



Section 2. General philology and linguistics

DOI:10.29013/EJLL-25-3.4-12-15



COMMUNICATIVE COMPETENCE AS A RESULT OF LANGUAGE LEARNING (LANGUAGE ACQUISITION)

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Cite: Kadirova N.R. (2025). *Communicative Competence as a Result of Language Learning (Language Acquisition)*. *European Journal of Literature and Linguistics* 2025, No 3–4. <https://doi.org/10.29013/EJLL-25-3.4-12-15>

Abstract

Communicative competence goes beyond the educational process and, in the modern concept of lifelong education in a rapidly progressing high-tech society, makes it possible to successfully realize the professional potential of students and form a secondary linguistic personality.

Keywords: *modern concept, communicative competence, methodology of teaching a foreign language, the main strategy, pedagogical activity, significant communication*

Introduction

In modern conditions of education based on federal state educational standards, competence is the leading educational result that must be formed among students in the system of higher professional education. In this regard, in the methodology of teaching a foreign language, the concept of “communicative competence” becomes the key defining the main strategy of pedagogical activity, which requires special consideration of its substantive aspects.

The substantive aspects of communicative competence are determined by the range of areas in which the learner has to solve significant communication tasks for the individual and society by means of a foreign language: personal (the field of communication associated with personal activities),

public (the field of communication where the individual acts as a member of society as a whole or a specific organization), professional (communication related to job, specialty, work activity), educational (the field of communication associated with the university learning process).

Communicative competence is an integrated concept, which in modern interpretation is based on a number of other competencies. Various researchers identify certain sets of competencies as system complexes. In terms of studying at a military university, from our point of view, communicative competence contains the following types of competencies: linguistic, sociolinguistic (speech), discursive, strategic, social, socio-cultural, subject, professional.

This set of competencies allows you to form a competitive specialist using the

means of a foreign language. The specifics of studying at the university call for the fact that the communicative competence of students is formed in the educational process mainly in the context of mastering the scientific style of speech, which implies a solid mastery of the terminological apparatus of the specialty being mastered, general scientific and special vocabulary, the formation of a set of stable models that allow the implementation of informational mini-monologues and monologues of an operational and factual nature in speech activity, as well as the ability to fully perceive information from complex scientific texts. Significant basic component of communicative competence is sociolinguistic competence, the content of which includes:

From the point of view of modern linguistic experts (E. Benveniste, V. G. Borbotko, T. A. van Dijk, etc.), discursive competence is the possession of various types of discourses and the rules of their construction, as well as the ability to create and understand them taking into account the specifics of the communication situation, while it is important to be aware of the differences between the text as an abstract and formal construction, and discourse, the text generated in the process of communication.

The development of discursive competence is based on the extensive use of interactive teaching methods and discussions, during which cadets learn to speak evidence-based, provide explanations, prove and defend their own point of view. Strategic or compensatory competence in a military university is formed both in the classroom and in the process of self-study and extracurricular reading.

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The content of this competence implies the formation of students' skills to fill in gaps in foreign language knowledge on their own, self-correction of speech and social experience of learning a foreign language, taking into account modern Internet resources, gadgets, electronic educational resources, etc.

At the same time, strategic competence in various types of activities significantly expands the possibilities of trainees not only in mastering a non-native language, but in general in mastering a specialty. So, when read-

ing, it allows you to anticipate the content of a text by its name, genre, table of contents, guess the meaning of unfamiliar words by context, topic, specific communication situation, by familiar elements of the word structure (root, prefix, suffix, etc.).

In the process of listening, strategic competence makes it possible to understand the perceived information contextually, to use the arsenal of available means of contacting the interlocutor to clarify, clarify, repeat what has been said. In this aspect, the broad practice of drawing up plans for professional texts, short retellings, and writing statements is relevant. Social competence is manifested in the desire and ability to communicate with other people, in the ability to navigate the communication situation and build a statement in accordance with the communicative intention of the speaker and the situation.

This type of competence is also called pragmatic competence, in order to emphasize the inherent ability of a language speaker to choose the most effective way of expressing thoughts, depending on the conditions of the communicative act and the goal set. Here it is very important to form a sense of tolerance or, in other words, a sense of willingness to listen and understand a different point of view (Vorobyova S. V., 2008, 10–16). Thus, the main purpose of teaching Uzbek/Russian as a foreign language is the formation of communicative competence. The concept of communicative competence is multidimensional and includes several competencies, that is, communicative competence is considered as a unit consisting of several components, or competencies.

The priority technology for working with text in a foreign language is reading professionally oriented texts.

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The use of communicative reading technology is of paramount importance. In the process of learning to read, the target setting, as the most important element of speech activity, is formulated in the form of a task. In practice, there are detailed terms such as "reading with selective information extraction", "reading with the extraction of basic information", "reading with the extraction of complete information", "reading with a full understanding of the text",

“reading with the extraction of necessary or interesting information”. The most famous is the classification of types of communicative reading, which, highlighting essentially the same types of reading, defines them as search, viewing, familiarization and learning.

The goal is the formation, development and improvement of reading skills, the ability to extract information from the text. As a means – performing a variety of exercises, including those aimed at the implementation of communicative competencies. It is necessary not only to read the exercise and understand the task, but also to carry out communicative attitudes – in various ways to convey the information contained in the text. The most significant components in the process of learning types of reading are: the choice of text, the formulation of the task and the form of control.

The process of forming communicative competence in a secondary school should be guided by system-activity, personality-oriented, competence-based approaches, including: – diagnosis of the formation of the communicative competence of the future specialist; – determining the content of the formation of communicative competence based on the initial level of communicative competence, as well as taking into account the motivational needs of students; – step-by-step organization of activities aimed at achieving the highest possible level of students’ communicative competence in the conditions of the educational process at the university.

Changes in the system of secondary vocational education are aimed at building a qualitatively new pedagogical education capable of forming a new type of teacher who is ready for professional self-realization not only in the traditional position of a teacher, but also in a much broader “person- society – person” system, therefore, one of his important professional competencies is communicative.

The communicative competence of a teacher is considered as a purposeful process and the result of the development of professional skills (the ability to establish psychological contact with the audience, manage the communication process, speech and reflexive skills) and personal qualities (benevolence, tact, objectivity, tolerance, or-

ganization, initiative, etc.) of future teachers, contributing to solving pedagogical problems arising in the communication process.

The method of conversation in the practice of a teacher is used to solve complex problems of learning new things, consolidating material, developing creative abilities, and forming general learning skills, which allows students to understand the problem from various perspectives. The lecture is a dialogue. The content here is presented through a series of questions that students must answer directly during the lecture.

The dialog method consists in a collective search for the truth (the right answer, a solution to a problem situation) through a dialogue between the social educator and the audience. This method has common features with the problematic method, however, the subject of the dialogue may not necessarily be a controversial position or a problematic issue. A teacher can ask students a question about one or more problematic situations, clarify their knowledge of standards, and the like. Here, the correct answer may not be immediately found, it will be necessary to find out the opinions of several people.

Communicative training is the next type of socio-psychological training aimed at developing social competence. Communicative training is aimed at developing the following basic skills: to make contact by initiating it; to stimulate the partner to clarify his position, suggestions, statements; to listen, hear and understand what the partner meant; to perceive and understand what the partner is unable to express; to equalize emotional tension in conversation, negotiations, discussions, etc.

Seminars and conferences. *Seminars* are a form of educational organization in which the preparation stage is dominated by students’ independent work with educational literature and other didactic means on a series of questions, problems and tasks, and during the seminar there is an active discussion, discussions and presentations by students, where they generalize under the guidance of a teacher.

The use of role-playing contributes to the implementation of conditions for intensive speech practice in a relatively free creative atmosphere. Role-based communication has great opportunities for improving knowledge

through the formation and activation of students' creative thinking, cognitive and communicative skills. Business games are specially created situations that simulate reality, from which students are encouraged to find a way out. They involve the organization of verbal communication based on artificially recreated industrial and professional situations.

Thus, the profession of a teacher belongs to the category of communicative, since this practical activity involves communication, and its success largely depends on the communicative competence of specialists in in-

terpersonal communication, interpersonal interaction, and interpersonal perception. In addition, the intensification of social ties and the expansion of the field of communication increase psychological stress and create tension in the communication process. A high level of communicative competence protects the social worker from these pressures and promotes intensive interpersonal communication. The use of various forms and methods of joint activity of a teacher with students will optimize the process of formation and development of students' communicative competence.

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submitted 19.11.2025;
accepted for publication 03.12.2025;
published 19.12.2025
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