

# "RESEARCH-BASED TRANSFORMATION OF TEACHER EDUCATION: TRADITION AS A BASIS FOR INNOVATION"

## International Conference on Teacher Education

### THEORETICAL AND METHODOLOGICAL FOUNDATIONS OF THE FORMATION OF FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE

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**Abstract.** Professional language training adapts to modern trends, aiming to produce competitive professionals adaptable to global demands. Higher education is shifting towards globally-accredited standards, focusing on forming competencies for acquiring English communicative skills, enhancing professional potential. There's a lack of understanding on FLCC formation among future professionals in non-native English-speaking countries. Our teaching experience at foreign language universities shows students lack sufficient English proficiency for effective professional communication. This led to developing a theoretical and methodological framework for analyzing FLCC. Our aim was to design a pedagogical model with stages and technology to develop students' motivation, FLCC readiness, communicative skills, and independent learning. It involved gradual competency building with activities to enhance perception and feedback. Its effectiveness was validated through an experiment.

**Keywords:** FL communicative competence, future professionals, higher educational institutions, pedagogic model, second language acquisition, teaching communicative competence.

#### Introduction

In today's educational landscape, there is a growing emphasis on enhancing the quality of training for future professionals, including teachers. At foreign language universities, the educational paradigm is shifting towards new standards aimed at producing mobile, competitive specialists in various fields, including healthcare. The profession of a teachers involves numerous practice-based interactions with colleagues and patients, necessitating swift and competent assistance and the ability to choose appropriate communicative strategies, including the correct use of profession-oriented vocabulary.

Future teachers require advanced skills in professional communication, which can be further developed through training in higher educational institutions. However, it's evident from practical experience that the modern labor market lacks competent in teaching professionals with a high level of Foreign Language Communicative Competence (FLCC), necessary for independent and effective problem-solving in professional tasks, particularly in the context of intensified cross-cultural communication.

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A critical aspect of vocational training for future teachers at foreign language universities is the formation of competencies that ensure students acquire career-oriented communicative skills in a foreign language. This proficiency serves as an effective tool to maximize the professional potential of future learners and enhance their academic performance.

### **Research Methods**

The research conducted at foreign language universities is based on theoretical and methodological analysis. This includes:

**Theoretical analysis:** Involves studying pedagogical, psychological, and theoretical literature, as well as analyzing the state of the problem in existing practice.

**Diagnostic methods:** Include observation and analysis of the results of educational and scientific activities of future professionals in the process of learning a foreign language.

**Research perspectives:** The model for forming Foreign Language Communicative Competence (FLCC) of future professionals is designed and characterized. The formation of this competency is implemented through methodological approaches, including systemic, competence-based, person-oriented, and communicative methods. Additionally, didactic principles such as activity and interactivity, professional orientation, communicativeness, and authenticity of communication are utilized.

The components of the model include motivational, cognitive, communicative, active, moral, behavioral, and personal aspects. According to the authors, this proposed model effectively increases students' motivation and readiness to communicate orally and in writing, enabling them to solve professional problems and meet their needs in foreign language learning.

### **Findings**

#### **Theoretical findings of FLCC formation**

The study reveals diverse perspectives on the definition of Foreign Language Communicative Competence (FLCC). For instance, Baeva and Bogdanova (2014) define FLCC as a combination of basic skills and the willingness of students to demonstrate competencies in various profession-oriented situations. They consider FLCC as linguistic skills enabling students to apply their second language knowledge in socially-determined situations, adhering to social norms observed by native speakers.

FLCC as a fusion of communication skills, cognitive activity, creativity, motivation, and readiness for English communication. Meanwhile, Osipova and

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Lomonosova (2019) define FLCC as a blend of linguistic skills, including reading, writing, listening, speaking, as well as structural constructs like phonetics, grammar, and vocabulary, applied under authentic, integrative, interdisciplinary conditions.

FLCC is conceptualized as an integral, multi-level characteristic facilitating effective problem-solving and educational tasks of various complexities through foreign language interaction Malaga-Tobola et al. (2019) describe FLCC as the ability to understand others' communicative behavior, employing text analysis skills and communicative achievements.

Methodologists Chanpet et al. (2020) define FL communicative competence as a multi-aspect and multi-stage phenomenon reflecting practical skills for perceptual and interactive communicative functions in the second language. FLCC is seen as an integration of structural components like communicative, linguistic, sociolinguistic, discursive, strategic, and sociocultural aspects, supplemented by ICT competency. This ICT competency is formed through extensive use of electronic didactic resources (EDM), facilitating independent information extraction, self-monitoring of knowledge, and broad access to educational resources, supported by teacher feedback.

### **Methodology of Forming FLCC**

In the context of foreign language universities, particularly in schools, the development of a pedagogical model for forming Foreign Language Communicative Competence (FLCC) becomes essential. This model ensures the alignment of the intended aim with the results obtained during experimental work (Shipunova et al., 2019).

The suggested pedagogical model comprises several key blocks:

**Theoretical Block:** This block includes theoretical foundations and methodological approaches such as competence-based, systemically active, person-oriented, and communicative approaches.

**Methodological Block:** Key principles embedded in this block are interactivity, communicativeness, professional orientation, visibility, accessibility, feasibility, activity-based learning, and authenticity of communicative interaction.

**Criteria-Diagnostic Block:** This block contains criteria (motivational, communicative-active, cognitive-informative, reflective-evaluative) and levels (advanced, intermediate, elementary) of FLCC formation among future learners.

**Procedure-Content Block:** This block outlines the step-by-step implementation of the pedagogic technology for forming FLCC of future learners. It includes four

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stages: introductory, reproductive, practical, and creative, each implemented under specific pedagogical conditions:

- Orientation of teaching goals and objectives focused on improving the quality of professional training.
- Involvement of future learners in communicative and cognitive activities.
- Formation of communicative, interactive, perceptual, professional, and behavioral communication blocks with a holistic, competence-based, and systemically active approach, alongside a creative orientation.

Additionally, a specially tailored training course for forming FLCC of future teachers was developed. This course, designed by Kabanova & Kogan (2017), is divided into four stages, each with defined goals accomplished through specific tasks under certain pedagogical conditions.

### **Conclusion**

In the realm of education, particularly at foreign language universities, there is a growing emphasis on enhancing the quality of training for future professionals, including teachers. These institutions aim to produce competitive specialists in various fields, such as healthcare.

Future teachers need advanced skills in professional communication, particularly in a foreign language context. However, the modern labor market lacks teaching professionals with a high level of Foreign Language Communicative Competence (FLCC), necessary for effective problem-solving and cross-cultural communication.

A critical aspect of vocational training for future teachers is the formation of competencies ensuring they acquire career-oriented communicative skills in a foreign language. This proficiency maximizes their professional potential and enhances academic performance.

At foreign language universities, research is based on theoretical and methodological analysis. This includes studying literature and analyzing educational and scientific activities. The focus is on developing a model for forming FLCC using systemic, competence-based, person-oriented, and communicative methods.

Diverse perspectives on FLCC are revealed, emphasizing a combination of skills and competencies necessary for effective communication. FLCC is seen as integral to problem-solving and education, reflecting practical skills for communication in a second language.

A pedagogical model is essential for forming FLCC at foreign language universities. It emphasizes active learning, communicative interaction, and

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integration of competencies. The model ensures alignment with educational goals and effective learning outcomes.

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