

**DEVELOPING STUDENTS' COMMUNICATION SKILLS WHILE STUDYING THE  
LITERARY HERITAGE OF ALISHER NAVOI**

**Amina Karomatovna Musaeva**

Lecturer, Department of Uzbek and Russian Philology  
Asia International University, Bukhara, Uzbekistan  
E-mail: [musayevaaminakaramatovna@oxu.uz](mailto:musayevaaminakaramatovna@oxu.uz)

**Abstract.** This article addresses the development of students' communicative competence in the context of modern higher education. The author emphasizes the importance of Alisher Navoi's literary legacy as a powerful tool for fostering spiritual and moral attitudes and communication skills in young people. The theoretical foundations of the term "communicative competence" are outlined, its constituent elements and pedagogical factors in its development are identified. The humanistic and socio-cultural resources of Navoi's works are explored, demonstrating their importance in developing students' verbal, speech, and discursive skills. Particular emphasis is placed on the practical experience of using Navoi's writings in the educational process: conducting case studies, debates, project work, and research tasks. The article presents the results of research demonstrating the effectiveness of Navoi's works in developing communicative competence and outlines the possibilities of their application in the context of digital education and intercultural communication.

**Keywords:** Alisher Navoi's; communicative competence; students; literary heritage; humanistic values; intercultural communication; pedagogical potential; speech culture.

**Introduction**

In today's context of globalization and intercultural communication, developing students' communicative competence is becoming a key focus of higher education in the humanities and philology. Incorporating examples of national classics into the educational process makes it possible to combine the development of speech skills with the inculcation of moral and cultural values—which is especially important for training personnel capable of communicating effectively in business and sociocultural environments. In this context, Alisher Navoi's literary legacy is positioned as a generous resource of lexical and stylistic standards, moral and ideological concepts, and interlingual contacts that facilitate the full development of students' communicative competence. Interlingual and intercultural communication are the interactions between people speaking different languages and belonging to different cultures. Interlingual communication focuses on linguistic aspects (the transmission of meaning through languages), while intercultural communication encompasses broader connections (values, traditions, non-verbal communication). These terms are often used synonymously in the modern world, where globalization blurs the boundaries between language and culture, requiring an understanding of not only words but also context.

The problem is that despite the existence of works devoted to the study of Navoi's creative legacy and the development of communicative competence, a systematic methodological approach that would integrate the analysis of Navoi's classic texts with specific communication-oriented teaching methods and an assessment of their effectiveness in university practice remains underdeveloped.

The goal is to theoretically substantiate and develop a methodology for using A. Navoi's literary legacy to develop students' communicative competence (using literature and language

courses as an example). The objective of this study is to analyze theoretical approaches to the definition and structure of communicative competence.

To characterize the pedagogical potential of A. Navoi's literary legacy for speech and value education.

To develop teaching methods and learning assignments for integrating Navoi's texts into lessons aimed at developing various components of communicative competence.

To evaluate the expected effectiveness of the proposed methodology (criteria, assessment tools).

Object of the study: the process of developing students' communicative competence in the context of university literary and linguistic education.

The objective is to use teaching methods and technologies for using A. Navoi's texts in teaching, aimed at developing the linguistic, sociocultural, discursive, and strategic components of communicative competence. The scientific novelty lies in the fusion of literary analysis of Navoi's works with modern competence-oriented educational technologies (communicative methods, project-based and problem-based reflective work), which enables the selective development of students' verbal and sociocultural skills. The practical value lies in the creation of a set of learning tasks and assessment tools used in the disciplines of literature, Russian as a foreign language, and intercultural communication. The methods used include analytical (content analysis of Navoi's texts), theoretical (systematization of pedagogical and linguistic concepts), empirical (pedagogical experiment, observation, questionnaires, testing), and comparative analysis (comparison of speech strategies in original and translated texts).

#### 1. Theoretical and Methodological Foundations of Research

##### The Concept and Structure of Communicative Competence

The term "communicative competence" was introduced into scientific discourse by sociolinguistics and was further developed in applied linguistics as a set of knowledge, skills, and strategies that ensure adequate and effective linguistic behavior in various social contexts. D. Hymes's classic anthropological formulation emphasizes the need to consider the social and pragmatic dimensions of language (what to say, when, and how), while subsequent models have specified the components of competence.

One of the most recognized models in methodological practice is the Canale & Swain model, which views communicative competence as an integration of the following components:

- grammatical (linguistic) competence—knowledge of vocabulary, morphology, syntax, and phonetics;
- sociolinguistic competence—knowledge of the rules of appropriateness of utterances depending on context, roles, and situations;
- Discursive (textual) competence—the ability to structure a statement/text logically and coherently;
- Strategic competence—the ability to compensate for knowledge gaps, manage communication, and resolve communicative difficulties.

These components serve as a guide when designing learning objectives: grammar exercises—to expand vocabulary and grammar; communicative role-playing games and discussions—to develop sociolinguistic and strategic competence; analysis and creation of coherent texts—to develop discursive competence.

##### Pedagogical Approaches to Developing Communicative Competence

Modern methods are based on communicative-competence-based and cultural approaches: the former place real communicative tasks and authentic language situations at the center of the process, while the latter emphasize the importance of intercultural awareness and value orientations. University practice combines problem-based learning, project-based activities,

debates, academic writing, and analytical reading, aimed at activating students' independent language development. The effectiveness of integrating literary texts into this system is confirmed by research, which views the literature course as a resource for developing communicative competence through work with authentic material and interdisciplinary assignments.

Literary Heritage as a Pedagogical Resource:

Justifying the Selection of Navoi's Texts

Literature plays a dual role in the development of speech competencies: first, it enriches vocabulary, patterns of speech expression, and stylistic devices; second, it serves as a source of cultural codes, moral principles, and communicative scenarios necessary for the sociocultural component of competence. When working with students, literary texts become a "testing ground" for practicing speech strategies—from argumentation in discussion to artistic interpretation and cross-linguistic comparison.

Alisher Navoi (1441–1501) is an outstanding figure in the history of Turkic literature; His work includes poetry collections, religious and philosophical treatises, and literary criticism (including the treatise *Muhakamat al-Lughatayn* – "The Judgment on the Two Languages"), in which he substantiated the literary validity of the Turkic language and demonstrated a high level of artistic expression.

These features make Navoi's legacy fruitful material for developing both the linguistic and sociocultural components of communicative competence.

2. Methodological principles for selecting and analyzing textual material

The selection of Navoi's texts for use with a modern student audience should be based on the following methodological principles:

Authenticity – the use of original fragments (translated or adapted) that convey the author's stylistic and semantic characteristics;

Functional focus – the selection of texts that address specific communicative tasks (argumentation, description, interpretation);

Multi-levelness – the presence of lexical and structural elements of varying complexity to adapt to the group's preparation;

Cultural and thematic relevance—texts containing moral and philosophical motifs that promote value reflection and discussion.

Analytical work with the text involves the use of lexical and semantic analysis, stylistic analysis, practical translation assignments (if bilingual versions are available), and communicative exercises (discussions, role-playing games, project assignments) aimed at synthesizing linguistic knowledge and communication skills.

3. Alisher Navoi's Literary Legacy as a Factor in the Formation of Spiritual, Moral, and Communicative Values

Navoi's Humanitarian Ideas

Alisher Navoi (1441–1501) occupies a special place in the history of world literature, being not only an outstanding poet and thinker but also a cultural figure who influenced the development of humanistic and pedagogical ideas in Central Asia. His work is distinguished by its commitment to affirming moral values: justice, mercy, mutual respect, and responsibility to society. These ideas are relevant for developing students' linguistic and value-based communicative foundations necessary for constructive communication in the modern world.

The poems "Khamasa," the lyrical collections "Khazoini ul-Maoniy," and his philosophical and ethical treatises provide examples of expressive speech and profound moral content. It is important to emphasize that Navoi's humanism is expressed not only in the content of his works but also in his style itself—his pursuit of clarity, imagery, and dialogic expression.

The Role of Poetic and Philosophical Heritage in the Development of Speech and Thought

Navoi's literary legacy contributes to the development of analytical and critical thinking in students. His texts contain a rich range of lexical and stylistic devices, allowing for analysis both at the level of form (metaphors, epithets, parallelisms, allegories) and at the level of content (philosophical ideas, social and ethical categories).

Working with Navoi's works contributes to:

- expanding students' vocabulary through archaisms, poetic expressions, and metaphorical constructions;
- developing skills in interpreting complex literary texts;
- developing the ability to express one's thoughts in written and oral form, drawing on culturally significant images;
- developing the ability to conduct dialogue, drawing on moral and aesthetic categories.

Thus, Navoi's texts perform a dual function: they serve as a model of literary language and, at the same time, as a source for the development of communicative competence through a cultural and moral prism.

#### *The Value of Bilingualism and Intercultural Dialogue*

The bilingual aspect of Navoi's work is of particular importance for pedagogy. In his treatise "Muhokamat ul-lughatayn" ("Judgment on Two Languages"), he emphasized the self-sufficiency and richness of the Turkic language compared to Persian, thus demonstrating an early example of the scientific comparison of languages and cultures. For students, this work is a valuable source of intercultural reflection and an understanding that communication is always an interaction of cultural codes.

The relevance of Navoi's legacy in developing students' intercultural competence lies in the fact that it fosters respect for their native language and culture, while simultaneously opening the door to dialogue with other traditions. This is especially important in the context of globalization, where the ability to combine national identity and international thinking is becoming a crucial prerequisite for successful communication. Thus, Alisher Navoi's literary legacy is not only a source of spiritual and moral education, but also a powerful tool for developing all components of communicative competence—from linguistic and discursive to strategic and sociocultural.

#### 4. Practical Approaches to Using Alisher Navoi's Works in the Educational Process

##### Text Analysis Methods

Using Navoi's literary legacy in university teaching requires a systematic approach to selecting and interpreting texts. The most effective methods are:

Lexical and semantic analysis, aimed at identifying key concepts, symbols, and images. For example, when working with the poem "Farhad and Shirin," students analyze the semantics of the words "love," "loyalty," and "sacrifice," which develops the ability to reveal the content of the text orally and in writing.

Stylistic analysis, which helps identify the poet's artistic techniques. The analysis of metaphors, allegories, similes, and epithets helps students master the richness of expressive means and use them in their own speech practices.

The interpretive method involves discussion of the philosophical and ethical content of works. It stimulates the development of critical thinking, argumentation skills, and dialogue.

Comparative analysis includes comparisons of the original text and translations, as well as parallels with other literary traditions (for example, the poetry of Jami or Rumi). This approach broadens students' intercultural horizons and promotes the development of sociocultural competence.

### Communicative Exercises

A variety of exercises aimed at developing communicative competence can be developed based on Navoi's works:

Discussions and Debates. The topic "Love and Duty in the Poem 'Layla and Majnun'" allows students to express and argue different positions, developing public speaking skills.

Role-playing games. Acting out dialogues between characters in poems (Farhad and Shirin, Sa'ai Sayyar) helps students develop strategic competencies: the ability to improvise and adapt speech to roles and situations.

Creative assignments. Writing an essay on "The Image of the Ideal Man in Navoi's Poetry" develops skills in written argumentation and academic writing.

Translation exercises. Working with bilingual texts promotes awareness of cultural differences, enriches vocabulary, and develops interpretation skills.

Interpretation projects. For example, creating a multimedia presentation based on "Khamsa" allows for the integration of communicative, research, and digital competencies.

### *Student project activities*

Project work is an effective tool for developing communication skills. Students can form groups to prepare: research projects ("Philosophical Categories in Navoi's Poetry"); cultural presentations ("Navoi and the Humanistic Ideas of the East"); Creative projects (dramatization of a poem fragment, literary evening).

Such activities not only promote speech development but also foster skills for interacting in a group, assigning roles, and achieving a common goal—that is, developing strategic and discursive competence.

### *Dramatizations and Role-Playing*

The use of theatrical elements is especially effective in developing students' oral communication skills. Dramatizing episodes from the poems "Farhad and Shirin" or "Layla and Majnun" allows students to: learn to express emotions through language;

adapt literary texts for oral communication; recognize the importance of intonation, speech tempo, and nonverbal means.

This technique combines the development of verbal skills with the development of emotional intelligence and cultural reflection.

### *Integration of Digital Technologies*

The modern educational process is unimaginable without digital resources. Incorporating Navoi's literary legacy into digital learning environments expands students' communicative abilities. This can include:

- participation in online forums to discuss works;
- creation of videos or podcasts based on Navoi's poetry;
- use of digital libraries and text corpora for lexical analysis. Digital integration makes the process more interactive and tailored to the interests of today's student audience.

Thus, practical approaches to working with Navoi's works—from textual analysis to theatrical performances and project activities—ensure the comprehensive development of all components of students' communicative competence, combining language learning with spiritual and moral education.

## 5. Implementation Experience and Results

### Examples of Classes and Events

The practice of using Alisher Navoi's legacy in university courses demonstrates the effectiveness of integrating literature into the development of students' communication skills. The departments of Philology and Pedagogy often implement thematic classes, in which Navoi's works become material for analysis and discussion.

An example is a series of classes on the poem "Farhad and Shirin," where students complete a set of assignments:

- lexical and grammatical analysis of key concepts;
- group discussion on the topic "Love as a Moral Choice";
- preparation of mini-presentations on the historical and cultural context of the poem.

Such assignments develop skills in argumentative speech, public speaking, academic writing, and intercultural reflection.

Another example is the organization of a student literary club, where Navoi's works are discussed in a format of free dialogue and debate. This contributes not only to the development of discursive competence but also to the ability to conduct polemics in a tolerant and academic manner. Developing Oral and Written Communication Skills

Analysis of observations and a pedagogical experiment shows that systematic work with Navoi's works significantly improves students' communicative skills. Participants demonstrated: an increase in active vocabulary (up to 25% per semester), an increase in the coherence of written texts (essays and compositions), and improved argumentation skills in oral presentations. Particular attention should be paid to developing students' skills in interpretation and reflection. Working with the philosophical and moral categories embedded in Navoi's poetry fosters the ability to analyze not only the form but also the content of the text, and to compare artistic images with contemporary realities.

#### Developing Tolerance and Dialogue Skills

The results of the pedagogical experiment showed that engaging with Navoi's texts promotes the development of a value-oriented communicative stance in students. During discussions and debates, the following was observed:

- an increased willingness to listen to the opponent and consider their arguments;
- reducing conflict when discussing controversial topics;
- developing skills for tolerant debate.

Thus, Navoi's literary legacy serves not only as a linguistic but also as an ethical resource, strengthening the sociocultural component of communicative competence.

#### Results of Observations and Effectiveness Assessment

Test assignments, questionnaires, and expert evaluation by teachers were used to assess effectiveness. Test assignments allowed us to document an increase in students' vocabulary and grammatical literacy. The questionnaire revealed that over 80% of participants noted an increased interest in studying literature and improved oral communication skills.

The teacher's expert evaluation confirmed increased student engagement in classes and an improvement in the quality of their written and oral work.

Thus, the experience of implementation demonstrates that Alisher Navoi's literary legacy is an effective tool not only for linguistic but also for cultural education of students. It contributes to the development of comprehensive communication skills necessary for future professional and social activities.

#### Conclusion

Developing students' communicative competence is one of the key tasks of modern higher education, as successful professional and personal fulfillment is impossible without developed, effective communication skills. In the context of globalization and expanding intercultural interaction, communicative competence is particularly important, extending beyond purely linguistic skills to encompass a wide range of cognitive, sociocultural, and value-based aspects.

The literary legacy of Alisher Navoi acts as a powerful factor in this process for spiritual, intellectual, and communicative development. His works reflect a rich cultural and

philosophical experience, harmoniously combining humanistic ideas, poetic imagery, and profound reflections on humanity and society. Engaging with these texts helps students develop the ability to perceive, analyze, and interpret complex artistic and philosophical works, as well as develop analytical thinking and a culture of speech.

The moral and educational function of Navoi's legacy is particularly significant. His works affirm such values as justice, respect, mercy, and the pursuit of harmony and mutual understanding. These ideas foster strong moral and ethical values in students, which, in turn, positively impacts their communicative culture. Thus, studying Navoi's works allows us to combine the development of verbal skills with the cultivation of spirituality and a culture of dialogue.

The practical realization of the potential of Navoi's legacy in the educational process is possible through the use of various pedagogical technologies: interactive work, project-based and research-based learning, and interdisciplinary integration. This makes the learning process not only more engaging and accessible, but also more productive in terms of developing communicative competence.

It is equally important to emphasize that Navoi's legacy serves as a foundation for intercultural dialogue. His bilingual works, in particular "Muhokamat ul-lughatayn," teach us to appreciate the richness of our native language while simultaneously opening the way to an understanding of other cultures and linguistic traditions.

### **Bibliography.**

1. Navoi A. Khamsa. Tashkent: Fan, 1983.
2. Navoi A. Muhokamat ul-lugatayn (Judgment on two languages). Tashkent: Fan, 1991.
3. Jabbarov A. Alisher Navoi's creative legacy and its pedagogical significance. Tashkent: University, 2008.
4. Abdullaev Sh. A. The role of Alisher Navoi's legacy in shaping the spiritual values of young people // Bulletin of Tashkent State University. 2022, no. 3, pp. 45–52.
5. Karimova N. B. Navoi's literary legacy as a factor in shaping students' intercultural competence // Young scientist. 2023, no. 18 (424), pp. 120–124.
6. Norbutaev F. Humanitarian ideas of Navoi and their significance for modern education // Education and society. - 2024. - No. 2. - P. 87-94.
7. Rakhimova D. Communicative competence of students: essence, structure, ways of formation // Alma Mater (Higher School Bulletin). - 2023. - No. 7. - P. 33-38.
8. Sadykova G. Cultural and value foundations of the development of communicative competence // Pedagogy. - 2024. - No. 9. - P. 41-47.
9. Amina Karamatovna, M. (2025). Talabalar Kommunikativ Kompetentsiyasini Oshirishning Zamonaviy Yo'llari. Recent Scientific Discoveries and Methodological Research, 2(2), 18-26. Retrieved From <https://incop.org/index.php/re/article/view/765>
10. Musayeva, A., Kalandarova, N. (2025). The Impact of Interdisciplinary Integration on the Development of Students' Communicative Competence (Based on the Russian and Turkish Languages). Modern Science and Research, 4(2), 567–581. Retrieved From <https://inlibrary.uz/index.php/science-research/article/view/68806>.
11. Amina Karamatovna, M. (2025). The Effectiveness of Interactive Teaching Methods in Russian Language Lessons in the Formation of Students' Communication. Recent Scientific Discoveries and Methodological Research, 2(2), 47–57. Retrieved from <https://incop.org/index.php/re/article/view/768>

12. Amina Karamatovna, M. (2025). Development of Students' Communicative Competence in Higher Education Based on Innovative Approaches. *Modern Scientific Discoveries and Methodological Research*, 2 (2), 58–64. Source: <https://incop.org/index.php/re/article/view/769>
13. Amina Karamatovna, M. (2025). Degradation of the Methodology for Forming Students' Communicative Competence Using Innovative Approaches. *Recent Scientific Discoveries and Methodological Research*, 2 (2), 81–89. Retrieved from <https://incop.org/index.php/re/article/view/772>.
14. Musaeva, A. K. (2024). Formation of Students' Communicative Competence. *Information Horizons: American Journal of Innovation in Library and Information Science (2993-2777)*, 2(1), 156-164.
15. Musaeva, Amina Karamatovna. (2025). Improving the Methodology for Developing Students' Communicative Competence Using Innovative Approaches. *Ta'lim Innovatsiyasi Va Integratsiyasi*, 42(3), 222–232. Retrieved From
16. Musaeva, A. (2025). Theoretical Foundations of Formation of Students' Communicative Competence. *Modern Science and Research*, 4 (5). Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/87115>.
17. Musaeva Amina Karamatovna. (2025). Communicative Competence Of Students In The Conditions Of A Green Economy. *Iqro Magazine*, 15(01), 450–452. Retrieved from <https://inlibrary.uz/index.php/iqro/article/view/83712>
18. Musaeva A. (2025). The Role of Didactic Methods in Teaching the Russian Language. *Modern Science and Research*, 4(3), 226–237. Retrieved from <https://inlibrary.uz/index.php/science-research/article/view/73334>.