

METODOLOGICAL FOUNDATIONS OF DEVELOPING COMMUNICATIVE COMPETENCE IN THE EDUCATION SYSTEM OF UZBEKISTAN

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Abstract

This article examines the methodological foundations of developing communicative competence in the education system of Uzbekistan. The communicative approach is a key component of modern foreign language education reforms, particularly in line with the national competency-based curriculum and international frameworks such as CEFR. The study reviews theoretical principles, state policy documents, and practical classroom strategies aimed at fostering communicative skills among learners. It highlights the role of interactive tasks, integration of digital technologies, and culturally oriented content in shaping effective communicative competence. The article concludes that methodological innovation and teacher training are essential for aligning Uzbekistan's education system with global standards.

Keywords: communicative competence, competency-based education, Uzbekistan, methodology, CEFR, interactive learning

Annotatsiya (O'zbek)

Ushbu maqola O'zbekiston ta'lim tizimida kommunikativ kompetensiyani rivojlantirishning metodik asoslarini tahlil qiladi. Kompetensiyaviy yondashuv, CEFR talablari va interaktiv metodlar asosida olib borilgan ta'lim islohotlari o'rganiladi. Maqolada interaktiv topshiriqlar, raqamli texnologiyalar hamda o'qituvchilar malakasini oshirishning kommunikativ ko'nikmalarni shakllantirishdagi o'rni yoritilgan. Tadqiqot natijalari shuni ko'rsatadiki, zamonaviy metodik yondashuvlar va innovatsion pedagogik texnologiyalar O'zbekiston ta'lim tizimini xalqaro standartlarga yaqinlashtirishda muhim rol o'ynaydi.

Kalit so'zlar: kommunikativ kompetensiya, kompetensiyaviy yondashuv, O'zbekiston ta'lim tizimi, CEFR, metodika, interaktiv ta'lim

Аннотация

В данной статье анализируются методологические основы развития коммуникативной компетенции в системе образования Узбекистана. Рассматриваются реформы, основанные на компетентностном подходе, требованиях CEFR и применении интерактивных методов. Особое внимание уделяется роли интерактивных заданий, цифровых технологий и повышения квалификации преподавателей в формировании

коммуникативных навыков. Результаты исследования показывают, что современные методические подходы и инновационные педагогические технологии играют важную роль в приближении системы образования Узбекистана к международным стандартам. Ключевые слова: коммуникативная компетенция, компетентностный подход, система образования Узбекистана, CEFR, методика, интерактивное обучение

Introduction

In recent years, Uzbekistan has undergone significant reforms in its education system, particularly in the teaching of foreign languages. Communicative competence has been defined as one of the key learning outcomes, aligning with the global trend of competency-based education. According to the Presidential Decree of 2012 on strengthening foreign language learning and subsequent state programs, the focus has shifted from traditional grammar-translation methods to communicative, learner-centered approaches.

The communicative approach emphasizes language as a tool for real-life communication rather than a set of grammatical rules. This requires new methodological principles that integrate interaction, problem-solving, and cultural awareness. The purpose of this study is to explore the methodological foundations of developing communicative competence within the Uzbek education system, identifying challenges and opportunities for further improvement.

Methods

This study employs a qualitative research design based on document analysis and literature review. The main sources include:

State policy documents and strategic programs of Uzbekistan related to education reform.

International standards such as the Common European Framework of Reference for Languages (CEFR).

Academic literature on communicative competence and methodology in EFL teaching.

The analysis focuses on identifying methodological principles, teaching strategies, and institutional practices that support the development of communicative competence.

Results

The analysis revealed several key methodological foundations in Uzbekistan's education system:

Competency-based approach: The national curriculum emphasizes the formation of practical communicative skills in reading, writing, listening, and speaking rather than rote memorization of grammar rules.

Integration of CEFR standards: English language proficiency levels are aligned with CEFR descriptors, ensuring compatibility with international benchmarks.

Interactive and student-centered pedagogy: Methods such as task-based learning, project work, debates, and role-playing are increasingly encouraged to promote active language use.

Use of digital technologies: ICT tools, online platforms, and blended learning approaches are integrated to support communicative practice inside and outside the classroom.

Teacher training: Continuous professional development programs emphasize communicative methodology and modern pedagogical technologies for teachers at all levels.

Discussion

The shift towards communicative competence in Uzbekistan's education system reflects a broader global movement toward competency-based learning. However, challenges remain. Some teachers continue to rely on traditional grammar-translation methods due to habit, lack of training, or assessment requirements. In rural schools, limited access to resources and technology also hinders effective implementation.

Nevertheless, the integration of CEFR and competency-based standards has created a strong methodological foundation. By focusing on interaction, problem-solving, and cultural knowledge, communicative competence ensures that learners are prepared for both academic and professional communication. Teacher training and curriculum design are central to sustaining this reform.

Conclusion

The development of communicative competence in Uzbekistan's education system is grounded in a competency-based framework that aligns with international standards. Methodological foundations include interactive pedagogy, integration of ICT, and continuous teacher development. While challenges persist, the overall direction of reform demonstrates strong potential to enhance the quality of foreign language education and equip learners with skills relevant to global communication.

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