually involves the combined use of several skills. For example, students may read an authentic article, discuss its content, prepare arguments, present their views, and write a reflection. This integrated approach strengthens both linguistic accuracy and communicative effectiveness. At the same time, digital technologies, online platforms, multimedia resources, podcasts, video materials, and virtual communication tools expand opportunities for authentic language exposure and independent practice.

Thus, the development of students' communicative competence in English language lessons is a complex pedagogical process that requires clear objectives, appropriate teaching methods, active student participation, communicative tasks, and continuous feedback. In philological education, this process should be closely linked with students' future professional needs, cultural awareness, academic literacy, and ability to function successfully in multilingual and multicultural environments.

Methods

The methodological basis for developing students' communicative competence in English language lessons is connected with the principles of communicative language teaching, learner-centered education, integrated skills development, and competence-based learning. In the context of a philological university, the English lesson should be organized as a structured communicative process in which students not only study language forms, but also use them purposefully in meaningful situations. Therefore, the methods selected for this study are directed



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toward activating students' speech activity, improving their ability to interact in English, and forming their readiness to communicate in academic and professional contexts.

The research approach is based on the analysis of pedagogical practice, observation of classroom interaction, study of methodological literature, and modeling of communicative tasks suitable for English language lessons. The main attention is given to how students participate in communication, how they express ideas, how they respond to partners, how they overcome linguistic difficulties, and how they use English in different functional situations. In this regard, communicative competence is considered not as a separate skill, but as an integrated result of linguistic knowledge, speech practice, cultural awareness, discourse organization, and strategic behavior.

One of the central methods is interactive learning. Pair work, group discussion, interviews, information-gap tasks, problem-solving activities, and role-play make students active participants in the lesson. These forms of work reduce psychological barriers, increase speaking time, and create a natural need for communication. For example, when students work in pairs to solve a communicative task, they must ask questions, clarify meanings, express agreement or disagreement, and negotiate a common decision. Such activities help them move from mechanical reproduction of language toward independent and purposeful speech production.

Role-play and simulation are also effective methods for developing communicative competence. They allow students to practice English in situations close to real life and professional activity. In philological education, role-play may include academic interviews, classroom teaching situations, translation discussions, conference presentations, debates, editorial meetings, or intercultural dialogues. Through these tasks, students learn to select appropriate vocabulary, maintain logical conversation, observe speech etiquette, and adapt their language to communicative roles. This method is especially useful for developing sociolinguistic and strategic competence, because students must react flexibly to the behavior of their interlocutors.

Project-based learning is another important methodological tool. Projects encourage students to collect information, analyze materials, cooperate with



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peers, prepare oral and written products, and present results in English. A project may be devoted to linguistic phenomena, cultural comparisons, literary texts, media discourse, language teaching problems, or translation issues. During project work, students use English not only as an object of study, but also as a means of research and presentation. This strengthens their academic communication, critical thinking, and discourse competence.

The use of authentic materials is essential in the development of communicative competence. Authentic texts, podcasts, interviews, videos, academic articles, news materials, and public speeches expose students to natural language use. They help learners understand different accents, styles, registers, and cultural meanings. After working with authentic materials, students may participate in discussions, prepare summaries, express opinions, compare viewpoints, and create their own texts. This approach connects classroom learning with real communicative practice.

Assessment methods should also correspond to the communicative aim of instruction. Instead of evaluating only grammar accuracy, teachers should assess fluency, coherence, interaction, pronunciation, vocabulary range, appropriateness, and ability to achieve communicative purpose. Oral presentations, dialogues, portfolios, reflective journals, peer assessment, and performance-based tasks can provide a fuller picture of students' progress. Continuous feedback helps students understand their strengths and weaknesses and gradually improve their communicative behavior.

Thus, the methodological organization of English language lessons should combine interactive, task-based, project-based, authentic, and reflective forms of learning. These methods create a communicative environment in which students develop confidence, independence, linguistic accuracy, and readiness to use English effectively in academic, professional, and intercultural communication.

Results

The analysis of methodological approaches to developing students' communicative competence in English language lessons shows that the most effective results are achieved when the learning process is organized around active communication, meaningful interaction, and practical language use. In a



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philological university, students need not only to know English as a linguistic system, but also to use it as a tool for academic discussion, professional expression, intercultural understanding, and independent interpretation of information. Therefore, the expected results of communicative competence development are reflected in several interconnected areas: linguistic accuracy, speech fluency, discourse organization, sociocultural awareness, strategic behavior, and communicative confidence.

The first significant result is the improvement of students' oral speech activity. When English lessons include pair work, group discussion, role-play, debates, interviews, and problem-solving tasks, students become more willing to speak and participate in classroom communication. Regular communicative practice helps them overcome hesitation, reduce fear of making mistakes, and develop the habit of expressing thoughts in English. As a result, students gradually move from short and fragmented answers to more extended, coherent, and purposeful speech. Their ability to ask questions, respond to opinions, clarify meaning, support arguments, and maintain conversation becomes more stable.

Another important result is the development of linguistic flexibility. Communicative tasks require students to use vocabulary and grammar not in isolation, but in context. This helps them understand how language forms function in real communication. Students learn to choose appropriate words, construct meaningful sentences, use linking devices, apply functional phrases, and adapt their speech to different situations. In this process, grammar becomes not only a theoretical category, but also a practical instrument for expressing meaning. This is especially valuable for philological students, because they are expected to understand both the structure and function of the English language.

The development of discourse competence is also observed as an essential outcome. Through presentations, discussions, project work, summaries, and academic dialogues, students learn to organize ideas logically and coherently. They become more capable of introducing a topic, developing an argument, giving examples, comparing viewpoints, drawing conclusions, and responding to counterarguments. This competence is important not only for oral communication, but also for academic writing, translation, text analysis, and future teaching practice. Students who develop discourse competence can



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participate more effectively in seminars, conferences, and professional discussions.

The use of authentic materials contributes to the growth of sociolinguistic and intercultural awareness. When students work with real texts, audio materials, videos, interviews, and public speeches, they encounter different registers, accents, communicative styles, cultural references, and pragmatic meanings. As a result, they begin to understand that successful communication requires more than correct grammar. It also requires sensitivity to context, politeness norms, social roles, cultural differences, and the communicative purpose of speech. This result is particularly important in preparing future philologists who may work as teachers, translators, researchers, or intercultural mediators.

The findings also indicate that communicative competence develops more successfully when students are involved in reflective and self-assessment activities. Reflection allows learners to analyze their own progress, identify difficulties, and set personal goals for improvement. Peer assessment helps them observe different communication strategies and learn from one another. Teacher feedback supports accuracy, fluency, pronunciation, vocabulary development, and interaction skills. In this way, assessment becomes not only a control mechanism, but also a developmental tool.

A further result is the strengthening of students' motivation. Communicative lessons are usually more engaging because students see the practical value of English. When they use the language to solve problems, express personal opinions, discuss professional topics, and create projects, they become more interested in learning. This motivation increases their independent work with English outside the classroom, including reading, listening, watching educational media, and communicating through digital platforms.

Overall, the results show that the development of communicative competence requires a systematic combination of interactive methodology, authentic input, integrated skills practice, reflective assessment, and professional orientation. In such conditions, students acquire not only knowledge of English, but also the ability to use it effectively, appropriately, and confidently in academic and real-life communication.



Discussion

The development of students' communicative competence in English language lessons should be understood as a gradual and purposeful pedagogical process rather than as an automatic result of language instruction. In many cases, students may spend several years studying English grammar, vocabulary, and translation, but still experience serious difficulties in spontaneous speech, academic discussion, and intercultural communication. This means that the content of English lessons must be reconsidered from the perspective of real communicative needs. For students of philological universities, the ability to communicate in English is not an additional skill, but a core professional requirement. Their future work may demand the explanation of linguistic phenomena, interpretation of literary and cultural texts, teaching of English, translation of meanings, and participation in international academic dialogue.

One of the key issues in developing communicative competence is the balance between accuracy and fluency. In traditional language teaching, excessive attention is often paid to error correction, while students' ability to express meaning freely remains underdeveloped. However, communicative competence requires both correct and meaningful language use. If a student is afraid of making mistakes, he or she may avoid speaking and remain passive during the lesson. Therefore, the teacher should create a psychologically safe environment in which mistakes are treated as a natural part of learning. At the same time, fluency should not replace accuracy completely. The most effective approach is to combine communicative practice with focused language analysis, so that students can improve both the content and form of their speech.

Another important discussion point is the role of the teacher. In communicative language teaching, the teacher is not only a lecturer or evaluator. The teacher becomes a designer of communicative situations, a facilitator of interaction, a consultant, and a guide who helps students use English more consciously. This requires high methodological competence from the teacher. The teacher should be able to select relevant materials, organize pair and group work, formulate communicative tasks, manage classroom interaction, provide constructive feedback, and assess students' progress according to clear criteria. In a philological university, the teacher also needs to connect communicative



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activities with linguistic theory, stylistics, translation, literature, and intercultural studies.

The use of authentic materials deserves special attention. Authentic texts and multimedia resources bring real language into the classroom and help students understand how English functions outside the textbook. However, authentic materials should be selected according to students' level, professional interests, and lesson objectives. If the material is too difficult, students may become discouraged. If it is too simple, it may not stimulate intellectual and linguistic growth. Therefore, the teacher should adapt tasks, not necessarily the material itself. For example, even a complex academic text can be used effectively if students are asked to identify the main idea, discuss key terms, compare arguments, or prepare short oral responses.

Communicative competence is also closely connected with intercultural awareness. English today functions as a global means of communication, and students often interact with people from different linguistic and cultural backgrounds. For this reason, English language lessons should help learners understand politeness strategies, cultural references, communicative norms, differences in directness and indirectness, and appropriate forms of agreement and disagreement. Such knowledge is particularly important for future philologists, because they work not only with words, but also with meanings, contexts, values, and cultural codes.

Digital technologies provide additional opportunities for communicative development. Online platforms, video conferences, educational forums, podcasts, digital storytelling, and collaborative writing tools can expand students' exposure to English and support independent practice. Nevertheless, technology should not be used mechanically. Its effectiveness depends on whether it creates meaningful communication. A digital task is pedagogically valuable only when it encourages students to listen, speak, read, write, analyze, cooperate, and reflect.

Thus, the discussion shows that communicative competence develops successfully when English lessons are based on meaningful interaction, professional relevance, cultural awareness, systematic feedback, and active learner participation. The main task of the teacher is to transform the classroom



into a communicative space where students can use English as a living instrument of thought, cooperation, and professional expression.

Conclusion

The development of students' communicative competence in English language lessons is a fundamental condition for improving the quality of philological education. In the modern educational environment, English should be taught not only as a system of grammatical rules and lexical units, but also as a living means of communication, academic expression, professional cooperation, and intercultural interaction. For students of philological universities, communicative competence has special importance because their future professional activity may require them to teach English, translate texts, conduct linguistic research, analyze discourse, interpret cultural meanings, and participate in international academic communication. Therefore, English language instruction should be directed toward forming students' ability to use the language effectively, appropriately, fluently, and consciously in different contexts.

The analysis of the topic shows that communicative competence is a complex and integrated phenomenon. It includes linguistic, sociolinguistic, discourse, strategic, and intercultural components. These components cannot be developed separately or mechanically. They should be formed through systematic practice, meaningful tasks, active interaction, and continuous reflection. A student who knows grammar but cannot express an opinion, maintain dialogue, respond to questions, or adapt speech to a communicative situation does not fully possess communicative competence. For this reason, the educational process should provide students with regular opportunities to speak, listen, discuss, argue, present, cooperate, and solve communicative problems in English.

Effective development of communicative competence requires a shift from teacher-centered instruction to learner-centered and interaction-based learning. The teacher should create a classroom environment in which students are intellectually active, emotionally confident, and communicatively engaged. Pair work, group discussion, role-play, debate, project work, case analysis, presentations, interviews, and problem-based activities help students use English for real purposes. Such methods increase motivation, reduce fear of mistakes, and



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develop fluency, accuracy, flexibility, and independence. At the same time, grammar, vocabulary, pronunciation, and discourse organization should remain important elements of instruction, because successful communication depends on both meaning and form.

Authentic materials and digital resources also play an important role in this process. Real texts, videos, podcasts, interviews, academic articles, and online communication platforms expose students to natural English and help them understand how language functions in social, academic, and cultural contexts. When these resources are used with clear pedagogical aims, they strengthen students' listening comprehension, reading competence, speaking ability, writing skills, and intercultural awareness. They also prepare students for communication beyond the classroom.

Assessment should support communicative development rather than merely control memorized knowledge. Oral tasks, presentations, portfolios, reflective journals, peer feedback, and performance-based assessment make it possible to evaluate students' real communicative progress. Criteria such as fluency, coherence, interaction, appropriateness, vocabulary range, pronunciation, and strategic behavior provide a more complete understanding of students' competence.

In general, the development of students' communicative competence in English language lessons should be viewed as a strategic direction of philological education. It prepares students to become professionally competent, culturally aware, communicatively active, and intellectually independent specialists. In the conditions of modern higher education, the effectiveness of English teaching depends on how successfully the lesson becomes a space of real communication, critical thinking, cooperation, and professional self-expression.

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