



## COMMUNICATIVE COMPETENCE OF EFL STUDENTS IN THE CONTINUOUS EDUCATION SYSTEM

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The introduction of CEFR document in Uzbekistan context provided a significant condition for EFL teachers in Uzbekistan to teach communicative competence to EFL students. As it is known, according to CEFR principles, EFL teachers can be familiar with new insights in terms of teaching, learning and assessment of foreign languages. Therefore, it is claimed that it is essential to follow CEFR parameters so as to formulate and develop communicative competence of EFL students. And it is also assumed that communicative competence of EFL students should be developed in the continuous education system. Teaching communicative competence is of equal importance for all ages: from primary to higher education students.

On account of the adoption of the CEFR document [2001, the Council of Europe] and its implementation in our educational establishments, ranging from primary school to higher educational institutions, there have been significant changes in the field of foreign language teaching and learning and the focus of educators has shifted from teaching language levels such as phonology, phonetics; lexicology (vocabulary), morphology and syntax (grammar) through traditional methods (grammar translation, audio-lingual) to teaching language skills and levels by communicative approaches. In other words, it is known that contemporary foreign language teaching programs are based on communicative language teaching (CLT) approach principles and laws and the focus of FLT programs is on the fact that language should be taught for communication purposes and be viewed as not a system of signs, yet means of communication and

interaction. From this approach, it can be stated that teaching language skills such as reading, listening, writing and speaking and also sub-skills like vocabulary, pronunciation and grammar is based on the main principles of Communicative Language Teaching.

In accordance with the definition provided in D. L. Chiesa and U. Azizov (2018), “communicative competence – an ability and knowledge of a language user about how, what and where to speak appropriately from the view point of culture, traditions, shared rules and norms. An ability of understanding social meaning and being understood within a social context. It consists of four aspects: linguistic, sociolinguistic, pragmatic/discourse, and strategic competence” [Chiesa D.L., Azizov U.B. 2018: 24].

Also, as is cited in J.J. Jalolov and G.T. Makhkamova, “the term ‘communicative competence’ can be defined as an ability to use the language they are learning appropriately in a given social encounter” [Jalolov J.J., Makhkamova G.T., Ashurov Sh.S 2015: 13]. In accordance with the description of the CEFR (2001), communicative competence is composed of linguistic, pragmatic and sociolinguistic competences [Common European Framework of Reference for Languages: Learning, Teaching, Assessment. 2001: 108]. Let’s deal with them in detail: linguistic competence comprises the following components: lexical competence; grammatical competence; semantic competence; phonological competence; orthographic competence; orthoepic competence.

Learners of the target language are able to identify or recognize language system,



its levels and units so that they are competent enough to communicate with speakers of other languages such as English. As is stated in the CEFR (2001), pragmatic competence is “concerned with the user/learner’s knowledge of the principles according to which messages are: a) organized, structured and arranged (discourse competence); b) used to perform communicative functions (functional competence); c) sequenced according to interactional and transactional schemata (design competence)” [Common European Framework of Reference for Languages: Learning, Teaching, Assessment. 2001: 132]. As is mentioned in the CEFR (2001), sociolinguistic competence deals with “the knowledge and skills required to deal with the social dimensions of language use” [Common European Framework of Reference for Languages: Learning, Teaching, Assessment. 2001: 127].

Linguistic markers of social relations, politeness conventions, expression of folk-wisdom, register differences, dialect and accent are key concepts for sociolinguistic competence.

It is essential to deal with the CEFR requirements for the formulation and development of communicative competence of EFL students. According to the CEFR document, EFL learners can be considered to be linguistically competent when they have skills in all language levels: a) lexical level a sufficient vocabulary to express him/herself on topics such as family, hobbies and interests, work, travel, and current events; b) grammatical level- accuracy in familiar contexts; generally good control but with noticeable mother tongue impact. Errors occur, but it is clear what he/she is trying to express; c) semantic level-the learner’s awareness and control of the organization of meaning; d) phonological level-pronunciation is clearly comprehensible even if a foreign accent is sometimes evident and occasional mispronunciations occur; e) orthographic level- generally clear writing. Spelling, punctuation and layout are accurate enough to be followed;

f) orthoepic level-generally correct pronunciation.

It is illustrated in the CEFR that communicative approach to teaching foreign languages focus on the various aspects of communicative competence. A central belief according to the CEFR is formed by the fact that it is essential to teach communicative competence in order to communicate in the target language successfully. As for linguistic competence formulation, it is apparently assumed

from the CEFR that knowledge of form and meaning is not sufficient to achieve a communicative goal. Although students form grammatically correct sentences, being aware of all linguistic rules, they are still not able to communicate successfully due to lack of their knowledge of using the language appropriately: integration of form, meaning and use.

The term “use” here means more as “function”, “pragmatics”, “meaningful communication”, “language in context”, “language in practice”, “language in action” and etc. Therefore, when linguistic competence is taught, an EFL teacher should integratively teach form, meaning and use of linguistic units.

In addition, the EFL students’ communicative competence can be further formulated through developing sociolinguistic competence. They can achieve sociolinguistic proficiency when they are able to: perform and respond to a wide range of language functions, using their most common exponents in a neutral register; use the salient politeness conventions and act appropriately; identify the most significant differences between the customs, usages, attitudes, values and beliefs in the target society and those of his or her own.

Cultural beliefs, norms and values can be represented via a language. Language reflects cultural and social norms, rules, stereotypes, habits, cultural schemata, everyday scenarios. As is clearly assumed that various concept can be interpreted differently within a social class, group or community. This difference is the result of “shared experiences, practices,



knowledge”, “social cultural norms, rules” and “background knowledge, knowledge structures, conceptual world picture, encyclopaedic knowledge”. Students show their own interpretation of a concept due to their varieties in their background knowledge, social status, age, gender and other social factors.

Pragmatic competence is an ability to interpret and convey meaning in a social context. That's to say, it is an ability of a speaker to convey meaning in context, and of a hearer to interpret or infer meaning in context. When the interlocutors can infer the intended meaning, socially-culturally contextualized meaning, they are pragmatically competent. Sometimes, the speaker intends more than is said or uttered. What is said is not equal to what is communicated as an utterance can be communicated more than just said. All these beliefs make up my understanding of pragmatic competence.

Furthermore, pragmatic competence development can also facilitate the construction of communicative competence of EFL learners. According to the CEFR requirements to full mastery of pragmatic competence by EFL students, they can be pragmatically proficient providing that they acquire skills in the following discourse domains: flexibility to circumstances (flexible use of simple language for expression of wants); turn-taking (initiation, maintenance and close of simple face-to-face conversation

on familiar topics and of personal interests); thematic development (connection of ideas and points on the form of a straightforward narrative or description); coherence and cohesion (connection of shorter elements into a connected sequence of points).

The study of formulation of communicative competence of EFL students of continuous education system in Uzbekistan under the framework of CEFR principles has urged to draw the following implications and inferences:

a) communicative competence of learners of different proficiency levels is formed by linguistic, sociolinguistic and pragmatic and strategic components;

b) EFL learners can be competent at linguistic knowledge as long as they are proficient at vocabulary, grammar, semantics, orthography and pronunciation aspects of language and the integration of form, meaning, use aspects of linguistic units should be taught;

c) EFL learners can develop and formulate their communicative competence through acquiring pragmatic skills as described above and a focus should be placed on the development of an ability of students to interpret and convey meaning in a social context;

d) command of sociolinguistic skills by students of continuous education system in Uzbekistan can also result in the formulation and development of communicative competence of EFL students.

### The list of used literature

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**Хакимов Х. Коммуникативная компетентность студентов EFL в система непрерывного образования.** *Общеввропейская система ориентиров по языкам, другими словами, CEFR играет ведущую роль в формировании и развитии коммуникативной компетентности студентов EFL (изучение английского как иностранного языка), а также преподавателей. Благодаря знакомству с когнитивными навыками люди могут общаться с иностранцами или повышать коммуникативную компетентность. Кроме того, коммуникативная компетенция может быть дополнительно сформулирована путем развития социолингвистической компетенции для студентов EFL.*

**Хакимов Х. Узлуксиз таълим тизимида инглиз тилини хорижий тил сифатида урганаётган талабаларнинг коммуникатив компетенцияси.** *CEFR (umumiy Evropa tillari ta'lumotnomasi tizimi) - Respublikamiz ta'lim tizimida o'qituvchilar va EFL talabalarining kommunikativ kompetentsiyasini shakllantirish va rivojlantirishda etakchi rol o'ynaydi. Kognitiv ko'nikmalarga ega bo'lish orqali odamlar chet elliklar bilan muloqot qilishlari yoki kommunikativ kompetentsiyalarni oshirishlari mumkin. Rekord darajadagi kommunikativ kompetentsiyani EFL talabalari uchun sotsiolingvistik kompetentsiyani rivojlantirish orqali shakllantirish mumkin.*