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**CONFERENCE ARTICLE**

**METHODOLOGY FOR DEVELOPING LINGUISTIC COMPETENCE BASED ON THE  
COMMUNICATIVE APPROACH**

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**ABSTRACT**

This thesis explores the methodology for developing students' linguistic competence through the communicative approach in higher education. The relevance of the topic is determined by the shift from rule-centered language teaching to instruction that treats language as a tool of meaningful interaction. Within this perspective, linguistic competence is understood not as isolated knowledge of grammar or vocabulary, but as the integrated command of phonological, lexical, grammatical and semantic resources needed for effective communication. The purpose of the study is to substantiate the methodological value of the communicative approach and to identify the instructional conditions that make it effective in forming linguistic competence. The study shows that contextualized language input, communicative tasks, integrated skills work and reflective feedback enable students to internalize language forms more deeply and use them more appropriately in real discourse.

**KEYWORDS**

Linguistic competence, communicative approach, methodology, higher education, English language teaching, communicative competence, integrated skills, language instruction.

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**INTRODUCTION**

In contemporary language education, the concept of linguistic competence has moved beyond the narrow interpretation of grammar mastery. The Common European Framework of Reference for Languages treats communicative language competence as a multidimensional construct that includes linguistic, sociolinguistic and pragmatic components, while its linguistic dimension covers vocabulary range and control, grammatical accuracy, phonological control and orthographic control. In parallel, communicative language teaching is widely defined as an approach in which learners develop language through purposeful communication rather than through the mechanical rehearsal of forms. This means that the development of linguistic competence should occur not through the memorization of disconnected rules, but through interaction with meaningful language in context. Such a view makes the communicative approach especially relevant for higher education, where students are expected to read academic texts, express arguments, participate in discussions and write coherently in English.

The study is based on theoretical analysis, comparative interpretation and methodological synthesis. Core works on communicative competence and language teaching methodology were examined in order to identify the principles that support the formation of linguistic competence through communication. Special attention was paid to the model of communicative competence proposed by Canale and Swain, the methodological descriptions of communicative language teaching presented by Richards and Rodgers, and the pedagogical treatment of language skills, grammar, vocabulary and pronunciation in Nunan, Harmer and Brown. On this basis, the study interprets communicative methodology as a structured pedagogical system in which language form, meaning and function are taught in взаимосвязи through contextualized tasks, integrated skills

practice and teacher-guided feedback. This approach allows the analysis to focus not only on what students learn, but also on how the organization of classroom activity shapes linguistic competence.

The analysis demonstrates that the communicative approach contributes to the development of linguistic competence because it places language forms inside purposeful discourse. When grammar is introduced through situations, texts and interaction, students perceive it not as an abstract system of prohibitions and prescriptions, but as a means of organizing meaning. The same applies to vocabulary: lexical items are retained more effectively when they are encountered in semantic networks, discussion tasks and thematic texts rather than in isolated word lists. Pronunciation also develops more productively when it is linked to listening discrimination, speaking practice and intelligibility in communication. As a result, the student gradually builds a functional command of language in which form and use support each other. This methodological logic corresponds to the broader view that successful learning occurs when learners are required to communicate real meaning and at the same time receive opportunities to notice and refine linguistic form.

A further result of the study is the recognition that communicative methodology is most effective when language skills are integrated. Reading activities become more productive when they lead to oral interpretation, lexical exploration and written response. Speaking tasks become more accurate when they are preceded by input that supplies useful structures and vocabulary. Writing improves when students have already discussed the topic, analyzed model texts and reflected on the language choices that suit the communicative purpose. In this model, linguistic competence is formed through repeated movement between input and output, comprehension and production, fluency and accuracy. Such instructional sequencing

is especially important in university classrooms because students need to transfer classroom learning to academic presentations, seminar participation and written assignments.

The findings indicate that the communicative approach should not be misunderstood as the rejection of grammar or formal instruction. On the contrary, the methodology becomes effective precisely when language form is taught within communicative purpose. Canale and Swain's framework makes clear that communicative competence requires grammatical competence as one of its core dimensions, while the CEFR similarly describes linguistic control as an essential aspect of overall communicative ability. Therefore, the task of the teacher is not to choose between communication and linguistic accuracy, but to create classroom procedures in which the two reinforce one another. This requires carefully selected texts, interaction-rich tasks, opportunities for negotiation of meaning and feedback that helps learners notice gaps between intended meaning and actual expression. In this sense, communicative methodology is not an unstructured conversation-based practice; it is a principled system for turning linguistic knowledge into usable competence.

Another significant point is that communicative methodology changes the pedagogical role of both teacher and learner. The teacher becomes a designer of communicative situations, a provider of scaffolding and a mediator of reflective correction. The learner becomes an active participant who interprets, experiments, revises and applies language in new contexts. This shift supports learner autonomy and increases the durability of linguistic knowledge because students do not merely reproduce models but actively construct meaning. In higher education, where intellectual independence is a central educational goal, this feature of the communicative approach is particularly valuable. It allows linguistic competence to develop not only as technical control of language resources but also as the capacity to use them appropriately in academic and professional interaction.

The communicative approach provides a strong methodological foundation for developing linguistic competence because it connects language knowledge with meaningful use. Its effectiveness lies in contextualized presentation of language material, integration of skills, balance between fluency and accuracy, and reflective feedback that turns performance into learning. Under these conditions, students develop vocabulary, grammar, pronunciation and semantic awareness not as separate fragments but as parts of a unified communicative system. For higher education, this methodology is especially important because it prepares students to operate in real academic and professional discourse. Consequently, the development of linguistic competence based on the communicative approach should be regarded as a strategically important direction in modern language teaching.

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