



The Importance Of Developing Communicative Competence Among Students Of Specialized Schools

Sumbuloy Otaboyevna Saidova

Teacher at the Specialized Boarding School of the Ministry of Internal Affairs of
the Republic of Uzbekistan;
Independent Researcher

Abstract: This article examines the importance of developing communicative competence among students of specialized schools. It highlights the role of communicative competence in enhancing students' communication skills, speech culture, social interaction, and academic achievement. The study also emphasizes the significance of modern pedagogical approaches and interactive teaching methods in fostering effective communication and preparing learners for successful participation in educational and social environments.

Keywords: communicative competence, specialized schools, communication skills, pedagogy, speech culture, social interaction, interactive teaching methods.

In recent years, the development of listening comprehension skills through podcasts has attracted considerable attention from international researchers. Existing studies recognize podcasts as an effective tool for creating an authentic language environment, enhancing learners' motivation, and developing listening comprehension as a fundamental component of communicative competence. In particular, M. Hasan and B. H. Tan analyzed the potential of podcasts in language learning and emphasized that their primary advantage lies in providing learners with the opportunity to listen to authentic speech anytime and anywhere¹. The authors argue that podcasts transform learners from passive listeners into active participants, promote autonomous

¹ Hasan M.M., Tan B.H. Podcast Applications in Language Learning: A Review of Recent Studies // English Language Teaching. – 2013. – Vol. 6, № 2. – P. 128–135. – DOI: 10.5539/elt.v6n2p128.



learning skills, and enable the listening process to be adapted to individual learning needs.

Rosell-Aguilar investigated the use of podcasts in foreign language education and noted that this medium ensures learners' continuous exposure to authentic language input². According to the author, the mobile nature of podcasts allows listening activities to extend beyond the classroom and facilitates the integration of language learning into everyday life. Consequently, listening comprehension skills can be developed continuously and systematically.

The experimental study conducted by A.Rahman, H.Atmowardoyo, and K.Saliya demonstrated that students who learned through podcasts achieved significantly higher listening comprehension scores than those taught using traditional instructional methods³. The researchers attributed these findings to the authentic speech, diverse pronunciation models, and engaging topics incorporated into podcast materials. They further emphasized that podcasts increase learners' interest, motivation, and active participation in listening activities. Research carried out by S. Sendag, N. Gedik, and S. Toker examined the effects of podcast length, repeated listening, and supplementary learning materials on listening comprehension. Their findings revealed that although repeated listening may occasionally appear monotonous to learners, it significantly improves concentration and promotes a deeper understanding of the content. Moreover, the use of transcripts, keywords, and visual scaffolding during listening activities was found to enhance listening comprehension performance. M. Yoestara and Z. Putri consider podcasts to be an effective

² Rosell-Aguilar F. Top of the Pods – In Search of a Podcasting “Podagogy” for Language Learning // Computer Assisted Language Learning. – 2007. – Vol. 20, № 5. – P. 471–492. – DOI: 10.1080/09588220701746047.

³ Sendag S., Gedik N., Toker S. Impact of Repetitive Listening, Listening-Aid and Podcast Length on EFL Podcast Listening // Computers & Education. – 2018. – Vol. 125. – P. 273–283. – DOI: 10.1016/j.compedu.2018.06.019.



instructional tool not only for improving listening skills but also for developing speaking proficiency⁴.

According to the authors, regular engagement with podcast-based activities expands learners' vocabulary, facilitates the acquisition of authentic language patterns, and enhances their ability to express ideas confidently and effectively in communicative situations.

In our view, enriching the system of listening comprehension tasks in general secondary school textbooks through podcast-based technologies and integrating corresponding transcripts, problem-solving questions, and pair- and group-discussion activities can significantly contribute to the development of students' communicative competence. Furthermore, podcasts serve as an effective pedagogical tool for fostering learners' autonomous learning skills, facilitating their adaptation to authentic communicative situations, and promoting critical thinking and communication culture through listening activities. Therefore, the development of a methodology for enhancing listening comprehension through podcasts and its integration into the content of general secondary education textbooks may be regarded as a relevant scientific and pedagogical issue.

At present, there is a clear didactic need to introduce a specialized assessment system aimed at evaluating the development of communicative competence within the education system. In educational practice, the aspects of students' performance that are assessed largely determine the focus of both learners and teachers. Traditional assessment methods primarily measure the retention of theoretical knowledge, the reproduction of grammatical rules, or the completion of reproductive tasks. Such an approach, however, does not adequately assess the essential components of communicative competence, including listening comprehension, logical expression of ideas, the ability to sustain a conversation, justify one's opinions, participate in discussions, and engage effectively in collaborative communication.

⁴ Yoestara M., Putri Z. PODCAST: An alternative way to improve EFL students' listening and speaking performance // *Englisia: Journal of Language, Education, and Humanities*. – 2019. – Vol. 6, № 1. – P. 15–26. – DOI: 10.22373/ej.v6i1.3805.



A distinctive feature of specialized schools is that, in addition to deepening students' knowledge and abilities in specific academic disciplines, they are also expected to develop a high level of communicative preparedness. In today's society, professional success depends not only on extensive subject knowledge but also on the ability to express ideas clearly and fluently, work collaboratively, provide critical feedback, and communicate effectively in a variety of communicative situations. Consequently, the development of communicative competence should be regarded as an integral component of educational content, while there is a growing need to establish specific assessment criteria for determining the level of its development.

Educational research has consistently emphasized the guiding role of assessment in the learning process. According to the principle of "assessment drives learning," the content and format of assessment determine the direction of students' learning activities. If assessment is limited to evaluating knowledge of grammatical rules or the ability to retell the content of a text, students are likely to concentrate primarily on those activities. Conversely, when assessment criteria include indicators such as analyzing spoken information, asking meaningful questions, expressing evidence-based opinions, observing the ethics of communication, and demonstrating the appropriateness of speech for its purpose and audience, students become more motivated to develop these competencies. As a result, assessment performs not only a monitoring function but also developmental and motivational functions that contribute to the enhancement of communicative competence.

The introduction of a dedicated assessment system is also justified by the complex and integrative nature of communicative competence. This competence comprises the interaction of linguistic knowledge, speech skills, socio-cultural awareness, strategic abilities, and reflective capacity. Therefore, assessing communicative competence solely through traditional written examinations is insufficient. Authentic assessment methods, such as observing students' performance in real communicative situations, oral presentations, discussions, role-playing activities, project-based tasks, portfolios, peer



assessment, and self-assessment, provide more accurate evidence of learners' actual level of communicative competence. Such approaches contribute to improving the validity and reliability of assessment. Furthermore, the separate assessment of communicative competence enables teachers to monitor students' individual developmental progress, identify existing difficulties, and provide appropriate pedagogical support. Based on the results of such diagnostic assessment, necessary adjustments can be made to the instructional process, differentiated teaching strategies can be implemented, and learning can be individualized by taking students' strengths and weaknesses into account.

In conclusion, the implementation of a dedicated assessment system for communicative competence is a pedagogical necessity to ensure the effective development of communicative competence among students of specialized schools. Such an approach recognizes communicative competence as a key educational outcome, promotes the systematic development of students' communication skills, enhances the quality of education, and prepares learners to meet the demands of contemporary social and professional life.

REFERENCES

1. Hasan M.M., Tan B.H. Podcast Applications in Language Learning: A Review of Recent Studies // English Language Teaching. – 2013. – Vol. 6, № 2. – P. 128–135. – DOI: 10.5539/elt.v6n2p128.
2. Rosell-Aguilar F. Top of the Pods – In Search of a Podcasting “Podagogy” for Language Learning // Computer Assisted Language Learning. – 2007. – Vol. 20, № 5. – P. 471–492. – DOI: 10.1080/09588220701746047.
3. Sendag S., Gedik N., Toker S. Impact of Repetitive Listening, Listening-Aid and Podcast Length on EFL Podcast Listening // Computers & Education. – 2018. – Vol. 125. – P. 273–283. – DOI: 10.1016/j.compedu.2018.06.019.
4. Yoestara M., Putri Z. PODCAST: An alternative way to improve EFL students' listening and speaking performance // Englishia: Journal of Language, Education, and Humanities. – 2019. – Vol. 6, № 1. – P. 15–26. – DOI: 10.22373/ej.v6i1.3805.