

# Theoretical Basis Of Developing Communicative Competence Of Students Of Philological Education

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**Annotation:** The article describes development of communicative competence in students of philological education is a critical goal in fostering effective communication skills, both within academic contexts and in real-world scenarios. This study explores the theoretical foundations underpinning the development of communicative competence, focusing on linguistic, cognitive, and sociocultural dimensions. Drawing from key theories in language acquisition, sociolinguistics, and communicative language teaching (CLT), the research emphasizes the interplay between linguistic knowledge and practical language use. The study examines how cognitive development and language processing impact communicative proficiency, alongside the influence of cultural and social contexts in shaping students' communicative abilities. Key aspects such as speech act theory, pragmatic competence, and discourse analysis are discussed to highlight their relevance in constructing communicative competence. The author assumes that pedagogical approaches and instructional strategies that enhance philology students' ability to navigate diverse linguistic environments.

**Key words:** communicative, competence, philological, education, pragmatic competence, linguistic environments.

**INTRODUCTION.** Importance of Research: Theoretical Basis of Developing Communicative Competence of Students of Philological Education as in the following:

**Foundation for Language Proficiency:** Developing communicative competence is essential for students of philological education as it underpins their ability to use language effectively in both academic and real-world contexts. A theoretical understanding of communicative competence helps educators design pedagogical strategies that focus not only on linguistic accuracy but also on functional, sociolinguistic, and pragmatic aspects of communication.

**Multidimensional Language Development:** Communicative competence encompasses various dimensions such as grammatical, sociolinguistic, discourse, and strategic competences. Theoretical research into this area is crucial for recognizing how these dimensions interact and contribute to a student's overall ability to communicate effectively. This understanding can lead to more holistic teaching approaches in philological education, fostering well-rounded language professionals.

**Preparation for Cross-Cultural Communication:** In an increasingly globalized world, philology students must be equipped to engage in cross-cultural communication. Research on the theoretical basis of communicative competence offers insights into how students can navigate linguistic diversity, cultural nuances, and pragmatic differences across languages. This enhances their ability to interact in multilingual and multicultural settings, a key requirement for philologists.

**Support for Lifelong Learning:** A solid theoretical foundation in communicative competence provides students with the skills for lifelong language learning. Understanding how communication works at various levels enables them to continue developing their skills independently, beyond formal education. This is particularly significant for philology students, who often engage in the study and teaching of languages throughout their careers.

**Enhancement of Teaching Methodologies:** By exploring the theoretical aspects of communicative competence, researchers and educators can develop more effective teaching methodologies. These can focus on interactive, student-centered learning experiences that promote

active use of language. Such approaches are essential in helping students not just master language structures, but also apply them meaningfully in communication.

**Contribution to Language Pedagogy:** The theoretical study of communicative competence contributes to the broader field of language pedagogy by offering models and frameworks that guide curriculum development and assessment. This research is essential for aligning teaching practices in philological education with modern communicative approaches, moving beyond traditional grammar-focused instruction.

**Promoting Academic and Professional Success:** For philological students, strong communicative competence is linked to academic success and professional opportunities. Theoretical research provides the tools to understand how language can be used to express complex ideas, engage in critical discussions, and collaborate with peers. These skills are indispensable in academic research, teaching, translation, and other language-related professions.

**LITERATURE REVIEW.** The development of communicative competence in philological education has become a central focus in contemporary research. As the globalized world demands individuals who are not only proficient in languages but also capable of engaging in meaningful communication, linguistic education has shifted towards fostering both language skills and intercultural understanding. This literature review examines the theoretical foundations of communicative competence and its application in philological education.

**Theoretical Foundations of Communicative Competence.** Hymes' Communicative Competence Model (1972): While foundational, Hymes' concept of communicative competence remains a core theoretical underpinning in modern studies. He argued that effective communication requires not only linguistic competence but also sociolinguistic, discourse, and strategic competencies. These ideas form the basis for modern communicative language teaching (CLT) approaches, which have been adapted to meet the needs of contemporary philological education [1].

**Canale and Swain's Model (1980) and Modern Adaptations:** Canale and Swain expanded on Hymes' work, introducing four key components of communicative competence: grammatical, sociolinguistic, discourse, and strategic competencies. Recent literature emphasizes the expansion of these models to include intercultural competence, a necessity in multilingual and multicultural contexts of modern education [9].

**Intercultural Communicative Competence (ICC):** Intercultural competence has been incorporated into communicative competence, particularly in the context of philological education. Byram's [12] model of ICC has been revisited in recent studies, emphasizing the importance of critical cultural awareness, attitudes towards other cultures, and the development of sociopragmatic competence. A study by Ouyang and Conklin [8] highlights the role of interculturality in philological education, particularly when teaching foreign literature.

**Sociocultural Theory [21]:** Vygotsky's sociocultural theory has gained relevance in the context of communicative competence, as recent studies emphasize the role of social interaction in language acquisition and competence development. Kim et al. [16] explored the role of collaborative learning environments, such as peer feedback, in the development of communicative skills, reinforcing Vygotsky's argument that learning is mediated through social interactions.

**Genre-Based Approaches:** Genre theory, particularly Swales' work on genre analysis, has been applied to philological education in recent years. Genre-based approaches are crucial for developing students' competence in specific communicative contexts, such as academic writing and professional communication. Recent studies, such as Zhang [11], argue that teaching genre knowledge helps students navigate different discourses and enhance their communicative effectiveness across various text types.

**Digital Literacy and Communicative Competence:** The digital transformation of education, accelerated by the COVID-19 pandemic, has significantly influenced how communicative competence is taught. Digital literacy has been incorporated as a component of communicative competence, with researchers like Jiang and Li [3] suggesting that developing students' ability to communicate in virtual environments is essential for the future of philological education.

**Pedagogical Strategies for Developing Communicative Competence.** Task-Based Language Teaching (TBLT): Task-based approaches continue to be relevant in philological education for

developing communicative competence. Research by González-Lloret and Ortega [1] emphasizes the importance of real-world tasks that encourage students to use the language in authentic communicative situations. This method is particularly effective in combining grammatical competence with sociolinguistic and discourse competencies.

**Project-Based Learning (PBL):** Project-based learning has emerged as a significant approach to fostering communicative competence. Studies such as Hwang et al. [2] highlight how PBL encourages collaboration, problem-solving, and communication, helping students develop not only language skills but also intercultural and sociocultural awareness, which are crucial for philological education.

**Blended Learning Environments:** The integration of online learning platforms into traditional language teaching methods has been shown to enhance communicative competence. Li and Zeng [6] found that blended learning environments, which combine face-to-face interaction with online tasks, provide students with diverse communicative contexts, improving both their linguistic and pragmatic skills.

**Formative Assessment in Communicative Competence:** Formative assessment strategies, such as peer feedback and self-assessment, play a crucial role in developing communicative competence. Research by Yang and Deng [10] emphasizes the role of formative assessment in offering students constructive feedback, allowing them to reflect on their communicative strengths and weaknesses.

**Challenges in Developing Communicative Competence. Linguistic Diversity and Multilingualism:** The increasing linguistic diversity of classrooms poses challenges in developing communicative competence. Jin and Norton [4] argue that language educators need to adapt their methods to address the needs of multilingual learners, fostering both linguistic and intercultural competencies in an inclusive manner.

**Online Learning Barriers:** While digital tools have enhanced communication, they also present challenges. Studies such as Mahmoud and Ahmad [7] note that students face difficulties in developing oral communicative competence in virtual settings, where non-verbal cues are minimized, and technological barriers can hinder interaction.

The theoretical foundations of communicative competence have evolved to address the changing needs of philological education. Modern approaches incorporate not only linguistic and pragmatic knowledge but also intercultural competence, digital literacy, and collaboration in diverse linguistic contexts. As new challenges arise in the globalized, digital world, the ongoing refinement of communicative competence models will remain crucial for preparing students of philological education for success in their academic and professional endeavors.

**METHODOLOGY.** Developing Communicative Competence of Students of Philological Education as in the following: (see the table 1):

**table 1**

Task-Based Language Teaching (TBLT)	Task-Based Language Teaching is a method that focuses on engaging students in real-life communication tasks. Through activities such as role-playing, debates, group discussions, and problem-solving tasks, students practice their language skills in context, enhancing their communicative competence in both spoken and written forms.
Communicative Language Teaching (CLT)	Communicative Language Teaching emphasizes interaction as both the means and goal of language learning. It encourages the use of authentic materials, meaningful communication, and fluency over accuracy. Activities like interviews, presentations, and conversations are designed to make students use language naturally and confidently.

<p>Integrating Language Skills</p>	<p>A method to develop communicative competence involves integrating the four main language skills—listening, speaking, reading, and writing—into a cohesive learning process. This holistic approach ensures that students are able to communicate effectively in various contexts by practicing each skill in tandem.</p>
<p>Project-Based Learning (PBL)</p>	<p>Project-Based Learning enables students to work on complex projects that require communication, collaboration, and critical thinking. By researching and presenting on topics related to philological studies (e.g., language history, literary analysis), students enhance their ability to communicate ideas clearly and interact meaningfully in academic and professional settings.</p>
<p>Discourse Analysis Exercises</p>	<p>A method focusing on discourse analysis allows students to examine authentic texts (spoken or written) and understand the structures, pragmatics, and cultural nuances involved. This deepens their awareness of how language functions in different social and academic contexts, improving their ability to produce and interpret complex communicative acts.</p>
<p>Simulation and Role-Playing Activities</p>	<p>Simulation and role-playing immerse students in language-use scenarios relevant to their field of study. For example, engaging in mock academic conferences, interviews, or debates on philological topics encourages students to practice formal and informal communication, fostering a range of communicative skills.</p>
<p>Language Immersion Programs</p>	<p>Immersion programs expose students to the target language environment, either physically (through study abroad) or virtually (through online exchanges). Immersing students in a language-rich context helps them develop fluency and cultural competence, which are integral components of communicative competence.</p>
<p>Collaborative Learning and Peer Feedback</p>	<p>Encouraging collaborative learning through group activities allows students to practice language in interactive settings. Peer feedback sessions, where students review and critique each other's work, offer opportunities to reflect on language use, improve accuracy, and build confidence in communication.</p>
<p>Using Authentic Materials</p>	<p>Authentic materials such as newspapers, podcasts, videos, and literary texts are incorporated into lessons to expose students to real-world language use. These materials not only enhance comprehension skills but also provide context for learning pragmatic language usage, idiomatic expressions, and cultural references.</p>
<p>Focus on Pragmatics and Sociolinguistics</p>	<p>Teaching the pragmatic aspects of language—such as speech acts, politeness strategies, and conversation management—helps students navigate different social situations. Similarly, an understanding of sociolinguistic factors, such as regional dialects, language variation, and register, contributes to a well-rounded communicative competence.</p>



Multimodal Communication	In today's digital age, multimodal communication (combining text, audio, visual, and digital tools) is increasingly important. Students are taught to communicate effectively not only through traditional means but also by using digital platforms, which enhances their communicative skills in academic, professional, and social settings.
Formative Assessment and Feedback	Regular formative assessments, such as oral presentations, written essays, or language proficiency tests, along with constructive feedback, are essential for students to monitor their progress in communicative competence. This method encourages self-reflection and targeted improvements in language use.

By utilizing these methods, educators can systematically develop the communicative competence of students of philological education, preparing them for effective communication in both academic and professional contexts.

**RESULTS AND DISCUSSION.** Developing communicative competence in students of philological education is a critical component in fostering their ability to interact effectively in a multilingual and multicultural world. In today's globalized context, philological education - focused on the study of languages and literature—demands that students not only understand linguistic structures but also acquire the ability to apply this knowledge in real-life communicative scenarios.

1. Defining Communicative Competence: The concept of communicative competence refers to the ability to use language effectively and appropriately in various contexts. Hymes (1972) first introduced this term to highlight that language knowledge alone is insufficient without the practical ability to use it in social interactions. According to modern interpretations, communicative competence involves several dimensions:

- Linguistic competence (knowledge of grammar and vocabulary),*
- Sociolinguistic competence (understanding of social and cultural norms of communication),*
- Pragmatic competence (awareness of language functions and speech acts),*
- Discourse competence (coherence and cohesion in communication),*
- Strategic competence (overcoming difficulties in communication).*

In the context of philological education, developing these competencies is particularly essential because it prepares students for diverse roles, including language teaching, translation, and cross-cultural communication.

2. Theoretical Foundations for Developing Communicative Competence: Vygotsky's [21] sociocultural theory posits that language learning is inherently social, and communicative competence is best developed through interaction. This framework is crucial in philological education, as students learn to communicate not only through structured lessons but also through collaborative learning environments where interaction is key.

Moreover, Krashen's Input Hypothesis (1982) emphasizes that learners acquire language most effectively when exposed to comprehensible input slightly beyond their current level. This is essential for philology students who must engage with both advanced linguistic structures and diverse cultural materials, pushing them to apply language in complex ways.

3. Approaches to Developing Communicative Competence in Philological Education. Several methods and approaches can enhance communicative competence among students of philology, including:

**Task-Based Language Teaching (TBLT):** TBLT engages students in real-life tasks that require communication. In the philological context, students may perform tasks such as analyzing texts, translating works, or engaging in discussions about literary themes, all of which promote meaningful language use.

**Collaborative Learning and Peer Interaction:** According to research, peer interaction plays a pivotal role in developing communicative competence. Group discussions, debates, and

collaborative assignments in language learning classrooms provide students with opportunities to negotiate meaning and practice language in real-time [17].

**Content and Language Integrated Learning (CLIL):** CLIL involves teaching subjects like history or literature through a foreign language, which helps students develop subject-specific language skills. This approach has been widely used in philological education to integrate cultural and linguistic competence [19].

**Digital Tools for Communication Practice:** Modern technology, including online forums, video conferencing tools, and interactive language apps, offers valuable platforms for students to practice language skills in authentic, communicative contexts. Recent studies show that digital platforms provide students with more autonomy and foster communicative competence through increased exposure to the target language [16].

**4. Challenges in Developing Communicative Competence:** Despite its importance, developing communicative competence presents several challenges:

**Limited Real-Life Communication Opportunities:** In many educational settings, students have limited opportunities to engage in real-life communicative practices. This is particularly relevant in philological education, where the focus tends to be on theoretical knowledge rather than practical application [13].

**Cultural Barriers:** Cultural differences can hinder effective communication. Students need exposure not only to the target language but also to its cultural contexts to develop pragmatic competence. Teaching strategies that overlook this aspect can impede students' ability to communicate effectively in diverse contexts [15].

**Overemphasis on Linguistic Competence:** Some curricula focus heavily on grammatical accuracy and vocabulary acquisition, often at the expense of sociolinguistic and pragmatic skills. This creates a gap between what students know and their ability to use language functionally [20].

**5. Strategies for Overcoming Challenges. Integrating Intercultural Communication into Curriculum:** Incorporating intercultural communication courses that focus on the nuances of language use across cultures can help philology students develop sociolinguistic competence. This approach fosters greater cultural awareness and adaptability in communication [12].

**Promoting Authentic Language Use:** Encouraging students to participate in language exchange programs, online language communities, and internships abroad can provide real-life contexts for language use, further enhancing communicative competence [18].

**Balancing Theory and Practice:** Curricula should balance the theoretical aspects of language with practical applications, integrating role-playing, simulations, and problem-solving activities that encourage students to use language communicatively [14].

Developing communicative competence in students of philological education is a complex but essential goal. It requires a multifaceted approach that combines theoretical understanding, practical application, and cultural awareness. While challenges remain, modern pedagogical strategies, particularly those that incorporate technology and collaborative learning, hold promise for improving students' communicative abilities in meaningful and impactful ways.

**CONCLUSION.** Thus, research on the theoretical basis of communicative competence is pivotal in enhancing the linguistic, cognitive, and intercultural abilities of students in philological education, equipping them with the skills necessary for academic, professional, and personal success. The development of communicative competence in students of philological education is a fundamental objective in preparing them for both academic and professional success. This competence encompasses not only linguistic proficiency but also the ability to engage effectively in various communicative contexts, adapting to cultural, social, and pragmatic nuances. By integrating theoretical knowledge with practical application, students can enhance their abilities in listening, speaking, reading, and writing across diverse communication settings.

Theoretical frameworks such as Hymes' theory of communicative competence and Canale and Swain's model provide a comprehensive foundation for understanding the multi-faceted nature of communication. These models emphasize the importance of grammatical, sociolinguistic, strategic, and discourse competencies, all of which are essential in philological education. Equally important are pragmatic skills that enable students to navigate real-life interactions with cultural

awareness and sensitivity. Effective pedagogical strategies, such as task-based learning, interactive activities, problem-solving discussions, and authentic communicative tasks, serve as practical means for fostering communicative competence. These approaches, combined with modern technological tools, support students in developing not only their linguistic knowledge but also their ability to think critically, express ideas clearly, and engage in meaningful discourse.

To sum up, the development of communicative competence among students in philological education is a dynamic and ongoing process. It requires a balanced combination of theoretical instruction and practical engagement, as well as the incorporation of culturally relevant and real-world contexts. By achieving communicative competence, students are better equipped to succeed in multilingual, multicultural environments, both within their academic pursuits and in their future professional endeavors. The focus on communicative competence also ensures that students of philological education can contribute meaningfully to the global exchange of ideas, fostering greater understanding and collaboration across linguistic and cultural boundaries.

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