Important Aspects of Improving Students' Communicative Competence Today

Musayeva Amina Karamatovna [1]

Annotation: This article presents the opinions of domestic and foreign scholars on the important aspects of improving students' communicative competence today. Improving students' communicative competence is crucial in today's interconnected world, where effective communication plays a vital role in personal, academic, and professional success. Improving students' communicative competence is vital in today's interconnected and diverse world. Effective communication skills help students express ideas, collaborate, and succeed academically and professionally.

Key words: Enhanced Academic Performance, Improved Collaboration and Teamwork, ncreased Critical Thinking and Problem-Solving Skills, Better Preparation for Future Success, Development of Digital Literacy, Promoting Inclusivity and Understanding.

Introduction.

The educational effectiveness of improving students' communicative competence today is undeniably significant and multifaceted. Communicative competence, encompassing linguistic, sociolinguistic, discourse, and strategic competence, is no longer just a desirable skill; it's a fundamental requirement for success in the 21st century. Its impact on education manifests in several key ways:

Positive Impacts:

Enhanced Academic Performance: Students with strong communicative competence are better equipped to understand and engage with complex academic materials. They can effectively participate in class discussions, ask clarifying questions, and articulate their understanding in assignments and exams. This translates to improved grades and overall academic achievement.[2]

Improved Collaboration and Teamwork: Effective communication is crucial for collaborative learning. Students with strong communicative skills can work effectively in groups, share ideas, negotiate meaning, and resolve conflicts constructively, leading to more successful group projects and a richer learning experience.

Materials.

Increased Critical Thinking and Problem-Solving Skills: Communicating effectively requires clear articulation of thoughts, consideration of different perspectives, and the ability to build a coherent argument. This process naturally strengthens critical thinking and problem-solving skills, vital for success in academic and professional settings.[3]

Greater Engagement and Motivation: When students feel comfortable and confident communicating their ideas, they are more likely to be engaged in the learning process. Improved communicative competence fosters a sense of belonging and empowerment, leading to increased motivation and participation.

Better Preparation for Future Success: In today's interconnected world, strong communication skills are essential for success in higher education, the workplace, and civic life. Students with well-

---

[1] Asia International University, Assistant teacher of the Department of History and Philology

[2] Ellis, R. (2003). *Task-based Language Learning and Teaching*. Oxford University Press.

[3] Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.

developed communicative competence are better prepared to navigate the complexities of these environments and achieve their goals.

Development of Digital Literacy: Effective communication in the digital age requires navigating diverse online platforms and mediums. Improving communicative competence includes developing digital literacy, which is crucial for participation in online learning environments and engaging with information critically.

Research and methods.

Promoting Inclusivity and Understanding: Communicative competence helps students understand and appreciate diverse perspectives and communication styles. This fosters inclusivity and understanding within the classroom and beyond, contributing to a more equitable and tolerant society.[4]

Challenges and Considerations:

Measuring Communicative Competence: Assessing communicative competence can be challenging, requiring sophisticated methods beyond traditional standardized tests. Authentic assessment tasks, such as presentations, debates, and collaborative projects, are often more effective.

Differentiated Instruction: Effective instruction in communicative competence requires differentiated approaches to cater to students' diverse learning styles and needs.

Teacher Training: Teachers need adequate training and support to effectively implement communicative competence-focused instruction.

Resource Allocation: Sufficient resources, including materials, technology, and professional development opportunities, are essential for successful implementation.[5]

Results.

Current methods for improving students' communicative competence draw on a blend of traditional approaches refined by modern pedagogical understanding and technological advancements. They emphasize authentic communication and active learning, moving beyond rote memorization and grammar drills. Here's a breakdown:

Classroom-Based Approaches:

Communicative Language Teaching (CLT): This remains a cornerstone, focusing on using language for real-life purposes. Activities prioritize interaction, negotiation of meaning, and authentic communication over grammatical accuracy alone. This includes:

Role-playing: Students act out scenarios to practice communication in different contexts.

Information gap activities: Students need to exchange information to complete a task, forcing them to communicate effectively.

Discussions and debates: Encourage critical thinking and articulation of ideas.

Problem-solving tasks: Collaborative tasks requiring communication to find solutions.

Task-Based Language Teaching (TBLT): This emphasizes completing meaningful tasks that require communication. The focus shifts from grammar instruction to using language to achieve a goal.

Content and Language Integrated Learning (CLIL): Teaches subjects like science or history through the target language, immersing students in authentic communication contexts.

Collaborative Learning: Group work, peer teaching, and pair activities encourage interaction and peer feedback.

---

[4] Byram, M. (1997). *Teaching and Assessing Intercultural Communicative Competence*. Multilingual Matters.
[5] Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition*. Cambridge University Press.

Authentic Materials: Using real-world materials like news articles, videos, podcasts, and literature makes learning more engaging and relevant.

Focus on all four skills: Integrated development of speaking, listening, reading, and writing skills, acknowledging their interdependence.

Formative Assessment: Ongoing feedback and assessment that guides learning and identifies areas for improvement. This includes observation, peer assessment, and self-assessment.

Differentiated Instruction: Tailoring instruction to meet the diverse needs and learning styles of students.

Technology-Integrated Approaches:

Online Collaboration Tools (e.g., Google Docs, Microsoft Teams): Facilitate real-time collaboration on projects, promoting communication and feedback exchange.

Video Conferencing (e.g., Zoom, Skype): Enables interaction with peers and experts from different locations, expanding communication experiences.

Language Learning Apps (e.g., Duolingo, Babbel): Offer interactive exercises, personalized feedback, and gamified learning.

Virtual Reality (VR) and Augmented Reality (AR): Immersive technologies can create realistic communication scenarios.

Digital Storytelling: Students create multimedia projects (videos, podcasts) to enhance communication and creativity.

Assessment Methods:

Moving away from solely relying on traditional written tests, current methods incorporate:

Performance-Based Assessments: Observing students' communicative abilities in real-life scenarios (presentations, debates, role-plays).

Portfolio Assessments: Collecting students' work over time to demonstrate their progress and development.

Self and Peer Assessment: Encouraging students to reflect on their own performance and provide feedback to peers.

Challenges and Considerations:

Teacher Training: Effective implementation requires teachers to be adequately trained in these methods.

Resource Availability: Access to technology and appropriate materials can be a barrier.

Assessment Design: Creating valid and reliable assessments for communicative competence can be complex.

Balancing Fluency and Accuracy: Finding the right balance between encouraging fluency and focusing on accuracy remains a challenge.

Discussion.

Improving students' communicative competence is crucial in today's interconnected world. Here are some important aspects to consider:

1. Relevance to Future Careers:

Employability: Employers highly value strong communication skills. Graduates with excellent communication are more likely to secure jobs, excel in their roles, and advance their careers. This includes written, verbal, and non-verbal communication.

Teamwork and Collaboration: Most workplaces involve teamwork. Effective communication fosters collaboration, efficient problem-solving, and project completion.

Leadership and Influence: Strong communicators are better equipped to lead teams, inspire colleagues, and present compelling arguments. They can articulate their vision and effectively manage interpersonal dynamics.

2. Personal and Social Development:

Social Adaptability: Effective communication enhances social integration, allowing students to build relationships, network effectively, and navigate diverse social situations.[6]

Self-Awareness and Growth: The communication process helps students understand their strengths and weaknesses, fostering self-reflection and personal growth. They learn to articulate their needs and perspectives more effectively.

Resilience and Conflict Resolution: Strong communicators can better manage stress, navigate difficult conversations, and resolve conflicts constructively.

3. Enhancement of Learning and Academic Success:

Active Participation: Improved communication allows students to actively participate in classroom discussions, ask clarifying questions, and contribute meaningfully to group projects.[7]

Critical Thinking and Analysis: Debates, presentations, and discussions encourage critical thinking, the ability to analyze information, and form well-supported arguments.

Information Literacy: Effective communicators can find, evaluate, and synthesize information from various sources, effectively communicating their findings.

4. Methodological Approaches:

Experiential Learning: Incorporating activities like role-playing, simulations, group projects, and presentations provides practical experience in applying communication skills.

Technology Integration: Utilizing digital tools for communication, such as online forums, video conferencing, and presentation software, prepares students for the digital workplace.

Feedback and Assessment: Providing constructive feedback and employing diverse assessment methods, such as peer evaluation and self-reflection, helps students improve their communication skills.

Focus on Intercultural Communication: In today's globalized world, understanding and appreciating diverse communication styles is crucial. Curriculum should incorporate this aspect.[8]

Conclusion.

Enhancing students' communicative competence is vital for their future success, both professionally and personally. A holistic approach integrating experiential learning, technological tools, and a focus on both individual and collaborative skills is key to achieving this goal.[9]

Current methods emphasize a communicative approach that prioritizes authentic language use, active learning, and the integration of technology. The goal is to equip students with the communication skills they need to succeed in a globalized world. However, continued development and adaptation are necessary to address ongoing challenges and ensure equitable access to quality communication instruction.

---

[6] Gilmore, A. (2007). "Authentic materials and authenticity in foreign language learning." *Language Teaching*, 40(2), 97–118.

[7] Richards, J. C., & Schmidt, R. W. (2013). *Longman Dictionary of Language Teaching and Applied Linguistics*. Routledge.

[8] Canale, M., & Swain, M. (1980). "Theoretical bases of communicative approaches to second language teaching and testing." *Applied Linguistics*, 1(1), 1–47.

[9] Hymes, D. (1972). "On Communicative Competence" in *Sociolinguistics: Selected Readings*. Eds. Pride & Holmes.

Overall, improving students' communicative competence today is a crucial investment in their future success. While challenges exist in assessment and implementation, the potential benefits for academic achievement, personal growth, and societal progress are undeniable. A concerted effort by educators, policymakers, and the wider community is needed to ensure that all students have the opportunity to develop the communicative skills they need to thrive.

List of used literatures:

1. Бакушева, Е. С. Коммуникативная компетенция: подходы и методы формирования. — СПб.: Питер, 2006. — 256 с.

2. Зимняя, И. А. Психологические аспекты обучения говорению на иностранном языке. — М.: Просвещение, 1991. — 222 с.

3. Кабанова-Меллер, Е. Н. Методика преподавания русского языка как иностранного. — М.: Русский язык, 1981. — 190 с.

4. Леонтьев, А. А. Психология общения. — М.: Издательство Московского университета, 1996. — 304 с.

5. Лунева, Е. Ю. Формирование коммуникативной компетенции на уроках русского языка. — М.: Гуманитарный издательский центр ВЛАДОС, 2009. — 352 с.

6. Пассов, Е. И. Коммуникативный метод обучения иноязычному общению. — М.: Русский язык, 1985. — 303 с.

7. Шахнарович, А. М. Психолингвистика и обучение русскому языку. — М.: Наука, 1982. — 256 с.

8. Musayeva Amina Karamatovna. (2024). IMPROVING THE QUALITY OF THE HIGHER EDUCATION PROCESS BASED ON INNOVATIVE APPROACHES. *JOURNAL OF EDUCATION, ETHICS AND VALUE*, *3*(9), 95–100.
Retrievedfrom https://jeev.innovascience.uz/index.php/jeev/article/view/871

9. Musayeva Amina Karamatovna. (2024). Innovatsion Yondashuvlar Asosida Oliy Ta'lim Jarayoni Sifatini Oshirishning Metodologik Jihatlari. *Miasto Przyszłości*, *52*, 59–64. Retrieved from http://miastoprzyszlosci.com.pl/index.php/mp/article/view/4535

10. Musaeva Amina Karamatovna. (2024). Formation of Students Communicative Competence. *Information Horizons: American Journal of Library and Information Science Innovation (2993-2777)*, *2*(1), 156–164.
Retrieved from https://grnjournal.us/index.php/AJLISI/article/view/2817

11. Musayeva, A. (2024). "FOSTERING ADVANCED PROFESSIONAL COMMUNICATIVE COMPETENCE IN UNIVERSITY STUDENTS VIA INNOVATIVE TECHNOLOGIES IN THE COURSE 'CULTURE OF SPEECH AND COMMUNICATION'". *Центральноазиатский журнал междисциплинарных исследований и исследований в области управления*, *1*(2), 35–41. извлечено от https://in-academy.uz/index.php/cajmrms/article/view/27632

12. Musayeva Amina Karamatovna. (2023). FORMATION OF PROFESSIONAL COMMUNICATIVE COMPETENCE AMONG UNIVERSITY STUDENTS THROUGH THE USE OF INNOVATIVE TECHNOLOGIES IN CLASSES IN THE DISCIPLINE "CULTURE OF SPEECH AND COMMUNICATION".
International Journal of Pedagogics, *3*(11), 85–89. https://doi.org/10.37547/ijp/Volume03Issue11-17

13. Musayeva , A. . (2024). "FOSTERING ADVANCED PROFESSIONAL COMMUNICATIVE COMPETENCE IN UNIVERSITY STUDENTS VIA INNOVATIVE TECHNOLOGIES IN THE COURSE 'CULTURE OF SPEECH AND COMMUNICATION'". *Центральноазиатский журнал междисциплинарных исследований и исследований в области управления*, *1*(2), 35–41. извлечено от https://in-academy.uz/index.php/cajmrms/article/view/27632

14. Musaeva Amina Karamatovna. (2024). Formation of Students Communicative Competence. *Information Horizons:*
American Journal of Library and Information Science Innovation (2993-2777), *2*(1), 156–164. Retrieved from https://grnjournal.us/index.php/AJLISI/article/view/2817

15. Мусаева А. . (2023). ИННОВАЦИОН ТЕХНОЛОГИЯЛАРНИНГ ҚЎЛЛАНИЛИШИ ОРҚАЛИ УНИВЕРСИТЕТ ТАЛАБАЛАРИДА КАСБИЙ КОММУНИКАТИВ КОМПЕТЕНЦИЯНИ ШАКЛЛАНТИРИШ.
Центральноазиатский журнал образования и инноваций, *2*(12), 51–58. извлечено от https://www.in-academy.uz/index.php/cajei/article/view/24044

16. Musaeva,A.(2024).TALABALARDA KOMMUNIKATIV KOMPETENTLIKNI RIVOJLANTIRISHDA FANLAR INTEGRATSIYASI.
Журнал академических исследований нового Узбекистана, *1*(3), 64–67. извлечено от https://www.in-academy.uz/index.php/yoitj/article/view/28853

17. Karamatovna, M. A. (2024). Enhancing the Quality of Teaching in Higher Education: Strategies for Success. American Journal of Science on Integration and Human Development (2993-2750), 2(2), 97-103.

18. Karamatovna, M. A. . (2024). Fostering the Acquisition of Communicative Skills among Students. *International Journal of Formal Education*, *3*(4), 281–286. Retrieved from http://journals.academiczone.net/index.php/ijfe/article/view/2700

19. Мусаева А. (2024). IMPROVED MODEL OF METHODOLOGY FOR DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE. Modern Science and Research, 3(2), 43–49. Retrieved from https://inlibrary.uz/index.php/science-research/article/view/30675

20. Karamatovna , M. A. . (2024). Scientific and Theoretical Basis For Improving the Quality of Educational Process Based on Innovative Approaches. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(3), 311–319.
Retrieved from https://www.inovatus.es/index.php/ejine/article/view/2752

21. Musayeva , A. . (2024). "FOSTERING ADVANCED PROFESSIONAL COMMUNICATIVE COMPETENCE IN UNIVERSITY STUDENTS VIA INNOVATIVE TECHNOLOGIES IN THE COURSE 'CULTURE OF SPEECH AND COMMUNICATION'". *Центральноазиатский журнал междисциплинарных исследований и исследований в области управления*, *1*(2), 35–41. извлечено от https://in-academy.uz/index.php/cajmrms/article/view/27632

22. MADANIYATSHUNOSLIK YONDASHUVI ASOSIDA TALABA-YOSHLARNING KOMMUNIKATIV KOMPETENSIYALARINI RIVOJLANTIRISH

23. A.Musayeva Buxoro shahar Osiyo Xalqaro Universiteti Tarix va filologiya kafedrasi assistenti https://doi.org/10.5281/zenodo.10004243

24. Musayeva , A. (2024). SCIENTIFIC AND THEORETICAL BASIS OF INCREASING THE QUALITY OF THE HIGHER EDUCATION PROCESS BASED ON INNOVATIVE APPROACHES. Modern Science and Research, 3(2), 624–633.
Retrieved from https://inlibrary.uz/index.php/science-research/article/view/29426

25. Мусаева А. . (2023). ИННОВАЦИОН ТЕХНОЛОГИЯЛАРНИНГ ҚЎЛЛАНИЛИШИ ОРҚАЛИ УНИВЕРСИТЕТ ТАЛАБАЛАРИДА КАСБИЙ КОММУНИКАТИВ КОМПЕТЕНЦИЯНИ ШАКЛЛАНТИРИШ.
Центральноазиатский журнал образования и инноваций, *2*(12), 51–58. извлечено от https://www.in-academy.uz/index.php/cajei/article/view/24044

26. Караматовна, М. А. (2024). Научно-теоретические основы повышения качества образовательного процесса на основе инновационных подходов. *ЕВРОПЕЙСКИЙ ЖУРНАЛ ИННОВАЦИЙ В НЕФОРМАЛЬНОМ ОБРАЗОВАНИИ*, *4*(3), 311-319. Извлечено из https://inovatus.es/index.php/ejine/article/view/2752

27. Musayeva Amina Karamatovna. (2023). FORMATION OF PROFESSIONAL COMMUNICATIVE COMPETENCE AMONG UNIVERSITY STUDENTS THROUGH THE USE OF INNOVATIVE TECHNOLOGIES IN CLASSES IN THE DISCIPLINE "CULTURE OF SPEECH AND COMMUNICATION". *InternationalJournalofPedagogics*, *3*(11), 85–89. https://doi.org/10.37547/ijp/Volume03Issue11-17

28. Karamatovna, M. A. (2024). Enhancing the Quality of Teaching in Higher Education: Strategies for Success. American Journal of Science on Integration and Human Development (2993-2750), 2(2), 97-103.

29. Karamatovna, M. A. (2024). Methodological Foundations of the Development of Communicative Competence in Learning the Russian Language. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, *4*(11), 5–11.
Retrieved from https://inovatus.es/index.php/ejine/article/view/4355

30. Abdieva, N. (2024). CONDITION OF BREAST TISSUEAND THE RISK OF DEVELOPING BREAST CANCER IN PATHOLOGICAL SECERATION SYNDROME. *EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE*, *4*(4), 161-170

31. Moore, M. G. (2013). *The theory of transactional distance.* In *Handbook of Distance Education*, 2nd edition. Routledge.

32. Hrastinski, S. (2008). *Asynchronous and synchronous e-learning. Educause Quarterly*, 31(4), 51-55.

33. O'Dowd, R. (2007). *Online intercultural exchange: An introduction for foreign language teachers. Multilingual Matters.*

34. Allen, I. E., & Seaman, J. (2017). *Digital Learning Compass: Distance Education Enrollment Report 2017.* Babson Survey Research Group.

35. Smith, S. R. (2012). *Developing communicative competence in blended learning environments.* Ph.D. Dissertation, University of Georgia.