

THE MAIN FACTORS OF COMMUNICATIVE COMPETENCE IN LANGUAGE TEACHING

Khodjaeva Parvina Tursunovna

English teacher, Jarkurgan district polytechnic No. 2

Abstract. Communicative competence is one of the key concepts in modern foreign language education. It reflects not only learners' grammatical knowledge but also their ability to use language appropriately in different social and cultural contexts. This article analyzes the main factors influencing the formation of communicative competence in language teaching, emphasizing linguistic, sociolinguistic, discourse, strategic, and intercultural components. The paper also explores pedagogical methods and psychological conditions that support effective communication in language classrooms. The results highlight that communicative competence develops through interaction, authentic practice, and culturally informed pedagogy.

Keywords: communicative competence, language teaching, interaction, linguistic competence, intercultural communication

Аннотация. Коммуникативная компетентность является одним из ключевых понятий в современном образовании в области иностранных языков. Она отражает не только грамматические знания обучающихся, но и их способность адекватно использовать язык в различных социальных и культурных контекстах. В данной статье анализируются основные факторы, влияющие на формирование коммуникативной компетентности в процессе обучения языку, с акцентом на лингвистические, социолингвистические, дискурсивные, стратегические и межкультурные компоненты. В статье также рассматриваются педагогические методы и психологические условия, способствующие эффективной коммуникации на занятиях по языку. Результаты исследования показывают, что коммуникативная компетентность

развивается посредством взаимодействия, аутентичной практики и культурно-ориентированной педагогики.

Ключевые слова: коммуникативная компетентность, обучение языку, взаимодействие, языковая компетентность, межкультурная коммуникация

1. Introduction

The concept of communicative competence has fundamentally transformed the goals and methods of language education. Traditional approaches focused mainly on grammar and vocabulary, whereas modern pedagogy prioritizes the ability to use language effectively for real communication. The term “communicative competence” was introduced by Dell Hymes (1972) to describe a speaker’s ability not only to form grammatically correct sentences but also to use them appropriately in social interaction. Later, Canale and Swain (1980) expanded this framework, defining communicative competence as a combination of several interrelated components. The aim of this article is to identify and analyze the main factors that contribute to the development of communicative competence in the process of foreign language teaching.

Main part. The analysis of scientific sources and pedagogical practice demonstrates that communicative competence consists of several essential factors:

Linguistic Competence. This refers to knowledge of grammar, vocabulary, and pronunciation. It forms the structural foundation for meaningful communication. Without linguistic accuracy, effective communication cannot occur. Linguistic competence is the fundamental component of communicative competence, representing the learner’s knowledge and control of the formal aspects of a language. It includes the understanding and correct use of **grammar, vocabulary, and pronunciation**, which together form the structural basis for expressing meaning.

Grammar provides the rules for constructing sentences, ensuring that ideas are logically organized and syntactically accurate. Vocabulary gives learners the necessary words and expressions to convey thoughts, emotions, and intentions

precisely. Pronunciation, in turn, affects clarity and comprehensibility, enabling effective oral communication.

Sociolinguistic Competence. This factor involves understanding social norms, cultural values, and politeness conventions. It enables learners to adapt their language to various social situations and roles. Sociolinguistic competence refers to the ability to use language appropriately in different social and cultural contexts. It involves understanding the **social norms, cultural values, and politeness conventions** that govern communication within a community. This competence enables learners to select suitable words, expressions, and tones depending on the situation, the relationship between speakers, and the level of formality required.

For example, the way a person speaks to a teacher or an employer differs from how they communicate with friends or family members. Learners with strong sociolinguistic competence can recognize these distinctions and adjust their speech accordingly. They understand when to use formal or informal language, how to express respect or familiarity, and how to interpret indirect meanings or culturally specific expressions.

Developing sociolinguistic competence is essential for achieving natural and effective communication in a foreign language. It helps learners avoid misunderstandings that may arise from cultural differences and allows them to participate confidently in authentic social interactions. Teachers can foster this competence by integrating **role-plays, cultural discussions, and real-life scenarios** into language lessons, helping students become more aware of the social dimensions of language use.

Discourse Competence. It includes the ability to organize sentences and ideas coherently within a conversation or written text. Learners develop coherence, cohesion, and logical flow of speech through practice. Discourse competence refers to the ability to connect sentences and ideas logically to create coherent and meaningful communication, whether in spoken or written form. It goes beyond

individual sentences and focuses on how learners organize language into larger, structured units such as conversations, paragraphs, and complete texts.

A person with strong discourse competence can maintain **coherence** (the logical connection of ideas) and **cohesion** (the use of linguistic devices like conjunctions, pronouns, and transition words that link ideas together). This competence allows learners to express thoughts in a clear and organized manner, making their speech or writing easier for others to follow and understand.

Developing discourse competence requires consistent practice in both speaking and writing. Activities such as storytelling, debates, presentations, and essay writing help learners structure information effectively and maintain the logical flow of communication. Teachers can support this process by providing feedback on organization, use of connectors, and the overall clarity of learners' messages. Ultimately, discourse competence enables learners to produce language that is not only correct but also meaningful, cohesive, and contextually appropriate.

Strategic Competence. This factor helps learners overcome communication difficulties through compensation strategies such as paraphrasing, guessing meaning, and using gestures. Strategic competence is the ability to use various techniques and strategies to overcome communication problems and ensure the successful exchange of meaning. When learners lack certain vocabulary, forget grammatical structures, or face misunderstandings, they rely on **compensation strategies** such as paraphrasing, guessing the meaning of unknown words, asking for clarification, or using gestures and facial expressions to support their message.

This competence is essential for maintaining the flow of communication, especially in real-life situations where learners may not always have perfect language knowledge. For example, a student who cannot remember a specific word might describe it in another way ("the thing you use to cut paper" instead of "scissors") or use body language to make their meaning clear.

In addition to these five core components, classroom factors—such as interactive methods, authentic materials, pair/group work, and teacher feedback—play a decisive role in shaping communicative competence.

Discussion. The findings suggest that communicative competence develops best in learner-centered environments that encourage active participation and real-life communication. The **Communicative Language Teaching (CLT)** approach and **Task-Based Language Learning (TBL)** provide effective frameworks for this process. By engaging students in meaningful tasks such as role-plays, discussions, and problem-solving activities, teachers create conditions for authentic language use. Moreover, technology-assisted communication—through digital platforms, video calls, and online collaborative projects—enhances learners' opportunities to practice language in realistic settings. Psychological factors such as motivation, self-confidence, and willingness to communicate also strongly influence the development of communicative competence. Teachers should therefore create a supportive atmosphere that reduces anxiety and fosters communicative risk-taking.

Conclusion. The development of communicative competence is a multidimensional process influenced by linguistic, sociolinguistic, discourse, strategic, and intercultural factors. Effective language teaching must balance grammatical instruction with communicative practice, integrating culture and context into every stage of learning. To prepare learners for global communication, teachers should employ interactive and task-based methods, use authentic materials, and promote intercultural awareness. Future research may focus on the integration of digital tools and virtual communication in developing communicative competence among language learners.

References

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

2.Hymes, D. (1972). *On communicative competence*. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics*. Penguin Books.

3.Savignon, S. J. (2002). *Communicative Language Teaching: Linguistic Theory and Classroom Practice*. Yale University Press.