

ENHANCING COMMUNICATIVE COMPETENCE OF PHILOLOGY STUDENTS THROUGH AUTHENTIC ENGLISH MATERIALS

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Abstract. Nowadays, developing communicative competence has become a key goal in English language teaching, especially for students in philology faculties who are expected to use language effectively in both academic and real-life contexts. This paper looks at how authentic English-language materials can support this process. Drawing on a range of theoretical and empirical studies, it examines the role of authentic input in helping learners develop not only grammatical knowledge but also sociolinguistic, pragmatic, and strategic aspects of communication. The review suggests that authentic materials – such as media texts, conversations, and everyday language samples – can make learning more engaging and meaningful by bringing real-world language into the classroom. They also appear to help students better understand cultural context and use language more appropriately in different situations. At the same time, the literature points out certain challenges, including the difficulty of selecting materials that match learners' proficiency levels and the need for careful guidance from teachers.

Overall, the paper argues that authentic materials can play a valuable role in developing communicative competence when they are used thoughtfully and adapted to learners' needs. Their integration into classroom practice may help bridge the gap between theoretical knowledge and actual language use.

Key words: communicative competence, authentic materials, communicative language teaching, pragmatic competence, EFL learners.

Annotatsiya. Bugungi kunda kommunikativ kompetensiyani rivojlantirish ingliz tilini o'qitishning asosiy maqsadlaridan biriga aylangan, ayniqsa, filologiya fakulteti talabalari uchun, chunki ular tildan akademik hamda real hayotiy vaziyatlarda samarali foydalanishi talab etiladi. Mazkur maqolada autentik ingliz tilidagi materiallarning ushbu jarayondagi o'rni tahlil qilinadi. Nazariy va empirik tadqiqotlarga tayangan holda, maqolada autentik materiallarning o'quvchilarda nafaqat grammatik bilimlarni, balki kommunikativ faoliyatning sotsiolingvistik, pragmatik va strategik jihatlarini rivojlantirishdagi ahamiyati yoritiladi. Tadqiqot natijalari shuni ko'rsatadiki, media matnlari, suhbatlar va kundalik nutq namunalarini o'z ichiga olgan autentik materiallar real til muhitini dars jarayoniga olib kirish orqali ta'limni yanada qiziqarli va mazmunli qiladi. Shuningdek, ular talabalarning madaniy kontekstni yaxshiroq tushunishiga hamda turli vaziyatlarda tilni mos ravishda qo'llashiga yordam beradi. Shu bilan birga, adabiyotlarda ayrim muammolar ham qayd etiladi, jumladan, o'quvchilarning til darajasiga mos materiallarni tanlash murakkabligi va o'qituvchilar tomonidan puxta metodik yo'naltirish zarurligi.

Umuman olganda, maqolada autentik materiallar o'quvchilarning ehtiyojlariga moslashtirilgan va maqsadli qo'llanilgan taqdirda kommunikativ kompetensiyani rivojlantirishda samarali vosita bo'la olishi ta'kidlanadi. Ularni dars jarayoniga integratsiya qilish nazariy bilim bilan amaliy til qo'llanilishi o'rtasidagi tafovutni kamaytirishga xizmat qilishi mumkin.

Kalit so'zlar: kommunikativ kompetensiya, autentik materiallar, kommunikativ til o'qitish, pragmatik kompetensiya, EFL o'quvchilari.

Аннотация. В настоящее время развитие коммуникативной компетенции стало одной из ключевых целей преподавания английского языка, особенно для студентов филологических факультетов, которым необходимо эффективно использовать язык как в академической среде,

так и в реальных жизненных ситуациях. В данной статье рассматривается, каким образом аутентичные англоязычные материалы способствуют этому процессу. Опираясь на ряд теоретических и эмпирических исследований, автор анализирует роль аутентичного языкового материала в развитии не только грамматических знаний, но и социолингвистических, прагматических и стратегических аспектов коммуникации. Обзор литературы показывает, что аутентичные материалы — такие как медийные тексты, разговорная речь и образцы повседневного языка — делают обучение более интересным и содержательным, вводя в учебный процесс реальный язык общения. Кроме того, они помогают студентам лучше понимать культурный контекст и более уместно использовать язык в различных ситуациях. Вместе с тем в исследованиях отмечаются и определённые трудности, включая сложность подбора материалов в соответствии с уровнем владения языком обучающихся и необходимость тщательного педагогического сопровождения со стороны преподавателя.

В целом в статье утверждается, что аутентичные материалы могут играть важную роль в развитии коммуникативной компетенции при условии их продуманного использования и адаптации к потребностям обучающихся. Их интеграция в образовательную практику способствует преодолению разрыва между теоретическими знаниями и реальным использованием языка.

Ключевые слова: коммуникативная компетенция, аутентичные материалы, коммуникативное обучение языку, прагматическая компетенция, изучающие английский язык как иностранный (EFL).

Introduction. The concept of communicative competence has gained growing popularity and been widely discussed in applied linguistics, with several models developed to explain its components. In his early work, Dell Hymes (1974) emphasized that effective language use requires more than grammatical knowledge; it also involves the ability to use language appropriately depending on variables like context, participants, and purpose. This idea was further developed by Michael Canale and Merrill Swain (1980), who developed a model consisting of three competences, namely, grammatical, sociolinguistic, and strategic competences. Grammatical competence is defined as the knowledge of linguistic forms and rules, while sociolinguistic competence refers to the appropriate use of language in different social situations. Strategic competence, in turn, means the use of verbal and non-verbal strategies to deal with communication challenges. Later models, like the ones developed by Lyle Bachman (1990), expanded above mentioned components by adding pragmatic and discourse dimensions of language use. Hussein and Elttayef (2018) highlighted that learners who possess only grammatical knowledge often face challenges to communicate effectively due to the lack of mastery of these broader competencies.

Literature review. One of the most important aspects of communicative competence is pragmatic competence, which focuses on meaning in context rather than solely grammatical accuracy. According to Gabriele Kasper (1997), pragmatic knowledge is not an additional component but an integral part of communicative ability, which enables and empowers learners to interpret intentions, attitudes, and implied meanings in communication. This viewpoint suggests that successful use of a particular language requires sensitivity to cultural and social norms. In accordance with this view, foreign language learners must develop not only linguistic knowledge but also an understanding of

how language operates within specific cultural contexts (Hussein & Elttayef, 2018). Without such competence, learners may find it hard to convey meaning effectively, even if their grammatical accuracy is advanced.

Authentic Materials and Their Role. Authentic materials play a vital role in the development of communicative competence by exposing learners to real-life language use. These materials include a variety of resources such as films, news broadcasts, conversations, and everyday texts. All of them reflect natural linguistic and cultural patterns. Researchers have continually emphasized their motivational value and relevance to learners' needs. For example, Floris Flora (2008) argues that authentic materials increase learner engagement by connecting classroom activities to real-world experiences. Similarly, Guariento and Morley (2001) note that exposure to authentic input helps bridge the gap between classroom learning and actual communication. Hussein and Elttayef (2018) points out that such materials enhance learners' motivation and provide opportunities to develop both linguistic and sociocultural competence, which ultimately leads to more effective communication in real-life situations.

Pedagogical Value of Authentic Materials in Communicative Language Teaching. The use of authentic materials is closely connected with the principles of Communicative Language Teaching (CLT), which emphasizes the development of learners' ability to use language effectively in real-life situations. From a pragmalinguistic perspective, communicative competence requires a set of skills that allow individuals to adapt and adjust their language use according to changing communicative contexts (Ray, 2020). Given this, Jack Richards and Richard Schmidt highlight that communicative competence goes beyond grammatical knowledge to include sociocultural awareness, discourse management, and strategic communication abilities. Such a comprehensive view creates demand for instructional materials that reflect authentic language use.

Within the framework of CLT, authentic materials are considered essential tools because they replicate real-world communication and expose learners to natural language input. Scholars argue that classroom activities should reflect real-life situations as closely as possible in order to prepare learners for real-world conversations outside the classroom. In this context, Henry Widdowson emphasizes that learners develop communicative ability more effectively when they are surrounded by a language that reflects genuine communicative purposes. Similarly, authentic texts provide opportunities for learners to absorb language as it is naturally used, rather than simplified or artificially constructed forms (Ray, 2020).

Another important contribution of authentic materials lies in their ability to bridge the gap between classroom learning and real-world language use. Unlike contrived texts, which are often designed to illustrate specific grammatical structures, authentic materials present language in its natural complexity and sociocultural context. This distinction highlights the drawbacks of relying solely on textbook-based instruction, since this sort of

materials may not adequately prepare learners for real-life interaction. But, despite their advantages, some scholars still argue that authentic materials can be challenging for learners because of their linguistic complexity and lack of pedagogical adaptation. For this reason, their effective use requires the teachers careful selection and appropriate instructional support for effective implementation. Overall, the use of authentic materials within CLT is widely regarded as a key factor in fostering communicative competence and enhancing learners' preparedness for real-world communication.

Discussion. The effectiveness of authentic materials in language teaching depends not only on their inherent qualities but also on how they are selected and implemented in the classroom. Authentic materials are generally defined as texts which were originally created for real-life communication rather than for pedagogical purposes. They generally include newspapers, advertisements, broadcasts, and everyday discourse (Ray, 2020). Scott Thornbury noted that a text can be considered authentic if it is intended for a real audience outside the classroom context. Similarly, Jack Richards and Richard Schmidt point out that such materials provide more natural and realistic applications of language compared with resources from textbooks.

However, authenticity is not a fixed concept. Rather it can be understood as a continuum influenced by contextual and social factors. Richard Pinner suggests that authenticity should be viewed in relation to how learners interact with texts rather than as an inherent property of the materials themselves. This idea shows the essence of classroom context, learner needs, and instructional design in determining the effectiveness of authentic source. Another important aspect to consider is the level of learners. While authentic materials are highly beneficial for advanced learners, particularly in English for Specific Purposes (ESP) contexts, they may pose challenges for lower-level students due to complex vocabulary, dense structures, and unfamiliar cultural references. Therefore, their use requires careful adaptation and scaffolding. As Ray (2020) notes, appropriate selection based on learners' proficiency level, interests, and communicative needs is essential to ensure meaningful engagement.

In addition to linguistic exposure, authentic materials play a significant role in developing cultural awareness, which is known as an integral component of communicative competence. Language learning involves understanding the cultural context in which communication occurs, and authentic texts provide insights into real-life social practices, values, and interaction patterns. At the same time, researchers also identify certain limitations of authentic materials, such as potential cultural bias, difficulty in comprehension, and the need for additional instructional support. These challenges highlight the importance of the teacher's role in designing tasks that facilitate comprehension and interaction. Activities such as role-playing, simulations, and problem-solving tasks are particularly effective in maximizing the pedagogical value of authentic materials, as they replicate real-life communication and encourage active language use.

Conclusion. To conclude, the development of communicative competence requires not only the knowledge of grammar of a language, but also it requires the ability to use language appropriately in real-life contexts. And studies reviewed in this paper suggest that authentic materials have a very important role in this process and they help to expose learners to natural use of a language and relevant cultural contexts. However, such materials may also cause certain drawbacks, in particular, challenges in terms of complexity and selection, but their benefits seem to outweigh these negative sides when used rationally.

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