

A Methodology for Forming Professional Communicative Competence in The Uzbek Language Among Students of Non-Philological Fields

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Abstract: This article examines the theoretical and methodological foundations for developing professional communicative competence in the Uzbek language among students of non-philological fields. In modern higher education, the ability to effectively communicate in the state language within a professional context is becoming increasingly important. The study analyzes pedagogical approaches, identifies key components of communicative competence, and proposes a methodology based on interactive, competence-based, and integrative teaching methods. The results demonstrate that targeted instructional strategies significantly improve students' language proficiency and professional communication skills.

Keywords: Communicative competence, Uzbek language, non-philological students, professional communication, teaching methodology, higher education, competence-based approach.

Introduction: In the contemporary stage of educational development, characterized by globalization, digital transformation, and the increasing integration of professional fields, the role of language as a tool of communication and professional interaction has significantly expanded. For students of non-philological fields, mastering the Uzbek language is not limited to everyday communication but extends to its effective use in academic and professional contexts. The ability to clearly express ideas, participate in discussions, prepare official documents, and communicate within a professional environment in the state language has become a crucial requirement for future specialists.

However, observations in higher education institutions indicate that many students in non-philological specialties possess only a basic level of language proficiency and encounter difficulties when applying their knowledge in real professional situations. These challenges are often related to insufficient practice-oriented teaching methods, limited exposure to professional vocabulary, and a lack of integration

between language instruction and specialized subjects. As a result, there is a growing need to reconsider traditional approaches to teaching the Uzbek language and to develop innovative methodologies that focus on forming professional communicative competence.

Professional communicative competence is understood as an integrative quality of an individual that combines linguistic knowledge, communicative skills, and the ability to use language effectively in specific professional contexts. It includes not only the correct use of grammar and vocabulary but also the ability to adapt speech according to the situation, interlocutor, and communicative purpose. Therefore, its formation requires a systematic, competence-based approach that emphasizes active learning, student engagement, and real-life communication tasks.

This study aims to develop a methodology for forming professional communicative competence in the Uzbek language among students of non-philological fields. The research focuses on identifying effective pedagogical conditions, selecting appropriate teaching methods,

and integrating language learning with professional content. By addressing these aspects, the article seeks to contribute to the improvement of language education in higher institutions and to the preparation of highly qualified specialists capable of effective communication in their professional activities.

METHOD

The formation of professional communicative competence in the Uzbek language among students of non-philological fields requires a systematic and scientifically grounded methodological approach that integrates linguistic knowledge with professional skills. This process is based on the understanding that communicative competence is a multifaceted construct consisting of several interrelated components, including linguistic, sociolinguistic, pragmatic, and strategic competencies. Each of these components plays a crucial role in enabling students to effectively participate in professional communication within their respective fields.

Linguistic competence involves the acquisition of vocabulary, grammar, and syntactic structures necessary for constructing meaningful and accurate utterances. For non-philological students, particular emphasis should be placed on mastering professional terminology relevant to their specialties. For example, students in economics should be familiar with financial and business-related vocabulary, while engineering students should acquire technical terms used in their discipline. This targeted vocabulary development enhances both comprehension and production in professional contexts.

Sociolinguistic competence refers to the ability to use language appropriately depending on the social and professional context. It includes understanding formal and informal registers, politeness strategies, and cultural norms of communication. In the Uzbek language, this is especially important due to the richness of speech etiquette and culturally specific expressions. Teaching this component involves exposing students to authentic communication scenarios such as official meetings, workplace conversations, and academic discussions.

Pragmatic competence is associated with the ability to organize and structure discourse logically and coherently. It includes skills such as writing reports,

preparing presentations, participating in debates, and interpreting professional texts. Students should be trained to produce different types of texts, including formal letters, analytical essays, and project reports, which are commonly required in their future careers.

Strategic competence, on the other hand, enables students to overcome communication difficulties by using compensatory strategies such as paraphrasing, asking for clarification, or using non-verbal cues. This competence is particularly important for learners who may lack sufficient vocabulary or confidence in speaking. Developing strategic competence helps students maintain effective communication even in challenging situations.

The methodology for forming these competencies is grounded in a competence-based and communicative approach. One of the key principles is the integration of language learning with professional content, often referred to as Content and Language Integrated Learning (CLIL). This approach allows students to simultaneously acquire subject-specific knowledge and language skills, making the learning process more meaningful and relevant.

Interactive teaching methods are central to this methodology. Role-playing activities simulate real-life professional situations, such as job interviews, business negotiations, or team meetings. Case studies encourage students to analyze problems and propose solutions using appropriate language. Group discussions and debates foster critical thinking and help students develop argumentation skills. Project-based learning, in which students work on tasks related to their field, promotes collaboration and the practical application of language knowledge.

Another important methodological element is the use of authentic materials. These include official documents, professional articles, reports, and multimedia resources in the Uzbek language. Working with such materials exposes students to real-world language use and helps them understand how language functions in professional settings. In addition, the integration of digital technologies-such as online platforms, language learning applications, and virtual communication tools-enhances student engagement and supports independent learning.

Assessment of professional communicative

competence should also reflect the practical orientation of the methodology. Traditional testing methods are insufficient to evaluate students' ability to communicate effectively. Therefore, performance-based assessment techniques are recommended, including oral presentations, written assignments, portfolio assessment, and peer evaluation. These methods provide a more comprehensive understanding of students' communicative abilities and progress.

In conclusion, the formation of professional communicative competence in the Uzbek language requires an integrated approach that combines theoretical knowledge with practical application. By employing interactive methods, authentic materials, and competence-based assessment, educators can create an effective learning environment that prepares students for real-life professional communication.

CONCLUSION

In modern higher education, the formation of professional communicative competence in the Uzbek language among students of non-philological fields has become an essential pedagogical objective. The study demonstrates that traditional language teaching approaches, which primarily focus on grammar and theoretical knowledge, are insufficient for preparing students to meet the communicative demands of their future professions. Instead, a competence-based and communicative methodology is required to ensure the effective development of practical language skills.

The research confirms that professional communicative competence is a complex and integrative phenomenon that includes linguistic, sociolinguistic, pragmatic, and strategic components. The successful formation of these components depends on the implementation of interactive teaching methods, the integration of language learning with professional content, and the use of authentic materials that reflect real-life communication situations. Approaches such as role-playing, case studies, project-based learning, and digital technologies significantly enhance student engagement and contribute to the development of their communicative abilities.

Furthermore, the study highlights the importance of aligning assessment methods with the objectives of communicative competence. Performance-based evaluation techniques, including presentations, written

assignments, and portfolio assessment, provide a more accurate and comprehensive measure of students' readiness to use the Uzbek language in professional contexts.

Overall, the proposed methodology creates favorable conditions for developing students' ability to communicate effectively, think critically, and apply their language knowledge in practical situations. Its implementation in higher education institutions will contribute to the preparation of competitive specialists who are capable of active participation in professional and social interactions in the state language. Future research in this area may focus on the development of specialized teaching materials, the use of advanced digital tools, and the continuous improvement of pedagogical strategies to further enhance the effectiveness of language education.

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