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PEDAGOGICAL FEATURES AND FACTORS OF DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN STUDENTS

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Abstract*: This article defines pedagogical features and factors of development of communicative competence in students. Communicative competence is one of the most necessary and mandatory competences for any teacher, and its high development is the key to effective pedagogical work. This article is devoted to the interpretation of the study of communicative competence in pedagogical research.*

Keywords*: Communication, pedagogical features, interpersonal, communicative competence*

Аннотация: *В данной статье определяются педагогические особенности и факторы развития коммуникативной компетенции у студентов. Коммуникативная компетенция является одной из наиболее необходимых и обязательных компетенций для любого преподавателя, а её высокий уровень развития – залог эффективной педагогической деятельности. Статья посвящена рассмотрению коммуникативной компетенции в контексте педагогических исследований.*

Ключевые слова: *Коммуникация, педагогические особенности, межличностный, коммуникативная компетенция*

Introduction: The main goal of the innovative strategy of organizing the educational process is to achieve its highest efficiency. The quality of education is evaluated by the level of satisfaction of the needs, which are important for the society and the individual not only in training highly qualified specialists, but also in the formation of a high intellectual, general cultural and high-level personality. moral development. The educational process at the university should help to form the desire for personal growth, self-awareness in professional and social activities, the ability to manage one's own behavior and the system of relationships, taking into account social norms and rules.

In such conditions, the role of the teacher significantly increases and changes, he first of all becomes the leader of the independent work of students, the "initiator" of creative activity, the desire for professional and personal improvement. The pedagogical competence of a modern high school teacher should be understood not

only as a high level of knowledge of his subject and the ability to interpret and convey it to the student audience, but also as the maturity of the entire personal knowledge system. qualities of a teacher that are effectively implemented in professional activity. An important condition for the performance of teachers' professional functions and solving the main didactic and educational tasks is communicative competence, which is an integral part of the teacher's professional competence in general. Communicative competence of a university teacher is usually understood as the level of knowledge and skills to organize effective cooperation with students and ensure its quality based on the needs and values of the teacher's educational process.

Analysis of literature on the topic. Studies show that the study of communicative competence includes various dimensions of understanding how people use language effectively and correctly in social interactions. Communicative competence includes not only linguistic ability, but also pragmatic and sociolinguistic skills. The term "communicative competence" was coined by the North American linguist and anthropologist Dell Hymes in the late 1960s (Hymes, 1962/1968, 1971). He used it to reflect the following basic positions on language knowledge and use:

- Good language skills include knowing how to use language appropriately (either explicitly or implicitly) in any context.
- The ability to speak and understand a language is not only based on grammatical knowledge.
- What is considered appropriate language varies depending on the context and can include a range of modalities - for example speaking, writing, singing, whistling, drumming.
- Learning the appropriate language through a process of socialization into specific ways of using the language through participation in specific communities.

Alternatively, Dell Hymes introduced the concept of communicative competence in contrast to Noam Chomsky's linguistic competence and emphasized the ability to use language appropriately in different social contexts[1].

In this regard, in 1980 applied linguists Canale and Swain published their scientific article, according to which the article expanded the Hymes model by dividing communicative competence into four parts:

- **Grammatical competence**: Knowledge of syntax, morphology, vocabulary, etc.
- **Sociolinguistic competence**: understanding the social rules of language use.
- **Speaking competence**: the ability to connect sentences coherently.

[1] Lillis, Theresa (2006) Communicative competence . in K. Brown (ed) Pages 666 -673.

- **Strategic competence**: use of verbal and non-verbal strategies to overcome communication problems [2].

Research methodology. Bachmann's (1990) research on communicative competence has divided grammatical and discourse (or textual) competence under the broad headings of 'organizational competence' and 'pragmatic competence', which are both sociolinguistic and 'illocational'." is a qualification[3]. Strategic competence is related to the ability of interlocutors to use communication strategies[4]. As an example we can cite **quantitative approaches** (surveys, experiments and standardized tests to measure different aspects of communicative competence) and **qualitative approaches (ethnographic studies, discourse analysis and interviews to understand the contextual and social aspects of communication).**

Influenced by communicative language teaching, it is widely recognized that communicative competence should be the goal of language education and central to good classroom practice[5]. It has been argued that this contrasts with earlier views that prioritized grammatical competence:

- Second language acquisition (SLA) studies how learners acquire communicative competence in a new language, focusing on both formal learning environments and natural environments.
- Sociolinguistics studies how communicative competence varies across different social groups and contexts, taking into account factors such as age, gender, ethnicity, and social class.
- Intercultural communication examines how communicative competence functions in intercultural interactions, addressing cultural misunderstandings and developing intercultural skillsof communicative competence on learning has also been studied by several researchers.
- Language Teaching: Emphasizes language teaching involving communicative activities that reflect real-life interactions.
- Assessment: Develop tools to assess communicative competence, such as performance-based assessments, role-plays, and interaction-based tasks. [6]

[2] Canale, M. and Swain, M. 1980. Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics 1 (1), 1-47.

[3] Bachman, Lyle; Palmer, Adrian (2010). Language Assessment in Practice. Oxford: Oxford University Press.

[4] Faerch, C., & Kasper, G. (1983b). On identifying communication strategies in interlanguage production. In C. Faerch & G. Kasper (Eds.), *Strategies in interlanguage communication* (pp. 210-238). New York: Longman.

[5] Canale, Michael (1983). "From communicative competence to communicative language pedagogy". Language and Communication. **1** (1): 1–47.

In addition, three separate papers by Brown and Hudson (1998), Aschbacher (1991), Herman, Aschbacher, and Winters (1992) and Huerta-Macias (1995) have been reviewed and the following table lists the characteristics of the alternatives in the evaluation is mentioned:

Table 1

No	**Characteristics of alternatives in evaluation**
1	requiring students to perform, create, produce, or do something
2	using real-world contexts or simulations;
3	does not bother with the extension of daily activities;
4	allow students to assess what they usually do in the classroom every day;
5	use of tasks representing meaningful educational activities;
6	focus on processes as well as products;
7	have high-level thinking and problem-solving skills;
8	provide information about students' strengths and weaknesses;
9	if properly managed, it will be multicultural ;
10	ensure that calculations are performed by human judgment, not machines;
11	encourage open disclosure of standards and rating criteria;
12	challenging teachers to take on new teaching and assessment roles.

Thus, classroom language teachers can integrate these types of assessment tasks into their classrooms to give their students ample opportunities to develop their communicative competence through a variety of tasks that go beyond the acquisition of grammatical knowledge and linguistic structures[6].

Conclusions and suggestions. Research on communicative competence is dynamic and interdisciplinary, drawing from a number of fields, including linguistics, psychology, education, and sociology. It aims to provide a comprehensive understanding of how people effectively use language to navigate their social worlds. Despite this recent trends and advances in digital communication (the study of how communicative competence manifests and develops in digital contexts such as social media, online forums, and virtual learning environments) and multimodal communication (using gestures, facial expressions, and visual aids) (including studies aimed at combining verbal and non-verbal communication methods) revealed that

[6]https://www.researchgate.net/publication/332142131_Communicative_Language_Teaching_in_EFL_Contexts_Challenges_and_Suggestions_for_Successful_Implementation

communicative competence is manifested in the interaction between the teacher and the student.

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