

**METHODOLOGY FOR DEVELOPING STUDENTS'
COMMUNICATIVE COMPETENCE BASED ON THE COMPETENCY-
BASED APPROACH**

**University of Economics and Pedagogy, Karshi,
Gulhayo Roziqova, gulhayo4449090@gmail.com**

Annotation. *The development of students' communicative competence is one of the important priorities of contemporary education. In the context of rapid social, technological, and cultural changes, the ability of students to communicate effectively, express their opinions clearly, understand others, cooperate in groups, and apply acquired knowledge in real-life situations has become an essential educational outcome. The competency-based approach creates methodological opportunities for transforming the educational process from knowledge acquisition toward the development of practical skills, abilities, attitudes, and personal qualities. This article examines the theoretical and methodological foundations of developing students' communicative competence based on the competency-based approach.*

Keywords. *competency-based approach, communicative competence, communication skills, students, teaching methodology, interactive learning, collaborative learning, communication culture, educational technologies, competency-oriented education.*

Аннотация. *Развитие коммуникативной компетентности обучающихся является одним из важных приоритетов современного образования. В условиях стремительных социальных, технологических и культурных изменений способность эффективно общаться, четко выражать свое мнение, понимать окружающих, взаимодействовать в группе и применять полученные знания в реальных жизненных ситуациях стала важнейшим образовательным результатом. Компетентностный подход открывает методологические возможности для трансформации*

образовательного процесса: от ориентации на усвоение знаний к развитию практических навыков, умений, установок и личностных качеств. В статье рассматриваются теоретико-методологические основы развития коммуникативной компетентности обучающихся на базе компетентностного подхода.

Ключевые слова. *компетентностный подход, коммуникативная компетентность, коммуникативные навыки, обучающиеся, методика обучения, интерактивное обучение, совместное обучение, культура общения, образовательные технологии, компетентностно-ориентированное образование.*

Annotatsiya. *O'quvchilarning kommunikativ kompetensiyasini rivojlantirish zamonaviy ta'limning muhim ustuvor yo'nalishlaridan biridir. Ijtimoiy, texnologik va madaniy sohalaridagi tezkor o'zgarishlar sharoitida o'quvchilarning samarali muloqot qilish, o'z fikrlarini aniq ifodalash, o'zgalarni tushunish, guruhda hamkorlik qilish hamda egallangan bilimlarni real hayotiy vaziyatlarda qo'llay olish qobiliyati ta'limning muhim natijasiga aylandi. Kompetensiyaviy yondashuv ta'lim jarayonini shunchaki bilimni o'zlashtirishdan amaliy ko'nikmalar, malakalar, munosabatlar va shaxsiy fazilatlarni rivojlantirishga yo'naltirish uchun metodologik imkoniyatlar yaratadi. Ushbu maqolada kompetensiyaviy yondashuv asosida o'quvchilarning kommunikativ kompetensiyasini rivojlantirishning nazariy va metodologik asoslari tahlil qilinadi.*

Kalit so'zlar: *kompetensiyaviy yondashuv, kommunikativ kompetensiya, muloqot ko'nikmalari, o'quvchilar, o'qitish metodikasi, interaktiv ta'lim, hamkorlikda o'qitish, muloqot madaniyati, ta'lim texnologiyalari, kompetensiyaga yo'naltirilgan ta'lim.*

The transformation of modern society has significantly changed the requirements for the education system and the competencies expected from graduates. Today, education is not limited to the transmission of theoretical

knowledge. Students are expected to use their knowledge effectively, solve practical problems, cooperate with others, communicate their ideas, demonstrate initiative, and adapt to changing social and professional environments. Therefore, the development of communicative competence has become an important component of contemporary education.

Communication is a fundamental element of human social interaction. Through communication, individuals exchange information, express ideas, establish interpersonal relationships, solve problems, and participate in collective activities. In the educational process, communication performs an even broader function because it simultaneously serves as a means of learning and as an object of development.

The competency-based approach emphasizes the practical application of knowledge and the development of students' abilities to act effectively in different situations. Within this approach, students are considered active participants in the educational process rather than passive recipients of information. Consequently, the teacher's role changes from a primary source of knowledge to a facilitator, organizer, consultant, and evaluator of students' learning activities.

Communicative competence includes not only the ability to speak correctly but also the ability to listen, understand, interpret information, formulate arguments, participate in dialogue, negotiate, cooperate, and adapt communication strategies to different situations. Thus, the development of communicative competence requires an integrated pedagogical methodology.

The relevance of this research is determined by the necessity of improving educational methodologies that enable students to develop practical communication skills. Traditional teaching methods, which predominantly focus on reproduction of information, may not always provide sufficient opportunities for students to communicate, cooperate, and independently solve communicative problems. Competency-oriented education, in contrast, provides opportunities for creating authentic communication situations and organizing active learning.

The purpose of this article is to theoretically substantiate and develop a

methodology for improving students' communicative competence based on the competency-based approach.

The objectives of the research are:

- to analyze the theoretical foundations of communicative competence;
- to clarify the relationship between the competency-based approach and communicative development;
- to identify effective pedagogical methods for developing communication skills;
- to propose a methodological model for developing students' communicative competence;
- to develop criteria and indicators for assessing communicative competence.

The concept of communicative competence has been interpreted from different perspectives in linguistic, psychological, and pedagogical research. Communicative competence can generally be understood as an individual's ability to use linguistic and non-linguistic resources appropriately and effectively in different communication situations.

Communication competence includes several interconnected dimensions. These dimensions involve knowledge of language and communication rules, practical communication skills, social awareness, strategic abilities, and the capacity for reflection.

The following table summarizes the major components of communicative competence.

Table 1. Main Components of Students' Communicative Competence

Component	Content	Expected student ability
Linguistic	Vocabulary, grammar, pronunciation, sentence structure	Construct grammatically and logically correct statements
Sociocultural	Social norms, cultural values, etiquette	Adapt communication to cultural and social contexts
Discursive	Organization of oral and written	Produce coherent and logically

	discourse	structured messages
Strategic	Communication strategies and problem-solving techniques	Overcome communication difficulties
Interactive	Dialogue, cooperation, negotiation	Participate effectively in interpersonal interaction
Reflective	Self-analysis and evaluation	Identify strengths and weaknesses in communication

The table demonstrates that communicative competence is a multidimensional phenomenon. Therefore, its development cannot be reduced to teaching vocabulary or grammar alone. Students should receive systematic opportunities to practice communication in meaningful contexts.

An important characteristic of communicative competence is its practical nature. A student may possess considerable theoretical knowledge about communication but still experience difficulties when participating in real interaction. Therefore, educational activities should reproduce situations in which students need to use their knowledge to achieve a communicative purpose.

For example, instead of simply asking students to memorize communication rules, the teacher may organize a discussion in which students have to defend different viewpoints. Such activities simultaneously develop speaking, listening, argumentation, critical thinking, cooperation, and reflection.

The competency-based approach is oriented toward achieving educational outcomes expressed through competencies. In contrast to a purely knowledge-centered model, this approach integrates knowledge, skills, attitudes, values, and experience.

The competency-based approach can be represented through the following structure:

Knowledge → Skills → Experience → Application → Reflection → Competence

This sequence indicates that competence develops through active application of knowledge in practical situations.

Competency-oriented education also emphasizes learning outcomes. Therefore, the teacher should formulate learning objectives not only in terms of what students should know but also what they should be able to do.

Table 2. Comparison of Knowledge-Based and Competency-Based Approaches

Criterion	Knowledge-based approach	Competency-based approach
Main focus	Acquisition of information	Application of knowledge
Student role	Recipient of information	Active participant
Teacher role	Information provider	Facilitator and organizer
Learning process	Mainly reproductive	Active and practice-oriented
Communication	Often limited	Central element
Assessment	Knowledge reproduction	Performance and competence
Learning environment	Teacher-centered	Student-centered
Learning outcome	Knowledge	Integrated competence

Thus, the competency-based approach provides methodological conditions for developing communicative competence through active and meaningful learning.

The methodology proposed in this study is based on the integration of several complementary pedagogical principles.

Students should be actively involved in communication rather than simply listening to the teacher. Every lesson should contain tasks requiring students to speak, listen, discuss, analyze, collaborate, or present.

Communication tasks should be connected with realistic academic, social, and professional situations. Contextualized activities make communication meaningful and increase students' motivation.

Communication develops effectively through interaction. Pair work, group work, peer teaching, collaborative projects, and cooperative problem solving provide students with opportunities to communicate naturally.

Students have different communication abilities, personalities, interests, and learning styles. Therefore, teachers should provide differentiated tasks that correspond to students' individual needs.

Students should regularly analyze their own communication behavior. Reflection helps learners identify difficulties, evaluate progress, and develop strategies for further improvement.

Interactive teaching methods are particularly important within the competency-based approach. They create situations in which students must communicate with others to achieve a specific educational objective.

Discussion is one of the most effective methods for developing students' communicative competence. During a discussion, students express opinions, ask questions, respond to arguments, and formulate conclusions.

Role-playing allows students to simulate real communication situations. Students may act as teachers, customers, managers, journalists, researchers, public officials, or other participants in a communicative situation.

Project-based learning combines knowledge acquisition with practical activity. Students work collaboratively to investigate a problem and produce a final product.

A project may include:

Problem identification → Information gathering → Group discussion → Planning → Implementation → Presentation → Reflection

This sequence creates numerous opportunities for communication.

Case studies involve the analysis of realistic situations. Students examine the problem, identify possible solutions, discuss alternatives, and present their conclusions.

Case-based learning is particularly effective for developing professional communication because students have to combine knowledge with decision-making and interpersonal skills.

The analysis demonstrates that communicative competence is closely connected with the general objectives of competency-based education. Both

approaches emphasize practical activity, learner autonomy, social interaction, and application of knowledge.

One of the major methodological advantages of competency-oriented education is its focus on authentic tasks. Authentic tasks allow students to understand why communication skills are necessary and how they can be applied outside the classroom.

Another important factor is collaborative learning. When students work in groups, they need to coordinate their actions, negotiate, distribute responsibilities, listen to different opinions, and reach common decisions. Consequently, collaborative activities simultaneously develop communication and social competencies.

Reflection is another essential component. Without reflection, students may not fully understand how their communication behavior affects others. Self-assessment and peer feedback enable learners to identify specific strengths and areas for improvement.

The teacher also plays an important role. The teacher should create a psychologically supportive environment in which students are encouraged to express opinions without fear of making mistakes. At the same time, communication should remain purposeful and academically meaningful.

A competency-based approach also requires changes in assessment. Traditional tests may successfully measure theoretical knowledge but cannot fully demonstrate how students communicate in real situations. Therefore, performance-based assessment should complement traditional forms of evaluation.

The development of students' communicative competence is an important objective of contemporary education. Communication skills influence students' academic performance, interpersonal relationships, professional development, and ability to participate actively in society.

The competency-based approach provides a suitable methodological foundation for achieving this objective because it focuses on the practical application of knowledge, active participation, collaboration, problem-solving, and

reflection.

The methodology proposed in this article includes motivational, cognitive, activity-based, communicative, reflective, and evaluative components. Interactive methods such as discussions, debates, role-playing, project-based learning, case studies, brainstorming, simulations, and presentations create favorable conditions for the development of communication skills.

The study also demonstrates the importance of integrating digital technologies into communication-oriented education. However, technologies should be selected according to educational objectives and used to create meaningful communication opportunities.

An effective assessment system should evaluate not only students' theoretical knowledge but also their ability to communicate, cooperate, argue, listen, adapt, and reflect. The combination of teacher assessment, peer assessment, self-assessment, observation, portfolios, and practical tasks provides opportunities for comprehensive evaluation.

Therefore, the systematic implementation of a competency-based methodology can create an educational environment in which students become active communicators, independent learners, and participants in collaborative problem-solving. The proposed methodological framework can be adapted to different educational levels and academic disciplines depending on students' age, learning objectives, and specific educational contexts.

Reference

1. Jo'rayevna Q. D. MUHOKAMAVIY VA TAHLIL JARAYONING KOGNITIV MEXANIZIMLARI //Лучшие интеллектуальные исследования. – 2025. – Т. 56. – №. 1. – С. 72-77.
2. Jo'rayevna Q. D. PEDAGOGICAL FEATURES OF PLAY ACTIVITY //CONFERENCE OF MODERN SCIENCE & PEDAGOGY. – 2025. – Т. 1. – №. 9. – С. 194-197.

3. QUVATOVA D. O'QUVCHILARDA MANTIQUIY-MUHOKAMAVIY FIKRLASH FAOLIYAT TUSHUNCHASINING NAZARIY TAHLILI //«ACTA NUUZ». – 2025. – T. 1. – №. 11. – С. 114-116.
4. Qizi N. M. Z. et al. Isolation of Methyl 5-oxo-DL-prolinate from Agaricus bisporus Mushroom Grown in Natural Conditions and Structural Elucidation Using Spectroscopic Methods //International Journal of Biochemistry Research & Review. – 2026. – T. 35. – №. 2. – С. 241-251.
5. Эргашева Р. У., Джуракулова Н. Х., Эргашева К. И. К. Изучение комплекса солей Ni (II) с 2-(3-гидроксипропил) бензимидазолом методом термического анализа //Universum: технические науки. – 2023. – №. 12-6 (117). – С. 58-61.
6. Qizi N. M. Z. et al. Isolation of Methyl 5-oxo-DL-prolinate from Agaricus bisporus Mushroom Grown in Natural Conditions and Structural Elucidation Using Spectroscopic Methods //International Journal of Biochemistry Research & Review. – 2026. – T. 35. – №. 2. – С. 241-251.
7. Журакулова Н. Х. и др. Исследование термического и элементного анализа комплексных соединений нитрата серебра и ацетатов Ni (II) с 3, 5-динитросалициловой кислотой //Вестник Дагестанского государственного университета. Серия 1: Естественные науки. – 2025. – Т. 40. – №. 1. – С. 84-90.
8. Журакулова Н. Х., Эшкобилова М. Синтез и исследование комплексных соединений хлорида Fe (III) и ацетатов Ni (II) с 3, 5-динитросалициловой кислотой //Universum: химия и биология. – 2024. – №. 8 (122). – С. 38-42.
9. Kamolov L. et al. Low molecular metabolites of fungi. 13, 22-Dimetoxystachibotrin from Stachybotrys chartarum. – 2022.