

THE CONCEPT OF ENGLISH COMMUNICATIVE COMPETENCE OF FUTURE SPECIALISTS AND ITS STRUCTURAL COMPONENTS

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Abstract: This article analyzes the concept, scientific essence, and structural components of English communicative competence of future specialists. The study examines linguistic, sociolinguistic, pragmatic, strategic, and intercultural competencies from the perspective of foreign language education. Furthermore, modern pedagogical approaches and methodological foundations for developing communicative competence are discussed.

Keywords: communicative competence, English language, future specialist, linguistic competence.

In the context of globalization and international cooperation, proficiency in foreign languages has become an essential requirement for future specialists. English, as a global language of communication, science, technology, and business, plays a crucial role in professional development and intercultural interaction. Therefore, higher education institutions aim not only to teach language knowledge but also to develop communicative competence that enables students to function effectively in academic and professional environments.

The competence-based approach has become one of the leading paradigms in modern education. It emphasizes practical communication skills, learner autonomy, and the integration of knowledge with real-life application. Communicative competence is considered one of the most important outcomes of foreign language education because it enables learners to communicate meaningfully and appropriately in different contexts.

According to Dell Hymes⁹², communicative competence involves not only grammatical knowledge but also the ability to use language appropriately depending on the communicative situation. This concept significantly influenced the development of communicative language teaching methodologies worldwide.

The notion of communicative competence emerged as a response to purely structural approaches to language teaching. Traditional grammar-oriented methods focused mainly on memorization and language forms, while communicative approaches emphasized meaningful interaction and practical communication. Michael Canale and Merrill Swain⁹³ expanded Hymes' theory and proposed a structural model of communicative competence consisting of several interrelated components. Their model became highly influential in second language acquisition research and pedagogy.

Communicative competence may be defined as the ability to use language effectively, accurately, and appropriately in different social, academic, and professional situations. In higher education, it is regarded as an essential professional competence that contributes to successful intercultural and occupational communication.

Linguistic competence refers to the knowledge of vocabulary, grammar, phonetics, spelling, and sentence structure. It forms the basis for understanding and producing language

⁹² Hymes D. On Communicative Competence // Sociolinguistics / Ed. by J.B. Pride, J. Holmes. - Harmondsworth: Penguin Books, 1972. - p.269-293

⁹³ Canale M., Swain M. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing // Applied Linguistics. - 1980. - Vol. 1, №1. - P. 1-47

correctly. According to Noam Chomsky⁹⁴, linguistic competence represents the speaker's internalized knowledge of language rules. However, communicative approaches interpret linguistic competence as a functional instrument of communication rather than isolated grammatical knowledge. For future specialists, linguistic competence includes:

- mastery of professional terminology;
- grammatical accuracy;
- pronunciation and intonation skills;
- academic writing abilities;
- comprehension of authentic texts and speech.

The development of linguistic competence requires interactive exercises, contextual learning, authentic materials, and integrated language practice.

Sociolinguistic competence refers to the ability to use language appropriately according to social and cultural norms. It involves understanding politeness conventions, styles of communication, forms of address, and sociocultural expectations. This competence is particularly important in intercultural communication because inappropriate language use may create misunderstandings even if grammatical accuracy is achieved. Future specialists often participate in multicultural communication environments; therefore, sociolinguistic awareness is essential for effective interaction. Researchers emphasize that sociolinguistic competence promotes tolerance, empathy, and intercultural sensitivity. It also supports learners in adapting their language behavior to professional and social contexts.

Pragmatic competence is the ability to interpret and convey meaning appropriately in different communicative situations. It includes discourse organization, coherence, cohesion, and functional language use. Pragmatic competence enables learners to:

- express opinions effectively;
- maintain conversations;
- understand implied meanings;
- organize coherent written and spoken discourse;
- achieve communicative goals successfully.

According to Lyle Bachman⁹⁵, pragmatic competence plays a central role in communicative language ability because meaning depends on context and communicative intention. In professional contexts, pragmatic competence is necessary for presentations, negotiations, meetings, academic discussions, and official correspondence.

Strategic competence refers to the use of communication strategies to overcome difficulties and maintain interaction. It enables learners to compensate for limited linguistic knowledge and avoid communication breakdowns. Examples of strategic competence include:

- paraphrasing;
- asking for clarification;
- using synonyms;
- employing non-verbal communication;
- managing conversational interaction.

Strategic competence enhances learners' confidence and fluency in communication. Interactive teaching methods such as role plays, simulations, debates, and collaborative projects contribute significantly to its development.

Intercultural competence is one of the key dimensions of communicative competence in the modern globalized world. It involves the ability to communicate effectively with

⁹⁴ Chomsky N. Aspects of the Theory of Syntax / N. Chomsky. - Cambridge : MIT Press, 1965. - 261 p.

⁹⁵ Bachman L.F. Fundamental Considerations in Language Testing / L.F. Bachman. - Oxford : Oxford University Press, 1990. - 408 p

representatives of different cultures while demonstrating respect, tolerance, and cultural awareness.

Michael Byram⁹⁶ defines intercultural competence as a combination of knowledge, attitudes, and skills that facilitate successful intercultural interaction. Intercultural competence includes:

- understanding cultural diversity;
- awareness of cultural values and traditions;
- tolerance toward cultural differences;
- ability to avoid stereotypes;
- effective intercultural interaction skills.

Foreign language education should integrate language and culture because communication is inseparable from sociocultural context. Modern pedagogy offers various approaches for developing communicative competence:

- communicative language teaching;
- competency-based education;
- task-based learning;
- blended and digital learning;
- AI-supported adaptive learning.

Communicative activities create authentic learning environments that encourage interaction and practical language use. Discussions, projects, debates, presentations, and simulations develop learners' communicative abilities more effectively than traditional grammar-based instruction.

Digital technologies also play an important role in communicative competence development. Online platforms, virtual communication tools, and artificial intelligence systems provide opportunities for personalized learning, instant feedback, and authentic language practice.

In conclusion, communicative competence is a multidimensional phenomenon that integrates linguistic, sociolinguistic, pragmatic, strategic, and intercultural competencies. The development of English communicative competence is an essential objective of higher education because it prepares future specialists for professional communication in international and multicultural environments.

Modern foreign language education should combine communicative methodologies, competency-based approaches, and digital technologies to create effective learner-centered educational environments. Such integration contributes to students' academic success, professional mobility, and intercultural interaction skills.

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