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PEDAGOGICAL BASIS OF DEVELOPING COMMUNICATIVE COMPETENCE IN THE MODERN EDUCATIONAL PROCESS

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Abstract

This article analyzes the importance of communicative competence and communication culture in modern education. It highlights pedagogical approaches to developing students' speech activity and effective communication skills. Innovative methods for enhancing communicative competence and their practical significance are also discussed.

Keywords: Communicative competence, communication culture, speech development, pedagogical technology, interactive methods, quality of education, communication, competence, communicative approach, innovation, communication skills, education, speech development, pedagogical methods.

Introduction

ZAMONAVIY TA'LIM JARAYONIDA KOMMUNIKATIV KOMPETENSIYANI RIVOJLANTIRISHNING PEDAGOGIK ASOSLARI

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Chirchiq davlat pedagogika universiteti,

katta o'qituvchisi

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Annotatsiya:

Mazkur maqolada zamonaviy ta'lim tizimida kommunikativ kompetensiya va muloqot madaniyatining ahamiyati ilmiy-nazariy jihatdan tahlil qilinadi. Shuningdek, ta'lim jarayonida o'quvchilarning nutqiy faoliyatini rivojlantirish, samarali muloqot ko'nikmalarini shakllantirish va pedagogik yondashuvlarning o'rni yoritiladi. Kommunikativ kompetensiyani rivojlantirishning innovatsion usullari hamda ularning amaliy ahamiyati asoslab beriladi.

Kalit so'zlar: kommunikativ kompetensiya, muloqot madaniyati, nutq rivoji, pedagogik texnologiya, interfaol metodlar, ta'lim sifati, kommunikatsiya, kompetensiya, kommunikativ yondashuv, innovatsiya, kommunikativ ko'nikmalar, ta'lim, nutq rivojlanishi, pedagogik metodlar

Аннотация:

В данной статье рассматривается значение коммуникативной компетенции и культуры общения в современной системе образования. Анализируются педагогические подходы к развитию речевой активности учащихся и формированию навыков эффективного общения. Обосновываются инновационные методы развития коммуникативной компетенции и их практическая значимость.

Ключевые слова: коммуникативная компетенция, культура общения, развитие речи, педагогическая технология, интерактивные методы, качество образования, коммуникация, компетенция, коммуникативный подход, инновация, коммуникативные навыки, образование, речевое развитие, педагогические методы

INTRODUCTION

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The modern educational paradigm is based on a competency-based approach, in which a person's ability not only to acquire knowledge, but also to apply it in practice, to actively participate in social life and to communicate effectively is of paramount importance. From this point of view, communicative competence is recognized as an important component of the education system. In scientific literature, the concept of communicative competence is interpreted as a person's ability to communicate effectively through the use of language tools. However, it is not limited to grammatical knowledge alone, but also includes social, cultural and psychological factors. Communication culture is characterized by a person's adherence to ethical norms in speech activity, respectful approach to the interlocutor and creation of a positive communicative environment. Therefore, the development of communicative competence and communication culture in the educational process is considered an urgent pedagogical problem. The purpose of this article is to analyze the theoretical foundations of communicative competence, identify effective pedagogical methods for its development and develop practical recommendations.

MAIN PART

Communicative competence is the ability of a person to effectively organize his speech activity, which consists of several components: linguistic, sociolinguistic, discursive and strategic competencies. These components, in harmony with each other, ensure the successful communication of a person in various communicative situations. The culture of communication is closely related to the moral values, speech ethics and communicative behavior of a person. The clarity, fluency, expressiveness and effectiveness of speech are the main factors determining the effectiveness of communication.

The following pedagogical approaches are of great importance for the development of communicative competence in the modern education system:

- Interactive methods: debate, discussion, "brainstorming", role-playing methods increase the speech activity of students;
- Problem-based learning: through problem situations, students learn to think independently and justify their opinions;

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- Collaborative learning: in group work, students engage in dialogue with each other and gain communicative experience;
- Information and communication technologies: digital platforms and multimedia tools expand communication opportunities.

Psychologically, in developing communicative competence, it is important to increase students' self-confidence and encourage them to express their opinions freely. A supportive learning environment significantly increases students' speech activity. Research shows that individuals with developed communicative competence are socially adaptable, independent thinkers, and successful in professional activities.

In the modern education system, memorizing knowledge or repeating ready-made information is not considered a sufficient result. Today's educational process requires students to independently express their thoughts, engage in dialogue, find the right speech solution in problem situations, understand information and clearly convey it to others. Therefore, the concept of communicative competence is of particular scientific and pedagogical importance in primary education methodology. Especially since the primary school period is a stage of intensive formation of the child's speech, social and cognitive activity, the development of communicative competence during this period creates a solid foundation for subsequent stages of education. The concept of communicative competence is a complex scientific concept formed at the intersection of linguistics, pedagogy, psychology and methodological sciences. This competence is determined by the ability of a person to use language tools appropriately in a specific speech situation, to enter into meaningful communication with the interlocutor, to express his thoughts in accordance with socio-cultural norms and to understand the result of communication.

Therefore, communicative competence is not limited to vocabulary or grammatical knowledge. It also includes the child's ability to listen, understand, answer, formulate questions, justify an opinion, express a reaction, observe speech etiquette and control his speech. The relevance of the formation of communicative competence in primary education is that at this stage the student simultaneously masters the activities of reading, writing, listening and speaking. The content of each subject is conveyed to the student through speech, and the

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student also expresses his knowledge, understanding, question or opinion through speech. If the child cannot clearly express his opinion, he cannot fully demonstrate the knowledge he has acquired. Therefore, communicative competence in primary education should be assessed not only as a task of native language or reading literacy classes, but as a general educational competence necessary for all subjects.

The purpose of this study is to reveal the scientific and methodological essence of the concept of communicative competence and substantiate its importance in primary education. Within the framework of the study, the structural components of communicative competence, the features of its formation in primary school students, pedagogical opportunities in the teaching process, and methodological conditions serving its development were analyzed. The study used the methods of theoretical analysis, comparative generalization, pedagogical observation, methodological modeling, and interpretation of scientific sources. In the process of theoretical analysis, scientific views on communicative competence were studied, in particular, the concept of communicative competence put forward by D. Hymes, L. S. Vygotsky's ideas about the relationship between speech and thinking, A. A. Leontyev's theory of speech activity, I. A. Zimnyaya's approaches to competency-based education, and E. I. Passov's ideas about communicative methodology. These theoretical sources were interpreted from the point of view of primary education methodology. During the pedagogical observation, the speech activity of primary school students in the lesson, the quality of answering questions, the level of participation in the conversation, the ability to consistently express their thoughts, the culture of communication in the group work process, and the characteristics of speech cooperation with the teacher were analyzed. Observations showed that, although many students can answer simple questions, they have difficulties in expressing an independent opinion, expanding the answer, providing evidence, or reacting to the opinion of the interlocutor. This situation indicates the need to form communicative competence on the basis of a special methodological system.

Methodological modeling substantiated the development of communicative competence in primary education through several interrelated structural

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directions. The linguistic direction is associated with the student's vocabulary, use of grammatical structures, and mastery of pronunciation norms. The speech direction includes expressing thoughts in oral and written form, participating in dialogues and monologues, understanding and re-expressing the content of the text. The socio-cultural direction covers aspects such as speech etiquette, respect, listening to the interlocutor, and compliance with the rules of behavior. The pragmatic direction is determined by the use of speech for a specific purpose, speaking in accordance with the situation, and achieving a communicative result. The reflexive direction is explained by the student's ability to evaluate his own speech, realize his mistakes, and strive to correct them.

The results of the study showed that communicative competence directly affects the overall development of the student in the process of primary education. First, communicative competence accelerates the child's speech development. If the student has the opportunity to speak more, ask questions, respond, explain the text, and express his observations during the lesson, his vocabulary expands, his sentence-building skills strengthen, and his confidence in expressing his thoughts increases. Since this process occurs not through mechanical memorization, but through active communication, knowledge is formed more stably in the student's mind. Secondly, communicative competence activates the student's cognitive activity. Before expressing an opinion, the child observes, compares, draws conclusions, internally plans his answer and expresses it through words. Thus, speech activity develops together with thinking activity. Questions such as "Why?", "How?", "Why do you think the hero acted this way?", "What would you do if you were in his place?", which are asked in primary school, require independent thinking from the student, not a ready-made answer. Such tasks, along with the development of communicative competence, also form the skills of analytical thinking and understanding cause-and-effect relationships.

Thirdly, communicative competence serves the student's social adaptation. School is a new social environment for the child, where he enters into relationships with the teacher, classmates, group and team. A student with a culture of communication listens to his interlocutor, speaks in turn, expresses his

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opinion without rudeness, answers questions and seeks to resolve disagreements in a civilized manner. These qualities are important in primary education not only for mastering subjects, but also for the child’s adaptation to the team and the formation of positive personal qualities.

Fourth, communicative competence helps students effectively master academic subjects. Explaining the condition of a problem in a mathematics lesson, describing the results of an observation in a natural science lesson, explaining the behavior of a character in a reading lesson, and responding to a moral situation in a moral education lesson require speech activity from the student. If a student does not understand a question or cannot express his opinion, he will also have difficulty mastering the content of the subject. Therefore, communicative competence should be considered as a competency of interdisciplinary importance.

CONCLUSIONS AND SUGGESTIONS

In conclusion, communicative competence and communication culture are an integral part of the modern education system, which play an important role in the social and professional development of the individual. The development of these competencies increases the effectiveness of education and forms the life skills of students.

The following proposals are put forward:

1. Deep integration of a communicative approach into the educational process;
2. Establishing the systematic use of interactive methods;
3. Organizing trainings on the development of communicative competence of teachers;
4. Improving the system for assessing the speech development of students;
5. Expanding the effective use of information and communication technologies;
6. Creating a healthy psychological environment in educational institutions;
7. Developing special programs aimed at developing a culture of communication.

As a result, individuals with developed communicative competence are formed as active, independent and highly cultured people in society. Communicative competence, as one of the main outcomes of primary education, ensures the

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personal, speech, social and cognitive development of the student. It is not limited to the student's ability to speak grammatically correct, but also includes the ability to express thoughts in a clear, coherent, situational and cultural way. The formation of this competence in the primary school period creates an important basis for the student's successful study at subsequent stages of education, active participation in community relations and development as an independent thinker.

The results of the study show that the harmonious formation of dialogical and monological speech, the purposeful use of questions and answers, conversations, storytelling, role-playing, group discussions and situational tasks in the lessons are effective in developing communicative competence. The teacher participates in this process as a pedagogue who creates a speech environment, manages communication and directs the student to active thinking. The formation of communicative competence has a positive impact on the student's mastery of subjects, communication culture, social adaptation, and creative thinking.

Thus, communicative competence in primary education is not only a separate speech skill, but also a basic competence that serves to master the content of education, engage in interpersonal relationships, and develop the student's independent thinking. In the future, improving the criteria for assessing communicative competence for primary grades, developing a system of communicative tasks across classes, and creating methodological models focused on communication using digital educational tools will remain an urgent scientific and practical task.

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