

**THEORETICAL FOUNDATIONS OF COMMUNICATIVE COMPETENCE OF LEARNERS IN HIGHER EDUCATION ESTABLISHMENT****Kholmuradova Leyla Eshkuvatovna**

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Email: [chehrozabdusalilova234@gmail.com](mailto:chehrozabdusalilova234@gmail.com)**Abstract**

The study explores both general and specific aspects of communicative competence development in future professionals, particularly through group-based learning in Higher educational systems. Communicative competence is reflected in students' ability to conduct self-assessment and accumulate interpersonal experience, which plays a key role in effective professional performance.

**Key words**

communicative competence, pedagogical conditions, professional training, group work.

Modern higher education emphasizes not only academic knowledge but also the personal and professional development of students as future specialists. Therefore, structured communication-oriented training, especially for translators, forms an essential component of professional education.

The significance of this research arises from existing gaps: societal expectations regarding communication skills often exceed the level of communicative training provided in universities. Additionally, there remains a discrepancy between contemporary educational paradigms—focused on professional self-development—and traditional teaching methodologies. Developing communicative competence during professional training is considered a fundamental requirement for future specialists and a key professional attribute. Educational standards highlight the need for specially designed communication training programs for translator students.

“The study emphasizes that the development of practical skills within behavioral components is essential for achieving communicative competence in professional and business communication settings. The concept of “communicative competence” was initially introduced into academic discourse and is interpreted by American researchers as an ability formed through interaction between individuals and their social environment” [1, 35].

“Special attention is given to improving the communicative competence of future translators through group-based learning activities. This competence comprises several components: socio-cultural competence (the ability to understand cultural and linguistic nuances and function effectively within a society); speech competence (skills in speaking, listening, reading, and writing); pragmatic competence (general communicative abilities such as interpreting and constructing speech situations); discursive competence (the ability to structure and manage speech in accordance with the topic and communicative context); and functional competence (the capacity to use various forms of speech and expression appropriately)” [4, 108].

“Communicative competence may also be understood as communicative management, which requires not only linguistic knowledge but also the practical ability to apply language appropriately in diverse communicative situations” [5, 67]. Therefore, the concept should be refined using terms such as knowledge, skills, experience, and readiness for interaction in educational, professional, and social contexts. The proposed definition of the “communicative competence of the future interpreter” refers to a comprehensive set of knowledge, skills, and abilities that enable an interpreter to perform professional tasks, including information processing, translation activities, and problem-solving. This competence integrates linguistic, sociocultural, pragmatic, strategic, functional, and interactive components (author’s definition).

Group work within the educational process significantly contributes to the development of communicative competence. Collaborative learning in small groups encourages students to acquire both personal and professional skills while working toward common educational goals. Many university graduates encounter difficulties in establishing relationships with diverse communication partners and lack effective strategies for cooperation and mutual understanding. Through group activities, students learn to reach collective solutions, challenge conventional thinking, and develop problem-solving skills. “The benefits of such activities include leadership development, persuasive communication, self-confidence, responsibility, and improved interpersonal skills” [2, 42].

This concept comprises linguistic, sociocultural, strategic, pragmatic, functional, and interactive components (as defined by the author). The educational process of developing communicative competence is supported by various group work methods. Engaging students in small groups based on temporary group work principles while completing parts of a task aids in developing numerous personal qualities, all united by a shared educational goal.

Employing group work as a pedagogical strategy is a fundamental condition for developing the communicative competence of future translators, preserving its core characteristic as a collaborative form of learning that facilitates communication. Group activities provide opportunities for interaction and knowledge exchange, which are essential for competence development.

#### *1. The Model for Developing Students’ Communicative Competence*

“Pedagogical conditions refer to the specific circumstances and elements within the educational process that enable effective learning and professional training. They are defined as the result of selecting and applying appropriate teaching methods and organizational strategies. The development of communicative competence is essential for professional success, as it enhances the alignment of students’ skills with the requirements of international professional environments and global economic integration” [3, 15].

Effective pedagogical conditions for developing communicative competence involve creating interactive learning environments and strengthening the lecturer’s role as a facilitator. A supportive and engaging classroom atmosphere encourages student participation and motivates learners to explore group-based learning strategies. Independent problem-solving, group discussions, and creative tasks enable students to enhance their communication skills through active participation and collaborative learning.

Communicative abilities and interpersonal communication skills form the foundation of communicative competence, which develops through practical interaction and experiential learning. At the conclusion of each lesson, students are encouraged to reflect on their learning outcomes and assess their progress in developing communicative skills. Such reflective practices support continuous competence development and professional growth.

A structural and functional model for developing communicative competence in student translators is recommended. This model encompasses methodological foundations, pedagogical conditions, and instructional strategies aimed at competence development. It also includes the

organization of experimental learning activities, methodological support, and evaluation of learning outcomes to assess competence formation.

### *2. Developing Students' Communicative Competence Through Group Work Methods*

Group work methods are particularly effective for mastering communicative competence, as they promote interpersonal interaction and collaborative problem-solving. Students are encouraged to participate actively in discussions, share ideas, and engage in information exchange on professional and academic topics. Such activities foster critical thinking and communication skills, which are essential for professional development.

During group activities, students learn to listen to diverse perspectives, contribute to discussions, and engage in constructive dialogue without criticism. These practices enhance thematic and professional communication skills, which are fundamental components of communicative competence.

The lecturer-facilitator plays a supportive role by monitoring student participation and encouraging interaction through verbal and nonverbal strategies. Although sustained dialogue on complex topics may not always be achievable, facilitation strategies help maintain student engagement and promote collaborative learning.

Additionally, students may assume instructional roles within group activities, teaching peers and applying professional terminology in practical contexts. Interactive learning methods such as pedagogical games, role-playing exercises, and collaborative problem-solving activities enhance participation and support competence development.

### *3. Program for Developing Students' Communicative Competence through Group Work Methods*

During the diagnostic stage, the initial level of communicative competence among student translators was assessed. The study involved 32 fourth-year translation students, divided equally into a control group (CG) and an experimental group (EG), each consisting of 16 participants. The purpose of this stage was to evaluate students' communicative abilities and establish a baseline for further pedagogical interventions.

#### *Diagnostic tools included:*

1. "Self-Control in Communication" – Mark Snyder's test, which measures communicative self-regulation, emotional restraint, and behavioral control in interpersonal interactions [7, 25].
2. "How Communicative Are You?" – an adapted version of Vladimir Ryakhovsky's methodology for assessing sociability. The questionnaire was modified to reflect communication contexts relevant to student translators working with technical and professional texts [6, 38].

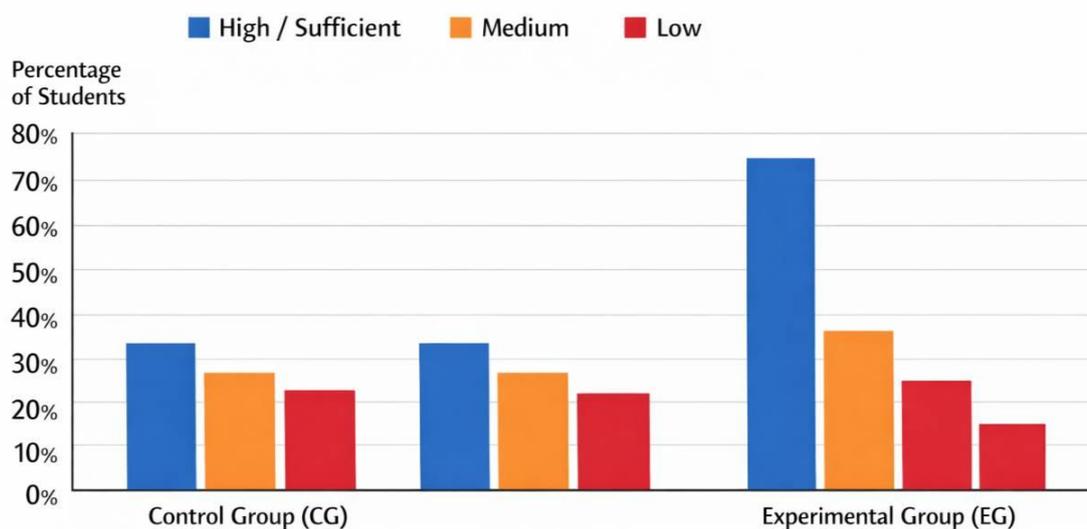
Based on theoretical analysis, criteria for evaluating communicative competence were established. These criteria included motivational, speech-related, and practical components. Competence levels were categorized as sufficient, medium, and low.

The results of the diagnostic assessment indicated that students in both groups demonstrated similar levels of communicative self-regulation. However, their communication efforts were primarily directed toward personal interactions rather than professional communication. These findings highlighted the need for targeted pedagogical interventions to enhance professional communicative competence.

In everyday situations, students exhibited adequate communicative skills. However, in academic and professional contexts, they often experienced difficulties in selecting appropriate vocabulary and constructing coherent arguments relevant to specific topics. Overall, the control and experimental groups displayed comparable results across the evaluated criteria.

During the formative stage, traditional teaching methods were applied to the control group, whereas the experimental group participated in group-based learning activities. The implementation of pedagogical conditions aimed at fostering communicative competence focused on creating positive learning experiences and enhancing student motivation. Creative tasks, group discussions, and collaborative activities encouraged active participation and interpersonal interaction.

The second pedagogical condition involved the use of interactive group learning strategies. Students participated in pair and team activities, role-playing exercises (such as simulations of professional interactions), and educational games. Methods such as pedagogical bingo, coaching sessions, and problem-solving tasks facilitated collaborative learning and skill development. These approaches aimed to strengthen communicative abilities by promoting active engagement and practical application of knowledge.



The diagram illustrates the comparative results of communicative competence development in the control and experimental groups. At the diagnostic stage, both groups demonstrated similar levels of communicative competence. However, after the implementation of group-based learning methods, the experimental group showed a significant increase in sufficient and high levels of communicative competence, while the number of students with low levels decreased noticeably. In contrast, the control group, which was taught using traditional methods, showed no substantial changes.

In conclusion, we would like to mention that communicative competence is a key component of professional training for future translators and must be systematically developed in higher education. While students initially demonstrated similar and generally sufficient levels of everyday communication, they experienced difficulties in professional and academic context. The implementation of targeted pedagogical conditions—creating situations of success, increasing motivation, applying interactive group work methods, and encouraging reflection—led to noticeable improvement in the experimental group. The proposed model of developing communicative competence through group work was theoretically justified and experimentally confirmed as effective. Group work methods significantly enhance students' professional communication skills and readiness for future translation activities.

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