

**DEVELOPING COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE
TEACHING WITHIN HIGHER EDUCATION: PROBLEMS AND PERSPECTIVES**

*Almalyk state technical institute
PhD Khakimov Sh.*

Abstract: In the modern higher education system, special attention is paid to the holistic development of students through fostering moral and ethical values, cultivating cultural thinking, and enhancing communicative competencies. In the process of teaching foreign languages, students are required not only to acquire linguistic knowledge but also to be prepared for intercultural communication. This necessitates viewing communicative competence development not merely as a linguistic task but also as an educational and value-based process.

The rapid globalization and internationalization of higher education have necessitated a paradigm shift in foreign language teaching. Students in higher education are expected to master not only linguistic skills but also intercultural communication competence. Developing communicative competence is therefore not limited to grammar and vocabulary acquisition but extends to preparing learners for real-life intercultural communication. This article addresses the theoretical and practical challenges associated with communicative competence development and proposes strategies for its effective integration into the higher education curriculum.

Keywords: Communicative competence; foreign language teaching; higher education; intercultural communication; innovative methods; psychological barriers; interactive learning.

Introduction. In today's globalized world, foreign language acquisition is not only an academic necessity but also an essential tool for intercultural dialogue. Therefore, integrating communicative, cognitive, and value-oriented aspects of language learning into the teaching process is a pressing methodological issue. Research by N.D. Galskova highlights the theoretical importance of communicative approaches but emphasizes challenges in their practical implementation, largely due to insufficient teacher training and reliance on traditional methods [1]. Similarly, B.H. Douglas points to psychological barriers—such as fear of mistakes and public speaking anxiety—that limit students' oral proficiency [2]. E.I. Smirnova identifies additional problems including limited interpersonal interaction, low communication culture, insufficient motivation, socio-emotional adaptation challenges, and non-communicative teaching environments. These challenges hinder the effective formation of communicative competence in foreign language learners. Overcoming them requires innovative teaching strategies, the creation of positive psychological environments, the integration of authentic materials, and the use of interactive and culturally contextualized activities. Communicative competence should be developed not only through linguistic drills but also through real-life communication, intercultural experiences, and differentiated approaches to learners with varying proficiency levels.

In conclusion, communicative competence in foreign language teaching should be understood as a multifaceted construct that includes linguistic, social, cultural, and psychological dimensions. Its effective development prepares students not only for academic success but also for active participation in global communication and professional environments.

N.D. Galskova emphasizes that while communicative approaches in foreign language teaching are theoretically recognized, their practical application faces considerable challenges[1]. These challenges often stem from insufficient methodological training of teachers and reliance on traditional approaches. According to Galskova, communicative competence develops not merely from grammatical knowledge but through active participation in authentic communicative contexts. B.H. Douglas highlights psychological barriers such as fear of errors and public

speaking anxiety, which restrict learners' oral communication [2]. He argues that fostering a supportive learning environment, using role-playing, and encouraging collaborative tasks can reduce these barriers and promote active participation.

E.I. Smirnova identifies additional barriers including limited interpersonal interaction, low communication culture, lack of motivation, socio-emotional adaptation difficulties, and teaching environments that are not communication-oriented. Smirnova argues that communicative competence requires a broader pedagogical framework encompassing social, emotional, and cultural dimensions [3].

The study adopts a qualitative review approach, analyzing existing literature on communicative competence development in foreign language education. Key frameworks in communicative language teaching (CLT), intercultural communication, and applied linguistics were examined to identify common challenges and potential solutions. Practical insights from pedagogical practices such as role-play, collaborative learning, and the use of authentic materials were also considered.

The findings suggest that communicative competence development requires an integrative approach. Reliance on traditional grammar-based teaching limits learners' ability to engage in authentic communication. Instead, interactive and learner-centered methods should be prioritized. Incorporating authentic texts, real-life case studies, and cultural scenarios enables students to develop pragmatic and intercultural competence alongside linguistic skills. Furthermore, psychological barriers must be addressed by creating a safe and inclusive learning environment. Teachers should encourage risk-taking in communication, normalize errors as part of learning, and promote peer support. Differentiated teaching approaches are also essential to address the varied proficiency levels within a classroom. Digital tools and online platforms provide additional opportunities for authentic communication practice, enabling students to engage in cross-cultural exchanges beyond the classroom.

Developing communicative competence in foreign language teaching is a multidimensional process that encompasses linguistic, psychological, social, and cultural aspects. Higher education institutions must move beyond traditional teaching methods and adopt communicative, interactive, and intercultural approaches. By integrating authentic materials, interactive activities, and positive psychological support, teachers can prepare students for effective participation in global communication. Ultimately, communicative competence equips students not only with academic knowledge but also with the skills necessary to succeed in professional and intercultural contexts.

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