



Main Concepts Of Communicative Competence In Language Teaching

Yakubova Lobar Gulamovna

An English teacher at the Department of Foreign Languages,
Karshi engineering - economics institute

Abstract: This article explores the core concepts of communicative competence in language teaching. It delves into the historical development of the term, highlighting the contributions of key scholars like Chomsky and Hymes. The article then unpacks the various components of communicative competence, including grammatical knowledge, sociolinguistic awareness, and strategic competence. Finally, it discusses the implications of this framework for designing effective language learning activities.

Keywords: Communicative competence, language teaching, grammatical knowledge, sociolinguistics, strategic competence.

Introduction

Communicative competence is a term in linguistics, not only refers to a language user's grammatical knowledge but also social knowledge about how and when to use utterances appropriately. The ability to use the language correctly and appropriately according to communicative competence is to accomplish communication goals. The desired outcome of the use of the language is the ability to communicate competently, not the ability to use it exactly as a native speaker does. It means that the communicators of the language would communicate naturally without the strict tie of native speaker's influence. This condition really mirrors the target of learning language. The teachers of language, of course, lead their students based on what is suggested by the communicative competence that involve some areas: linguistics competence, Sociolinguistics competence, Discourse competence, and Strategic competence.

The goal of language teaching has evolved significantly over time. Traditionally, the focus was on mastering grammatical rules and vocabulary. However, the rise of communicative language teaching (CLT) emphasizes the ability to use language effectively in real-world situations. This shift necessitates



a clear understanding of communicative competence, the central competency learners strive to develop.

The Evolution of Communicative Competence

The concept of communicative competence can be traced back to Noam Chomsky's notion of linguistic competence, the internal knowledge of a language system. However, Dell Hymes expanded on this idea, arguing that communicative competence goes beyond grammar to encompass the ability to use language appropriately in different social contexts. This broader perspective, encompassing sociolinguistic and pragmatic knowledge, became the cornerstone of communicative competence.

According to Canale and Swain (1980: 47) Communicative competence is made up of four competence areas: linguistic, sociolinguistic, discourse, and strategic.

Linguistic competence knows how to use the grammar, syntax, and vocabulary of a language. Linguistic competence asks: What words do I use? How do I put them into phrases and sentences?

Sociolinguistic competence knows how to use and respond to language appropriately, given the setting, the topic, and the relationships among the people communicating. Sociolinguistic competence asks: Which words and phrases fit this setting and this topic? How can I express a specific attitude (courtesy, authority, friendliness, respect) when I need to? How do I know what attitude another person is expressing?

Discourse competence knows how to interpret the larger context and how to construct longer stretches of language so that the parts make up a coherent whole. Discourse competence asks: How are words, phrases and sentences put together to create conversations.

Strategic competence knows how to recognize and repair communication breakdowns, how to work around gaps in one's knowledge of the language, and how to learn more about the language and in the context. Strategic competence asks: How do I know when I've misunderstood or when someone has misunderstood me? What do I say then? How can I express my ideas if I don't know the name of something or the right verb form to use?

In the mean time, Savignon (1983: 49) cites through the influence of communicative language teaching, it has become widely conventional that communicative competence should be the goal of language education central to good classroom practice. This is in contrast to previous views in which



grammatical competence was commonly given top priority. The understanding of communicative competence has been influenced by the field of pragmatics and the philosophy of language concerning speech act. In addition, Savignon describes the importance of characteristics of communicative competence and states that communicative competence is dynamic, relative, context specific, and applies to both written and spoken language, as well as too many other symbolic systems. This idea is also supported by Zainil (2003: 35) that itemizes the characteristics of communicative competence as follows:

- ✚ The dynamic, interpersonal nature of communicative competence and its dependence on the negotiation of meaning between two or more persons who share to some degree the same symbolic system;
- ✚ Its application to both spoken and written language as well as to many other symbolic systems;
- ✚ The role of context in determining a specific communicative competence, the infinite variety of situations in which communication takes place, and the dependence of success in a particular role on one's understanding of the context and on prior experience of a similar kind;

Mean while, Hymes (1972: 114) clarifies communicative competence is a concept introduced and discussed and redefined by many authors. Original idea is that speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language; they also need to know how language is used by members of a speech community to accomplish their purposes. Furthermore, Hymes classifies communicative competence into two groups that each has four aspects:

Linguistic aspects:

- ✓ Phonology and orthography
- ✓ Grammar
- ✓ Vocabulary
- ✓ Discourse (textual)

Pragmatic aspects:

- ✓ Functions
- ✓ Variations
- ✓ Interactional skills
- ✓ Cultural framework

Communicative competence is measured by determining if, and to what degree, the goals of interaction are achieved. Communicative competence is



dependent on the context in which the interaction takes place. Communication is successful with one group in one situation that may not be perceived as competent with a different group in another situation. Brown, D (2000: 250) states the domain of communicative competence includes learning what are the available means (available strategies), how they have been employed in various situations in the past, and being able to determine which ones have the highest probability of success in a given situation.

According to I. F. Komkov, the use of language and its study include the actions of a person, in the process of carrying out which he develops several competences: general and communicative language. At the same time competences mean the sum of knowledge, skills, skills and personal qualities, which allow a person to perform various actions. General competencies include competence, declarative knowledge, learning ability, skills. General competencies are not linguistic, they provide any activity, including communicative. Communicative linguistic competences include linguistic, pragmatic, sociolinguistic components and allow carrying out activities using language means. Following the author, we list and define the following components of communicative competence:

- Sociolinguistic competence – the ability to choose and apply adequate language means and forms depending on the purpose and situation of communication, on the social roles of communication participants, that is, who is a communication partner.
- Formal or grammatical linguistic competence is the systematic knowledge of grammatical rules, phonology, and dictionary units that transform lexical units into meaningful utterances.
- Discursive competence – the ability to build holistic, logical coherent statements of different functional styles in written and oral speech on the basis of understanding of different types of texts in auditing and reading; implies selection of linguistic means depending on the type of statement.
- Cultural competence – knowledge of cultural peculiarities of the speaker of the language, their habits of traditions, standards of etiquette and behavior and ability to understand and adequately apply them in the process of communication, while remaining the bearer of another culture; formation of sociocultural competence implies integration of the individual in the system of national and world cultures.

Implications for Language Teaching



Understanding these components informs the design of effective language learning activities. Here are some practical applications:

- Focus on real-world communication: Activities should simulate authentic use of language, like role-plays or simulations.
- Integrate sociolinguistic features: Lessons should raise awareness of how language varies across contexts and cultures.
- Develop strategic learning skills: Encourage learners to identify and use communication strategies to overcome difficulties.
- Balance grammar with communication: While grammar is important, it should be taught within the context of meaningful communication.

The Importance of Communicative Competence

Developing communicative competence allows learners to go beyond mere grammatical accuracy. It empowers them to:

- ❖ Communicate effectively in real-world situations: Learners can participate in meaningful conversations, express themselves clearly, and understand others.
- ❖ Become more confident language users: Focusing on communication fosters a sense of accomplishment and encourages learners to engage with the language actively.
- ❖ Develop critical thinking skills: Understanding the nuances of language use encourages learners to analyze and adapt communication strategies in different contexts.

Integrating Communicative Competence into Language Teaching

Language teaching methodologies that prioritize communicative competence focus on creating opportunities for learners to practice real-world communication skills. This can involve:

- ❖ Task-based learning: Activities that simulate real-life situations, such as role-playing or simulations, encourage learners to use language functionally.
- ❖ Focus on authentic materials: Incorporating authentic texts like news articles, advertisements, or movies exposes learners to language used in real contexts.
- ❖ Collaborative learning: Activities that encourage discussions and group work allow learners to practice negotiation, turn-taking, and other essential communication skills.

Conclusion



By integrating the different components of communicative competence into language teaching, educators can empower learners to become effective communicators. This fosters not only fluency in the target language, but also the confidence and flexibility to navigate diverse communication situations, preparing them for success in a globalized world.

References:

1. Canale, M. (1983). From Communicative Competence to Communicative Language Pedagogy. Language and communication
2. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. Applied linguistics
3. Hymes, D. (1979). On communicative competence. The communicative approach to language teaching.
4. Savignon, S. J. (1972). Communicative competence: An experiment in foreign-language teaching (Vol. 12). Marcel Didier.
5. Savignon, S. J. (1983). Communicative competence. John Wiley & Sons, Inc.
6. Chomsky, N. (1965). Aspects of the theory of syntax. MIT press.
7. Hymes, D. (1972). On communicative competence. In Pride, J. B. (Ed.), Sociolinguistics (pp. 2-14). Penguin Education.
8. Yakubova Lobar Gulamovna: Examples of Oral Communication Activities for Teaching Speaking. American Journal of Social and Humanitarian Research (AJSHR) Volume 4 | Issue 2 (Feb 2023)
9. Ishonqulov Sherzod Usmonovich: The role of Technology in teaching English language skills" American Journal of Philological Sciences Volume 03 Issue06 June 2023.
10. **Ishonkulov Sherzod Usmonovich: The role and place of Compensatory Competence in the system of other competences in mastering a Foreign Language. American Journal of Philological Sciences, Volume 02 Issue 11- 2022**