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DEVELOPING GENERAL AND PROFESSIONAL COMMUNICATIVE COMPETENCIES COHERENTLY IN LANGUAGE TEXTBOOKS FOR NON-PHILOLOGICAL PROGRAMS

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Abstract

This article examines how language textbooks for non-philological university programs can support the coherent development of general and professional communicative competencies. In the higher education context of Uzbekistan, students need language resources that connect everyday interaction, academic participation, and communication within their future professions. The article adopts a conceptual and methodological approach to textbook design rather than reporting an empirical intervention. It considers how learning outcomes, thematic progression, communicative tasks, language support, and assessment criteria can establish meaningful connections between general language learning and professional applications. Particular attention is given to the gradual transition from familiar communicative situations to discipline-related activities, including explaining procedures, discussing evidence, collaborating on projects, and presenting recommendations. The proposed approach treats professional communication as an extension and contextual adaptation of broader communicative abilities. It also addresses differences in students' language proficiency, disciplinary knowledge, and learning needs. The article offers a framework for evaluating textbook coherence and developing materials that combine linguistic accessibility with professional relevance. Its central argument is that integrated task sequences and aligned assessment can provide a principled basis for connecting general and professional communication, while their educational effectiveness requires subsequent empirical investigation.

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Keywords: Communicative competence, professional communication, textbook coherence, non-philological programs, language education, integrated tasks, needs analysis, assessment alignment.

NOFILOLOGIK YO‘NALISHLAR UCHUN TIL DARSLIKLARIDA UMUMIY VA KASBIY KOMMUNIKATIV KOMPETENSIYALARNI UZVIY RIVOJLANTIRISH

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Annotatsiya:
Mazkur maqolada nofilologik oliy ta’lim yo‘nalishlari uchun til darsliklarida umumiy va kasbiy kommunikativ kompetensiyalarni uzviy rivojlantirish masalasi ko‘rib chiqiladi. O‘zbekiston oliy ta’limi sharoitida talabalar kundalik muloqot, akademik faoliyat va kelajakdagi kasbiy vazifalarini bog‘laydigan til resurslariga ehtiyoj sezadi. Maqola empirik tajriba natijalarini bayon etishdan ko‘ra, darslik yaratishning konseptual va metodik asoslarini tahlil qilishga yo‘naltirilgan. Unda o‘quv natijalari, mavzularning izchil rivojlanishi, kommunikativ topshiriqlar, tilga oid yordam vositalari va baholash mezonlari orqali umumiy til tayyorgarligini kasbiy faoliyat bilan bog‘lash imkoniyatlari yoritiladi. Tanish muloqot vaziyatlaridan jarayonlarni tushuntirish, dalillarni muhokama qilish, loyihalarda hamkorlik qilish va tavsiyalarni taqdim etish kabi sohaga oid faoliyatlarga bosqichma-bosqich o‘tishga alohida e’tibor qaratiladi. Taklif etilayotgan yondashuv kasbiy muloqotni umumiy kommunikativ qobiliyatlarning davomiy rivoji va muayyan vaziyatga moslashuvi sifatida talqin qiladi. Shuningdek, talabalarning til bilish darajasi, sohaga oid bilimlari va o‘quv ehtiyojlaridagi farqlar hisobga olinadi. Maqolada darslikning uzviyligini baholash hamda lingvistik tushunarlilikni kasbiy ahamiyat bilan uyg‘unlashtiradigan materiallarni ishlab chiqish uchun konseptual asos taklif etiladi. Integratsiyalashgan topshiriqlar va ularga mos baholashning ta’limiy samaradorligi keyingi empirik tadqiqotlarda tekshirilishi zarurligi ta’kidlanadi.

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Kalit so‘zlar: kommunikativ kompetensiya, kasbiy muloqot, darslik uzviyligi, nofilologik yo‘nalishlar, til ta’limi, integratsiyalashgan topshiriqlar, ehtiyojlar tahlili, baholashning muvofiqligi.

Introduction

Language education in non-philological university programs must prepare students to communicate beyond the classroom while supporting participation in their future professions. Students studying engineering, medicine, economics, agriculture, and other disciplines require more than knowledge of grammatical structures or specialist terminology. They need to interpret information, explain ideas, negotiate meaning, collaborate with others, and adapt their language to different audiences. These abilities connect general communicative competence with professional communication. Language textbooks therefore have an important responsibility: they should organize learning so that everyday, academic, and occupational communication develop through a coherent progression rather than through disconnected collections of topics and exercises. For this article, general communicative competence refers to the ability to use language appropriately and effectively across familiar social and educational situations. Professional communicative competence involves applying and extending these abilities within disciplinary and workplace contexts, where communication follows particular purposes, conventions, and expectations. The relationship between the two is developmental. Explaining a personal choice, for example, can prepare learners to justify a professional recommendation, provided that textbook tasks make the connection explicit. Similarly, requesting clarification in ordinary conversation can support clarification during a technical discussion. Such continuity helps students recognize previously acquired resources and adapt them to increasingly demanding situations.

In Uzbekistan, this issue is relevant to university language education because non-philological students encounter varied academic requirements and professional aspirations. A textbook intended for these learners should accommodate differences in language proficiency, disciplinary familiarity, and opportunities to practise communication. It should also provide contexts that are recognizable within local university life while preparing students for

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communication with wider academic and professional communities. Contextual relevance does not require restricting materials to domestic situations. Instead, it involves selecting meaningful problems, accessible examples, and realistic communicative roles that allow students to connect language learning with their educational experience and anticipated professional responsibilities.

Textbook coherence concerns the relationships among learning outcomes, content, task sequences, language support, and assessment. A unit may contain professional vocabulary yet provide little opportunity to use that vocabulary for an authentic communicative purpose. Conversely, an engaging professional simulation may exceed learners' linguistic resources if preparation and support are insufficient. Coherent design addresses both problems by connecting objectives with achievable tasks and progressively reducing support as learners gain confidence and control. It also revisits communicative functions across different contexts, enabling students to compare how purpose, audience, and genre influence language choices. Assessment should reflect this progression rather than measure terminology alone.

This article investigates the conceptual and methodological foundations of integrating general and professional communicative competencies in language textbooks for non-philological programs. It asks how textbook progression can connect transferable communicative functions with disciplinary applications, which forms of support can make professional tasks accessible, and how assessment can capture both continuity and specialization. The discussion develops a framework for textbook analysis and design; it does not claim to demonstrate learning gains through an experimental intervention. By clarifying these relationships, the article aims to support university teachers, textbook authors, and curriculum developers in constructing materials whose professional relevance grows from an explicit foundation in general communication.

Methods

The article adopts a conceptual methodological design to develop a framework for examining coherence between general and professional communicative competencies in university language textbooks. Its purpose is to establish analytical categories and design principles rather than measure intervention

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effects. No participants were recruited, no classroom experiment was conducted, and no statistical outcomes are reported. The proposed procedure combines conceptual clarification, task analysis, and alignment analysis. It is intended for application to textbooks used in non-philological programs, including materials developed for the higher education context of Uzbekistan, while allowing adaptation to different disciplines, proficiency levels, and institutional conditions. The unit of analysis is a textbook task sequence rather than an isolated vocabulary list or reading passage. A sequence includes preparatory activities, the principal communicative task, supporting resources, and opportunities for feedback or revision. This choice makes it possible to examine how students move from understanding language to using it purposefully. Each sequence is considered in relation to its stated learning outcomes, assumed proficiency requirements, disciplinary content, and expected performance. Where objectives are implicit, an evaluator should distinguish inferred objectives from those explicitly identified by textbook authors.

The framework organizes communicative demands into connected dimensions: purpose, audience, interaction, discourse organization, linguistic resources, and contextual appropriateness. General tasks are examined for transferable functions such as describing, comparing, explaining, requesting clarification, and supporting an opinion. Professional tasks are examined for the contextual adaptation of these functions, including explaining procedures, interpreting evidence, negotiating responsibilities, and recommending action. Classification depends on what learners must accomplish, not simply on the presence of specialist terms. A task containing technical vocabulary is therefore not automatically classified as developing professional communicative competence.

Coherence is examined through relationships within and across units. Within a unit, the analysis considers whether preparation supplies the language and background knowledge needed for the main task. Across units, it considers whether communicative functions recur with greater complexity, changing audiences, or more specialized genres. Progression is interpreted as purposeful development, not merely increasing text length. Particular attention is given to transitions where students must integrate familiar language with unfamiliar disciplinary concepts.

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Scaffolding is evaluated through models, prompts, glossaries, planning tools, and opportunities to rehearse. The analysis asks whether support addresses linguistic difficulty without removing meaningful decisions from learners. It also examines whether later activities permit greater independence. Contextual suitability is assessed by considering recognizable university situations, feasible professional roles, and the extent to which tasks require knowledge that students have not yet acquired.

Assessment alignment is analyzed by comparing task objectives with feedback criteria. Proposed criteria include intelligibility, task fulfilment, interaction management, discourse organization, and appropriate use of disciplinary language. Accuracy is considered alongside communicative effectiveness. These criteria are intended as adaptable descriptors rather than a validated measurement instrument.

For future empirical application, evaluators should document coding decisions, examine a shared sample independently, and discuss disagreements before analyzing further material. Findings should distinguish observable textbook features from assumptions about learning. Classroom observations and learner performances would subsequently be needed to test whether the proposed relationships contribute to actual competency development.

Results

The conceptual analysis produced a framework in which coherence is understood as an explicit relationship between transferable communicative functions and their professional adaptation. The framework identifies three connected levels of textbook organization: continuity of communicative purpose, progression of contextual demands, and alignment of support with assessment. These constitute analytical outputs rather than findings from a sampled textbook corpus. They provide a basis for describing how materials could connect general and professional competencies without treating specialist terminology as sufficient evidence of professional preparation.

At the level of communicative purpose, the framework establishes functional connections between familiar and disciplinary activities. Describing an everyday process can lead toward explaining a laboratory procedure; comparing ordinary

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alternatives can prepare students to evaluate technical options. Expressing and supporting an opinion can develop into presenting a recommendation based on evidence. The connection becomes educationally meaningful when materials explicitly revisit the underlying function and demonstrate how professional purpose changes expectations concerning precision, justification, and organization.

At the level of contextual demands, the framework distinguishes progression from abrupt specialization. A coherent sequence can begin with an accessible situation, introduce a relevant disciplinary problem, and culminate in communication addressed to a specified audience. For example, learners might first explain how a familiar device operates, then interpret information about a technical system, and finally present an explanation to a nonspecialist client. This proposed sequence illustrates increasing demands on audience awareness and information selection while retaining explanation as its central communicative function.

The analysis also generated a distinction between linguistic scaffolding and disciplinary scaffolding. Linguistic support includes expressions for sequencing, clarification, comparison, and justification. Disciplinary support supplies necessary concepts, procedural information, or evidence that learners cannot reasonably be expected to know independently. Separating these forms of support helps evaluators identify why a task may be inaccessible. Difficulty can arise from insufficient language resources, unfamiliar subject matter, or both, requiring different instructional responses.

Another output concerns the organization of student participation. Tasks can connect individual preparation, collaborative decision making, and an accountable final performance. Within this structure, learners prepare ideas, exchange information, resolve differences, and communicate an agreed position. The framework treats these stages as opportunities to develop both general interaction skills and profession-related collaboration. However, their inclusion in a textbook does not establish that meaningful participation will occur; implementation conditions remain relevant.

Assessment alignment emerged as a necessary component of the proposed coherence model. If a task requires a professional recommendation, evaluation

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should consider whether the recommendation is understandable, appropriately supported, and suitable for its audience. Vocabulary knowledge and grammatical accuracy remain relevant but do not fully represent the intended performance. The framework therefore links each communicative outcome to observable performance descriptors and opportunities for feedback.

For application in Uzbekistan, the framework specifies contextual relevance without prescribing a single national textbook format. Authors can select university and professional situations compatible with particular programs, available resources, and learners' proficiency. The resulting model offers a structured basis for textbook review and development. Whether these design relationships improve learning, transfer, or professional readiness remains an empirical question requiring subsequent classroom investigation.

Discussion

The proposed framework positions textbook coherence as a developmental relationship between communicative purposes, contextual demands, instructional support, and assessment. Its central implication is that professional communication should grow from abilities students can recognize and practise across situations. General language activities become relevant to professional preparation when materials reveal how familiar functions change under disciplinary expectations. This interpretation avoids assuming that everyday communication automatically transfers to workplace settings. Transfer requires opportunities to identify similarities, examine differences, and adapt linguistic choices to new purposes.

A distinction between integration and specialization remains necessary. Professional contexts involve terminology, genres, conventions, and standards of precision that general language instruction may not address. Coherence therefore does not mean replacing disciplinary communication with broadly applicable conversational exercises. Rather, textbook authors should preserve the specialized demands of professional tasks while making their relationship to existing communicative resources visible. An engineering explanation, for example, may require careful treatment of causal relationships and technical

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constraints, even when learners already know basic expressions for explaining how something works.

The framework also suggests that professional relevance and linguistic accessibility need to be considered together. Materials can appear authentic yet remain educationally unsuitable when students lack the language or disciplinary knowledge required to participate. Conversely, excessive simplification may remove the decisions that make professional communication meaningful. A productive balance involves providing accessible evidence, manageable roles, and targeted support while retaining a genuine communicative problem. Such tasks should allow alternative responses and require learners to justify their choices rather than reproduce a predetermined answer.

In Uzbekistan, implementation would depend on program characteristics, institutional resources, and the relationship between language instruction and disciplinary teaching. Collaboration between language teachers and subject specialists could help identify plausible scenarios and determine which concepts students have already studied. This collaboration should not make the language textbook responsible for teaching an entire professional discipline. Its purpose would be to select appropriate communicative situations and ensure that disciplinary content supports, rather than obscures, the intended language outcomes.

Teacher mediation is another important consideration. A coherent textbook offers possibilities for learning, but classroom practice determines how those possibilities are used. Teachers may need to adjust task length, explain unfamiliar contexts, organize participation, and provide feedback responsive to learner performance. Textbook guidance should therefore clarify the purpose of sequences and indicate adaptable forms of support. However, flexibility should preserve essential relationships among preparation, communicative performance, and assessment; otherwise, modifications may unintentionally fragment the progression that the materials were designed to establish.

Several limitations qualify the argument. The framework has not been validated through systematic textbook coding or tested against classroom outcomes. Its categories may overlap, and different evaluators may interpret professional relevance differently. Future research should examine coding agreement and

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investigate whether students can reuse communicative functions across contexts. Comparisons between intended tasks, enacted classroom activities, and learner performances would be particularly valuable. Evidence should also distinguish immediate task success from sustained development. Until such investigations are conducted, the framework should be treated as a reasoned design proposal whose usefulness depends on careful application and empirical refinement.

Conclusion

Developing general and professional communicative competencies coherently requires language textbooks to establish purposeful connections among familiar interaction, academic participation, and disciplinary communication. For non-philological university students, professional readiness cannot be represented adequately by specialist vocabulary alone. Learners also need to explain, compare, clarify, collaborate, justify decisions, and adapt messages to particular audiences. These functions provide a foundation for professional communication, but their development requires explicit attention to the purposes, conventions, and knowledge associated with different fields.

This article has proposed a conceptual framework organized around continuity of communicative purpose, progression of contextual demands, and alignment among instructional support, learning outcomes, and assessment. Its contribution lies in making these relationships available for systematic textbook analysis and design. The framework treats coherence as more than thematic consistency. Units may share a professional topic without supporting developmental continuity, whereas carefully sequenced tasks can connect different topics through recurring communicative functions and increasingly demanding performances.

For textbook authors, the practical implication is to design sequences in which preparation enables purposeful communication and subsequent reflection supports improvement. General tasks should introduce resources that learners can later recognize and adapt within professional situations. Disciplinary tasks should retain meaningful decisions while providing sufficient linguistic and conceptual support. Progression should involve changes in audience, evidence, interaction, and discourse organization rather than depend exclusively on longer texts or greater terminology density.

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For university teachers, the framework offers a basis for selecting, adapting, and supplementing materials. Teachers can examine whether students understand the communicative purpose of a task, possess the necessary background knowledge, and receive feedback consistent with the intended performance. Collaboration with disciplinary colleagues may improve the plausibility of professional scenarios and prevent inappropriate assumptions about subject knowledge. Such collaboration should preserve the distinct educational role of language teaching while connecting it meaningfully to students' programs.

Within Uzbekistan, coherent textbook development should remain responsive to institutional circumstances and learner diversity. Materials can incorporate recognizable university activities and locally relevant professional situations while preparing students to communicate across broader academic and occupational settings. This requires flexibility in examples and support, alongside consistency in developmental objectives. A single sequence cannot accommodate every discipline or proficiency profile; the framework therefore provides adaptable relationships rather than a uniform prescription.

Assessment should capture what students accomplish through language as well as the accuracy of their expression. Intelligibility, task fulfilment, audience awareness, interaction management, and justified professional decisions should be considered through transparent descriptors. Nevertheless, the proposed descriptors and analytical categories remain unvalidated. The article does not establish that applying the framework produces measurable gains in competency, motivation, transfer, or employability.

Further investigation should combine systematic textbook analysis with classroom observation and repeated assessment of learner performance. Researchers should examine whether recurring communicative functions are recognized and successfully adapted across contexts, and whether observed progress persists beyond individual tasks. Such evidence would support refinement of the framework and clarify its limits. Coherent development ultimately depends on the relationship between designed materials, teaching practices, and students' opportunities to communicate meaningfully, making sustained empirical evaluation essential to responsible curriculum and textbook development.

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