



STRATEGIES FOR DEVELOPING COMMUNICATIVE COMPETENCE IN ENGLISH LANGUAGE EDUCATION

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Abstract. Developing communicative competence in foreign language education is a fundamental objective. From a linguistic perspective, various methodologies can be employed to achieve this goal. This article explores multiple approaches and strategies designed to effectively address this critical task.

Keywords: Communicative competence, teaching, student, method, linguistics, technology.

INTRODUCTION

Numerous scientific studies and theoretical conferences have focused on the concept of competence, its factors, and the competent approach. However, despite these efforts, it remains challenging to assert that all dimensions of this issue have been fully addressed. One key point is that various types of competence, including social, cultural, linguistic, and others, require thorough examination. This article will explore the different types of competence and discuss which forms should be developed in students within our specific context.

MATERIALS AND METHODS

The concept of "competence" in linguistics was introduced by N. Chomsky in the mid-20th century, at which time the term "language competence" was used in contrast to "language use." The distinction between these terms lies in the level of the speaker's and listener's knowledge of the language and its practical use in speech activities.

By the 1970s, Chomsky's followers began to conceptualize language as both potential knowledge and the actual knowledge of a speaker, which led to the development of the terms "language competence" and "language activity." D. Slobin



provided a clear explanation of these concepts, emphasizing that "a person can communicate in practice, that is, in any specific situation, only if they have the ability to speak and understand theoretically" [4:23]. This, in turn, led to the emergence of the term "communicative competence." Over time, the concept of "competencies" also appeared. In this context, R.P. Milrud noted, "Competence began to be studied as a personal category, and competencies became components of educational programs, forming the anatomy of competence" [3:30].

According to the methodological literature by L.T. Akhmedova and F.Sh. Ibragimova, communicative competence is the ability to address communication challenges relevant to daily life, education, industry, and culture through the use of a foreign language; achieving communication goals with the help of linguistic and speech tools [7-8].

RESULTS AND DISCUSSION

Speech competence cannot be imagined without linguistic competence, just as communication is impossible without speech. Therefore, the development of speech competence in specialist teachers is based on the following four practical tools:

Requirements for knowing and being able to perform listening comprehension:

- The ability to understand extensive speeches, even when they are not clearly structured, and to adequately grasp both explicit and implicit thoughts within them.
- The ability to distinguish a wide range of idiomatic and colloquial expressions and understand how language evolves according to the social environment.
- The ability to watch movies and comprehend most slang and idiomatic expressions.
- The ability to extract relevant information from public announcements, even when they are of low quality and the sound is ambiguous (such as announcements at railway stations or sports grounds).

In specialist teachers, the skills and competences related to listening comprehension of socio-political, popular speech, and colloquial style texts are mainly developed. One of the objectives of foreign language education is to further



enhance these skills and competencies, particularly in relation to speech in industrial contexts.

2. Requirements for learning and performance a) in oral communication (dialogic speech):

- being able to initiate, conduct and conclude communication at scientific and industry conferences, roundtables, discussions (live or media);

- being able to respond fluently and spontaneously to a number of complex questions and comments of the opposite party, confidently presenting his official point of view;

- be able to appropriately apply questioning, clarifying, segmenting and filling strategies in webinars and discussions.

Most of these skills and competences are simplistically formed at the stages of pre-tertiary education. However, in practice, the language learner's ability to express his personal views and opinions, express his independent opinion in English within the topic is not developed. This indicates the need for formation through industry-specific materials.

3. Requirements for writing and performance in English language learning for teachers:

- able to write all types of letters;

- able to write articles related to the field;

- to be able to write analyzes of related and non-related literature (articles, books, professional work);

- be able to write annotations to related and non-related literature (primary and secondary sources);

- being able to write conclusions on various scientific materials;

- to be able to write thesis and proposals and observations for participation in the conference.

4. Requirements for knowledge and performance in the formation of lexical competences in teachers:



- to be able to develop the lexicon of the topics and the terms of the field at a scientific level;

- able to form words based on word formation models.

5. *Requirements for knowledge and ability of teachers in grammatical competence:*

- ability to use grammatical structures in specialized texts (for example, related to linguistics or translation);

- to be able to apply the article correctly in a scientific manner;

- to be able to do linguistic or discourse analysis of various texts.

In foreign countries, the role and importance of pragmatic competence in the development of communicative competence is much higher. Pragmatic competence shows that the ability to communicate independently based on the speech situation in everyday life is formed based on the knowledge and skills acquired during language education. In particular, when there are misunderstandings in communication situations, the ability to get out of difficult situations by repeatedly asking, apologizing, etc., talking to each other, joining the conversation and clarifying it, using etiquette tools that encourage to reduce the pace of speech, the ability to use the practical possibilities of the acquired knowledge appropriately formation is implied. The development of this competence with the help of professional pedagogical technologies, in particular, with the help of professional games and dialogues based on the interactive method, will have a great effect.

Task-based language teaching (TBLT) emphasizes real-world tasks and activities that encourage learners to use the language in practical, meaningful ways. By simulating real-life scenarios such as ordering food in a restaurant or conducting a business meeting, students can practice English in contexts they are likely to encounter. These tasks foster both linguistic and strategic competence, providing a comprehensive approach to communication.

Using authentic materials such as newspapers, TV shows, podcasts, and online videos in English exposes students to the language as it is used by native speakers in



everyday contexts. These materials help students to understand various accents, colloquial expressions, and cultural references, thereby improving their listening comprehension and ability to engage in conversations on a range of topics.

Encouraging interactive activities like debates, role-plays, group discussions, and peer interviews allows students to actively engage with one another in English. These activities not only improve speaking and listening skills but also promote social interaction, critical thinking, and the ability to negotiate meaning, which are essential components of communicative competence.

Constructive feedback plays a crucial role in language development. Teachers should provide timely and specific feedback on students' errors, focusing on both linguistic accuracy (grammar, pronunciation) and communication effectiveness (clarity, appropriateness). This feedback helps learners identify areas for improvement while also reinforcing positive language use.

Effective communication extends beyond language proficiency to include cultural understanding. Teachers should incorporate activities and discussions that highlight cultural differences and similarities, helping students to better navigate intercultural communication. For instance, students can compare cultural practices or explore language idioms that reflect cultural values.

Listening comprehension is a fundamental aspect of communicative competence. Teachers should expose students to a variety of listening materials, such as interviews, podcasts, and news broadcasts, to develop their ability to understand different accents and speech rates. In addition, listening tasks should encourage active engagement, such as summarizing information, identifying main ideas, or responding to questions.

CONCLUSION

The motivational nature of the development of communicative activities in teachers during the process of teaching English encompasses both communicative and linguistic knowledge (language competence), as well as extralinguistic knowledge. Based on this, the subcompetencies that form the motivational structure



of teachers' communicative activity can be divided into two groups: extralinguistic and original linguistic competences. The first group of subcompetencies includes knowledge about the objects of the surrounding world reflected in the language, i.e., subject competence, which represents the worldview formed in the speaker's mind. In contrast, linguistic knowledge represents an understanding of the communicative situation and communication conditions.

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