

Pedagogical Structure Of Communicative Competence Of Blind Primary Grade Students

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Abstract: The article describes the components of communicative competence of children with visual impairments, including the development of reading, writing, speaking, and listening skills, and the formation of the following types of linguistic, speech, socio-cultural, and communicative competence, and provides information about its structural components.

Keywords: Children with visual impairments, communicative competence, complex form, five general structures, social, behavior, communication, process, personality, position, communicative ability, "language", "speech".

Introduction: The communicative competence of children with visual impairments is a complex form that develops throughout life and includes five general structures. They determine: 1) the accumulation of experience in socially approved behavior; 2) the orientation of relations to oneself, others and the normative process of interaction itself; 3) the formation of a position taken by the individual in the process of communication; 4) the level of development of communicative abilities; 5) the ability to self-regulate.

The communicative competence of children with visual impairments, on the one hand, is complicated by an additional, specific structure that determines the attitude of a person with visual impairment to his or her disability, and on the other hand, it is characterized by the specificity of all general structures conditioned by the influence of a certain other structure. The basis of the volitional scientific theory is the organization of its concepts. To determine the essence of the communicative competence of children with visual impairments, it is necessary to analyze the content of such basic mutually complementary concepts as "communicative competence" and "speech competence". In the analysis of scientific literature, we will consider different interpretations of the concept of "communicative competence" by scientists.

RESULTS AND DISCUSSIONS

The scientist who introduced the term "communicative competence" into the scientific field is considered to be

the American linguist D. Himes, who defined communicative competence as "internal knowledge about the suitability of language to the situation"[3]. This definition was supplemented by N. Chomsky, who said that "speech competence is the ability to demonstrate knowledge through systematic, meaningful communication in order to build conscious sentences based on the actions of the cognitive process" [4].

D. Himes really distinguished between the concepts of "language" and "speech", highlighting them as separate aspects of communicative activity. He emphasized that for successful communication it is not enough to have linguistic competence (knowledge of the language), but also to be able to use the language in specific situations, that is, to have speech competence. According to his understanding, "language" is a system of rules and symbols, and "speech" is a specific use of this system in the process of communication. [3].

The concept of competence includes:

- the possession of appropriate language skills in a specific communication;
- cognitive and internal factors [3].

Based on the specifications of the Council of Europe, Van Eck considered that communicative competence includes components or sub-competences: linguistic, sociolinguistic, discursive, socio-cultural, social and strategic[2].

- linguistic competence is a concept that includes knowledge and skills about the language, covering various aspects of the language, such as grammar, lexicon and phonetics;

- sociolinguistic competence allows the speaker to choose the necessary linguistic form and method of expression based on a particular speech situation, communicative purpose and desire;

- discursive competence is considered as a means of communicative competence, a letter, an essay, etc., and various functional styles (article, letter, essay, etc.) help to build and organize coherent, working and logical programs;

- socio-social competence is the ability of a person to effectively and flexibly act in society, establish relationships and solve problems. It includes a combination of social knowledge, attitudes, skills and values;

- social and strategic competence is the ability to use verbal and nonverbal means (strategies using gestures, facial expressions, etc. in the text) to which a person refers, defined as a set of verbal and nonverbal communication strategies used in cases where certain difficulties arise in communication or there is a risk of its disruption.

In linguistics, anthropocentric communicability is interpreted as a phenomenal category, reflecting the ability to create normative semantics of multi-level units, word construction, understand paraphrases, know the parameters and conditions of speech culture.

I.A. Zimnyaya believes that communicative competence is "the acquisition of complex communicative skills and abilities, the formation of adequate skills in new social structures, knowledge of cultural norms and restrictions in communication, adherence to customs, rules of etiquette in the field of communication, and communicative means inherent in the national mentality" [2, p. 13].

Linguist M.N. Vyatutnev defines communicative competence as "the choice of the implementation of speech behavior programs depending on the ability to communicate in a given situation; the ability to classify situations based on the topic, tasks, communicative relations that arise in students before the conversation, as well as during the conversation in the process of mutual adaptation" [3].

Currently, competence is considered by most researchers as an implemented ability that is formed on the basis of constant life and intellectual values, develops as a result of cognitive activity [1].

According to the "Strategy for Modernizing Educational Content", the concept of competence "includes not

only cognitive and operational-technological components, but also motivational, moral, social and behavioral, learning outcomes (knowledge and skills), value orientations, habits, etc." [1].

At this point, if we pay attention to the meaning of the word competence based on the analysis of the literature, the word "Competence" is derived from the Latin word "competere", which means "to be competent", "to be worthy". When we say "competence", we mean a person's awareness of a certain area, the level of knowledge in this area.

The analysis of scientific literature allows us to conclude that the concept of "competence" is interpreted in different ways:

- "competence as a level of education and experience in a professional field" [3, p. 228];

- "competence as a characteristic of successful activity in a particular area or situation" [94];

- "competence as a system of knowledge and skills, motives and value orientations" [3].

According to Yu.G. Tatur, competence is a characteristic of successful activity in a particular area or situation. This is explained by the fact that a person is not absolutely competent [94]. This term is used in relation to a situation in which a person expresses his ability to successfully perform activities. Situational dependence is a very important characteristic of the term competence.

Communicative competence is the ability to effectively and flexibly communicate in various situations, as a result of acquiring skills that exist in society, the ability to work in a group, and familiarity with social roles.

Communicative competence is:

- the ability of students to solve specific communicative tasks in various areas and situations of communication using linguistic means;

- mastery of all types of speech activity and speech culture;

- a set of knowledge, skills and competencies in the field of verbal and non-verbal means for adequate perception and reflection of reality in various communication situations.

Speech communication includes the sender of speech, the receiver of speech, their speech activity and the message as a speech product. Here, the communication channel corresponds to the conditions of the speech act, and the transmitter and receiver - to the characteristics of the speech mechanisms. In speech communication, the situation of communication is taken into account.

Thus, researchers (M.Ya. Demyanenko, K.A.

Lazarenko[4]) identify five main components in speech communication:

1. Speech message.
2. Communication situation.
3. Conditions of the speech act.
4. The sender of speech.
5. The receiver of speech.

In the context of the educational process, the situation is determined by the teacher. Thoughts are the subject of speech activity, which are expressed within a certain topic in connection with certain motives. The motivation of speech can be external (from another person) and internal (arising from the person's own needs). The situation itself can contain contradictions that are resolved in the process of communicative interaction. Such a situation is called a problem situation, in the solution of which reflection plays a significant role. Reflection is a key factor in the development of communicative competence in primary school students, in which the student can assess his position in accordance with the position and interests of his partner. The student must have the ability to establish contact with the interlocutor, analyze his messages, respond adequately to them, and skillfully use verbal and non-verbal means of communication.

In psychological and pedagogical literature, communicative competence includes the following components:

- 1) emotional (emotional sensitivity, empathy, sympathy and the ability to sympathize, pay attention to the actions of partners, sensitivity to others);
- 2) cognitive (includes the ability to anticipate the actions of another person, effectively solve various problems that arise between people, related to knowing another person);
- 3) behavioral (reflects the child's ability to cooperate, joint activity, initiative, adequacy in communication, organizational skills, etc).

V.M. Topalova proposes the following model of communicative competence:

- discursive competence;
- sociolinguistic competence;
- linguistic competence;
- regional competence;
- strategic competence.

According to many researchers, communicative competence is multifaceted and the basis for determining the composition of communicative communication actions is "the fundamental

importance of communication for the mental and personal development of the child: assistance and cooperation act as real activities, within the framework of which the processes of psychic development and personality formation occur" [3, p. 40].

Educators and linguists have divided communicative competence into several components. I.L. Beam emphasizes that communicative competence is associated with the child's ability to read, write, speak, listen and divides them into the following types: linguistic, speech, socio-cultural, compensatory competence. Based on the above analysis, we tried to develop the following components of communicative competence of primary school students with visual impairments. Thus, the communicative competence of primary school students with visual impairments includes the following structural components:

1. Cognitive component: system of types of communication: oral and written, mediated and direct, verbal and non-verbal.
2. Axiological component: motives and goals of communication: information exchange, information request, persuasion, presentation, emotional self-expression, justified refusal.
3. Interactive component: universal and subject-specific communicative actions and the methods of communication associated with them: monologue, dialogue, polylogue, message, statement, argument, discussion, speech, debate, question, denial, letter, telephone conversation, telegram, SMS.
4. Empirical component: reflection on communication based on observing the content of communication, correcting the method of communication and assessing the achievement of the goal of communication.
5. Compensatory component: development of skills for overcoming situations in which language skills are lacking in the reception and transmission of information (the student must have self-control, organization, humility, demandingness, teamwork, activity, creativity).

The communicative competence model in the "State Education Standard" is built on the principle of systematization, in which it is noted that "communicative competence" consists of three main types of competence: speech, language and socio-cultural competences, which in turn include a number of competencies. Based on the above, during our scientific research, we found it necessary to define the concept of communicative competence as follows. Communicative competence is a set of knowledge, skills, abilities and personal qualities that allow us to enter into effective communication and understand

each other.

The development of communicative competence in students with visual impairments is of great importance, as it helps them form the skills necessary for success in all areas of their lives.

The communicative competence model, built on a two-pronged approach, like many existing models, can be reduced to the complementarity of “knowledge and implementation”. Communicative competence is considered the leading and main one, it is the basis of all other competencies. Communicative competence should be consistently formed and developed in close connection with educational and informational skills. The development of communicative skills in oral and written speech should be considered not only as a goal, but also as a means of successfully mastering knowledge and skills in any subject. Thus, if competence is considered a condition for the formation and manifestation of the corresponding competence, then competence, in turn, is a condition for the successful implementation of the corresponding competence.

The fundamental difference between competence and competence is that competence is an internal mental formation, a characteristic of a person; competence is the compliance of a single set of externally established competencies or skills with the parameters of the corresponding social role [2].

Conclusion. We have considered the concept of competence, its structure and the most universal model in its structure, which is a system of interconnected and interdependent components (cognitive, axiological, interactive, empirical), which determines the directions and parameters of its formation as a result of education at a specific stage of the educational program, depending on the content and level of mastery of its components. At the same time, in modern typhlopedagogy, there is a complete lack of research that would find a comprehensive solution to the problem of developing communicative competence of people with visual impairments. First, the structure of the communicative competence of a person with visual impairment is not fully understood, the psychological and pedagogical mechanism for determining communicative potential as a substantive basis of communicative competence and the influence of socio-demographic factors of speech development on the level of its development due to visual impairment, the theoretical and practical aspects of the problem of developing communicative competence in people with various types of visual impairments have not been fully studied in special pedagogy. In addition, the lack of conceptual and organizational-

methodological approaches to the development of communicative competence in children with visual impairments makes it possible to develop and describe scientifically based solutions for differentiated correctional and pedagogical impact on children with visual impairments at different age stages of development.

In turn, the lack of a conceptual and organizational-methodological approach based on the implementation of a holistic correctional and pedagogical process for the development of communicative competence in children with visual impairments is acutely felt in solving the issues of programmatic and methodological support for the activities of appropriate types of educational and rehabilitation institutions. Based on the above considerations, the problem of developing communicative competence in children with visual impairments, despite its relevance and social significance, requires targeted research from a theoretical and practical perspective.

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