ANALYSIS OF THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN ENGLISH FROM A LINGUISTIC POINT OF VIEW

Abdullayeva Zakhro Shadmankulovna

Lecturer, Oriental university, Toshkent

Abstract: This article analyzes the linguistic foundations and development processes of communicative competence in English. The article examines the theory of language competence, communicative approaches, and the role of cultural contexts. It also emphasizes the importance of communicative competence in improving the effectiveness of speech activity and communication in language learning. The results of the study will help to develop new strategies aimed at improving language learning methodologies and developing the communicative abilities of language learners.

Keywords: communicative competence, English, linguistics, language learning, speech activity, communication, cultural context, theory of language competence, language methodology

Introduction: In the modern world, language is important not only as a means of information exchange, but also as the main means of social communication. In particular, due to the widespread use of English as a universal language of international communication, its study and effective use have become one of the most important issues. In this regard, in language learning, it is important not only to know grammatical rules, but also to have a deep understanding of the social, cultural and communicative aspects of speech.

In the last century, the concept of language competence emerged in linguistics, which made it possible to view language not only as a set of linguistic units, but also as an activity in the process of communication. In particular, the concept of communicative competence includes the ability of a language learner to speak effectively and purposefully in communication. This ensures that language learners are successful in real-life communication situations.

The article provides a comprehensive analysis of the linguistic principles of communicative competence in English, the processes of its formation and development. It also considers the role of communicative approaches and the influence of cultural contexts in the process of language learning. This study serves to develop practical recommendations for language learners and teachers and to improve language methodology.

Main part: Communicative competence is the ability of a language learner not only to use language grammatically correctly, but also to communicate effectively through language, to convey his/her thoughts in an appropriate and contextual manner. Dell Hymes states that language competence is not only about knowing the rules of the language, but also about how to use speech in social contexts. Therefore, communicative competence requires the integration of linguistic knowledge, social culture and communication strategies.

Communicative competence in English consists of the following main components:

Grammatical competence - knowledge of language rules, vocabulary, syntax and phonetics;

Sociolinguistic competence - choosing and using language appropriate to the social situation;

Discourse competence - the ability to formulate texts and speech in a logical and versatile way;

Strategic competence - tools for correcting errors in communication and eliminating misunderstandings.

The formation of communicative competence in language learning occurs gradually. First, the grammatical rules of the language being studied are mastered, and then the practice of applying

them in various communication situations begins. This process includes the following stages: acquiring basic language knowledge - studying vocabulary, grammatical structures and pronunciation, developing speech activity - forming listening, speaking, reading and writing skills, adapting to communicative situations - changing speech in accordance with the social context, mastering the cultural component - the language learner understands intercultural differences and is successful in communication.

In this process, it is especially important for language teachers to use communicative approaches. For example, situational methods, role-playing, interactive exercises and exercises based on real-life situations serve to improve the communicative competence of language learners. In linguistics, various approaches have been developed for the development of communicative competence. Communicative Approach - teaching language as a means of communication, emphasizing the use of language in context, interactive approach - involving students in active communication, developing exchange of ideas and cooperation between them, culturally-based approach - teaching cultural values, traditions, and communication culture in language learning. With the help of these methodologies, the language learning process is focused not only on the development of linguistic knowledge, but also on the development of communication skills.

Language and culture are inextricably linked concepts. For the full development of communicative competence in English, a language learner must not only know the linguistic rules, but also understand the cultural context of the language. Each language has its own cultural codes, modes of expression, common phrases and social norms.

By teaching the cultural component, learners learn to communicate correctly and effectively in unfamiliar social situations. For example, aspects such as distinguishing between formal and informal speech forms, greetings, methods of showing respect, understanding humor and irony increase communicative competence.

The following practical directions are considered effective for the development of communicative competence:

Organizing interactive and cooperative training sessions;

Assigning tasks based on real-life situations;

Using multimedia and technological tools;

Expanding opportunities for intercultural communication;

Constantly analyzing the speech activity of language learners and focusing on individual development.

Analysis: As shown in the article, the development of communicative competence is not limited to linguistic knowledge, but also includes social and cultural contexts. Dell Hume's theory of communicative competence emphasizes the need for the speaker to know the rules of the language, as well as to ensure that the speech is appropriate to the social situation. This shows that teaching grammar and vocabulary alone is not enough in language learning. The analysis shows that the effective use of communicative situations as didactic material by language teachers plays a decisive role in improving the speech culture of learners.

The concept of communicative competence is an important one in linguistics. Dell Hymes stated that "communicative competence is not only the knowledge of the rules of language, but also the art of using this knowledge effectively in social contexts" (Hymes, 1972). This idea shows that teaching a language is not enough to teach only grammatical aspects, but also to include the use of speech in a social situation.

Michael Canale and Merrill Swain, on the other hand, define communicative competence more broadly, calling it "a complex ability that includes the grammatical aspects of speech, the communicative scope of speech, and the strategies of language use" (Canale & Swain, 1980). They argue that in order to be successful in language learning, these components must develop in balance.

Rod Ellis, who emphasizes the balance between grammar and communication skills in language learning, writes: "To achieve the most effective results in language learning, a balance must be

maintained between grammar and communication skills. The communicative approach plays an important role in this" (Ellis, 1994). This approach not only teaches language learners the rules, but also provides them with the opportunity to apply them in practice.

Claire Kramsch, who emphasizes the inextricable link between language and culture, says in her works that "a deep understanding of culture in the process of language learning is an essential part of fully understanding and using the language in real contexts" (Kramsch, 1993). Therefore, it is very necessary for language teachers to also teach the cultural component, because a lack of understanding of the cultural context can lead to misunderstandings in communication.

Jack C. Richards emphasizes the importance of using modern methods in language learning: "Interactive and contextual learning methods increase the effectiveness of language learners in developing their communicative competence" (Richards, 2006). Real-life situations and interactive activities are a great help in developing speaking skills.

Thus, the opinions of scientists confirm that the development of communicative competence in English is a complex and multifaceted process. It includes not only linguistic knowledge, but also social, cultural and strategic skills. Modern language learning methods are aimed at combining these components, which helps to increase the effectiveness of language learners in communication.

The results of the study conducted on the basis of the article show that language learners initially speak based on grammatical knowledge, but they face difficulties in expressing speech freely and clearly. This is especially due to the lack of a full understanding of the cultural context and knowledge of the sociolinguistic aspects of the language. It was also revealed that students do not develop communicative strategies sufficiently, and they have weaknesses in timely correction of communication errors. Therefore, the need for the widespread introduction of interactive methods and situational exercises in the pedagogical process arises from the analysis. Culture, as an integral part of the language, plays a major role in the development of communicative competence. According to the results of the analysis, language learners can use the language more effectively if they are well aware of cultural differences. For example, changes in the tone of the language in formal and informal communication in English, typical forms of expression, and subtle aspects of the culture of communication should not be ignored in the process of language learning. For this reason, introducing cultural elements into language lessons, explaining the cultural context, and teaching through real-life situations are effective methods.

The advantages of the communicative and interactive approaches discussed in the article in the learning process were widely analyzed. Studies have shown that learners who are limited to theoretical knowledge make many mistakes in speech and are insecure in communication. Therefore, modern methods, such as role-playing, creating dialogues, working in groups, and using multimedia tools, significantly improve the communicative skills of learners. All this increases students' interest in the language and helps to develop independent speech.

The analysis shows that a number of problems arise in the process of developing communicative competence: excessive reliance on traditional methods in language teaching, insufficient attention to the cultural context, and approaches that are not adapted to the individual needs of language learners. In the future, to overcome these shortcomings, it will be necessary to develop an interdisciplinary approach, make extensive use of technological resources, and deepen the teaching of intercultural communication skills. At the same time, communicative competence can be further strengthened by bringing language learners as close as possible to real communication situations.

Conclusion: In today's era of globalization, the importance of English as a means of international communication is increasing. Therefore, the development of communicative competence in English has become an important and urgent issue from the point of view of linguistics and language learning methodology. Research shows that language competence should not be limited to the acquisition of grammatical knowledge alone, but should also include social, cultural and strategic aspects of speech.

As analyzed in the article, the linguistic foundations of communicative competence, its structural elements and stages of development are the main factors in the formation of language learners' skills to use the language effectively and in accordance with the context. Also, the influence of the cultural context on communicative competence and the interactivity of the language learning process using modern methods contribute to a deeper and more complete formation of language competence.

In addition, practical experience shows that a communicative approach and culture-based methods are important in the effective development of language learners' speech activity. At the same time, the widespread use of innovative and technological tools in language teaching, taking into account individual needs, will allow for more successful results in the future.

In conclusion, the development of communicative competence in English from a linguistic perspective is a complex process aimed at ensuring an integrative approach, intercultural dialogue and the effectiveness of communication in the process of language learning and teaching, and is one of the urgent problems of modern linguistics and pedagogy.

References

1. Abdullayeva, Zakhro PROBLEMS OF DISTANCE EDUCATION IN TEACHING FOREIGN LANGUAGES AND WAYS OF ITS DEVELOPMENT // ORIENSS. 2025. №20. URL: https://cyberleninka.ru/article/n/problems-of-distance-education-in-teaching-foreign-languages-and-ways-of-its-development
2. Abdullayeva, M. and Khidirova, G., 2025. LINGUISTIC AND CULTURAL FEATURES OF ANTHROPONYMS. Journal of Multidisciplinary Sciences and Innovations, 1(2), pp.700-703.
3. Zakhro Shadmankulovna Abdullaeva. (2024). METHODS OF TEXT LINGUISTIC EXPERTISE. PEDAGOGS, 55(1), 115–118. Retrieved from https://pedagogs.uz/index.php/ped/article/view/1062
4. Hymes D. H. On Communicative Competence. In J.B. Pride & J. Holmes (Eds.), Sociolinguistics. Harmondsworth: Penguin.) 1972.
5. Canale M., & Swain, M. Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics, 1(1), 1980. -47p.
6. Richards J. C. Communicative Language Teaching Today. Cambridge University Press. 2006.
7. Abdullayeva, Markhabo Raxmonkulovna. "TRANSLATION PROBLEMS OF VERB PHRASEOLOGISMS EXPRESSING NATIONAL COLOR." Oriental renaissance: Innovative, educational, natural and social sciences 2.Special Issue 25 (2022): 347-352.
8. ABDULLAYEVA, Markhabo. "THE APPEARANCE OF THE TERM "EDUCATION DICTIONARY" IN WORLD LINGUISTICS IS ANALYZED." (2022).
9. MAXMUDOVA, U. F. (2023, October). PRAGMATIC PROBLEMS IN TEACHING ENGLISH. In International Scientific and Current Research Conferences (pp. 498-503).
10. Bekmuratova S., Matchanova F., Musinova Z. THE ROLE OF FOREIGN LANGUAGES IN THE LIFE OF GIRLS //Евразийский журнал академических исследований. – 2024. – Т. 4. – №. 5. – С. 336-338.
11. Bekmuratova S. Linguocultural features of proverbs on the topic of patriotism in the Uzbek and English languages //Modern Science and Research. – 2024. – Т. 3. – №. 1. – С. 1-3.