

**FORMATION OF STUDENTS' COMMUNICATIVE COMPETENCE AS A FACTOR
OF THEIR PROFESSIONAL SUCCESS****Yakunina Angelina Alisherovna**

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Abstract: The article examines the theoretical and practical aspects of developing students' communicative competence within the context of lifelong education. Special attention is paid to the structure of communicative competence, its components, and its role in the professional training of future specialists. Psychological-pedagogical, linguistic, and sociocultural approaches to the development of speech skills are analyzed. The necessity of a comprehensive and systematic formation of communicative competence as a key factor of successful professional activity is substantiated.

Keywords: communicative competence, professional competence, speech activity, business communication, linguistic personality, lifelong education, speech culture.

INTRODUCTION

Modern society places high demands on the level of training of specialists capable of effectively functioning in conditions of globalization, digitalization, and constant social changes. Under these conditions, the development of communicative competence as the most important component of an individual's professional competence acquires special significance.

Without the formation of a competent specialist capable of navigating various spheres of social life and actively participating in them, the transition to a society with a high level of cultural, professional, and intellectual development is impossible [1]. In this regard, the problem of forming students' communicative competence becomes one of the priority tasks of modern education.

LITERATURE REVIEW

Communicative competence is considered as an integrative quality of personality, including knowledge, skills, and abilities for effective communication in various situations. It presupposes the ability to adequately perceive and transmit information, take into account the characteristics of the communication partner, as well as manage the process of interaction.

In scientific literature, various approaches to understanding communicative competence are distinguished. The psychological aspect of this problem is presented in the works of A.A. Bodalev

[3], L.A. Petrovskaya, E.V. Rudensky, who consider it as the ability of an individual to predict, program, and regulate the process of communication [2].

From the point of view of linguistics and psycholinguistics, communicative competence is closely related to speech activity, including speaking, listening, reading, and writing. These types of activity form the basis for the development of an individual's speech culture.

Yu.N. Karaulov connects communicative competence with the structure of the linguistic personality, distinguishing verbal-semantic, cognitive, and pragmatic levels. This allows us to consider communicative competence as a multi-level system that includes not only linguistic knowledge, but also social, cultural, and psychological characteristics of the individual [6].

MATERIALS AND METHODS

Structure and components of communicative competence.

Communicative competence includes several interrelated components:

- **linguistic competence** – knowledge of language norms and the ability to apply them in speech;
- **linguistic (theoretical) competence** – knowledge about language as a system;
- **sociocultural competence** – understanding of cultural features of communication;
- **pragmatic competence** – the ability to use language depending on the communicative goal;
- **speech competence** – mastery of all types of speech activity.

Of particular importance is the ability to predict a communicative situation [4]. This includes analysis of the partner's interests, their emotional state, level of awareness, and social status [5]. Within the framework of this study, the following key components of communicative competence are identified:

1. **Prognostic component** – the ability to analyze and foresee the development of a communicative situation;
2. **Cognitive component** – the presence of knowledge in the field of communication and speech culture;
3. **Operational component** – mastery of practical communication skills;
4. **Regulatory component** – the ability to manage the communication process;
5. **Cultural component** – observance of norms of speech behavior;
6. **Social component** – orientation toward the communication partner.

Communicative competence in professional activity. In the conditions of the modern economy and labor market, communicative competence becomes one of the key factors of professional success. Effective business communication requires the ability to clearly and

accurately express thoughts, argue one's position, take into account the opinion of the interlocutor, and achieve mutual understanding [7].

Business communication is a purposeful activity in which the choice of linguistic means is determined by the communicative task. For example, when it is necessary to transmit information, explanation and description are used; when arguing – evidence and counterarguments [8].

A special role is played by feedback, which ensures understanding and correction of the communication process [9]. The absence of a response from the partner may lead to disruption of communication and a decrease in the effectiveness of interaction.

Problems of forming communicative competence. One of the urgent problems of modern education is the decline in the level of students' communicative training [11]. This is due to the increase in the number of narrowly specialized disciplines and insufficient attention to humanities subjects.

Many university graduates experience difficulties in oral and written communication, are unable to adapt their speech to a specific situation, and face difficulties in conducting business negotiations and public speaking [10]. In addition, insufficient pedagogical training of teachers, especially in technical universities, also affects the quality of the formation of students' communicative competence.

Methods and conditions for forming communicative competence. Effective formation of communicative competence is possible under the following conditions:

- use of active teaching methods (discussions, business games, trainings);
- integration of linguistic and professional disciplines;
- development of speech activity at all stages of education;
- consideration of individual characteristics of students;
- formation of motivation for speech self-improvement.

The principle of continuity is of particular importance, ensuring the consistent development of communicative skills at all stages of education [12].

Model of forming communicative competence. The developed model includes the following stages:

- preschool level – formation of basic communication skills;
- school level – development of speech activity and speech culture;
- secondary vocational education – formation of professionally oriented communication;
- higher education – development of strategies and tactics of business communication;
- professional activity – improvement of communicative skills in real practice.

The model has a complex and systemic nature, which ensures its effectiveness and adaptability [13].

RESULTS / CONCLUSIONS

Thus, communicative competence is the most important component of students' professional training. Its formation requires a comprehensive approach, including the interaction of various sciences and disciplines.

The development of communicative competence contributes not only to successful professional activity, but also to personal growth, social adaptation, and cultural development of the individual [15].

Summing up, it should be emphasized that the key importance lies in the development of proper speech skills and abilities: the ability to speak in public, conduct a constructive dialogue, as well as the ability to build statements in accordance with the norms of the literary language and a specific communicative situation. It is these skills that ensure the effectiveness of interaction and contribute to the successful self-realization of the individual in the professional environment.

The level of formation of students' communicative-speech culture is largely determined by their general upbringing, observance of ethical norms of communication, as well as the degree of development of logical thinking and socio-psychological culture [14]. It becomes important not only what a person says, but also how they do it, how well they are able to take into account the characteristics of the interlocutor and the context of communication.

The formation of communicative competence of students of secondary vocational education institutions involves not only the assimilation of professional knowledge, but also the development of value orientations, including respect for the interlocutor, tolerance, and readiness for cooperation. Special attention is paid to the formation of skills to flexibly use both verbal and non-verbal means of communication depending on communication conditions, as well as to the development of speech culture as an integral part of professional training.

Higher education students are subject to higher requirements related to the need to comprehend the goals and results of communication in various social and professional situations. In the learning process, they develop a systemic understanding of society, social interactions, and communication models. Skills of critical analysis of information, organization of the interlocutor's attention, management of the course of communication, as well as reflection of one's own communicative actions are developed. Mastery of language norms, understanding of its functions, and cultural traditions regulating speech behavior acquire significant importance.

All of the above, namely the totality of these skills and abilities, is a necessary condition for the professional success of a specialist of any profile. In the conditions of modern professional activity, the ability to build effective interaction, achieve mutual understanding, coordinate joint actions, and adapt to various communicative situations acquires special significance. Developed communicative competence becomes not only a tool of professional activity, but also the most important resource for personal growth and successful socialization.

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