

**PROFESSIONAL-METHODOLOGICAL COMPETENCE AS A KEY FACTOR IN  
THE DEVELOPMENT OF COMMUNICATIVE SKILLS****Murodova Umida Abdalnabievna**

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**Abstract:** This article examines the role of professional-methodological competence in the development of students’ communicative skills in the process of foreign language teaching, particularly in non-philological higher education institutions. The study highlights that the effectiveness of language instruction largely depends on the teacher’s ability to integrate linguistic knowledge with communicative, methodological, and professional components. Drawing on contemporary pedagogical approaches, including communicative language teaching and English for Specific Purposes (ESP), the article analyzes the key competencies required for organizing effective learning environments. Special attention is given to the importance of modeling professional communication, selecting context-based instructional materials, and applying interactive teaching methods. The paper also emphasizes the significance of integrating modern information and communication technologies and fostering intercultural competence. The findings suggest that the development of communicative skills is not only a primary objective of foreign language education but also a strategic factor in preparing students for global professional interaction. The article concludes that enhancing teachers’ professional-methodological competence contributes significantly to improving the overall quality of higher education.

**Keywords:** professional-methodological competence, communicative competence, foreign language teaching, ESP (English for Specific Purposes), communicative approach, intercultural communication, higher education, non-philological fields, interactive methods, pedagogical effectiveness

The effectiveness of teaching foreign languages, particularly English, in modern educational institutions largely depends on the teacher’s communicative and professional-methodological competence. This competence is determined not only by the teacher’s knowledge of the language system, but also by their ability to deliver this knowledge through appropriate methods and contexts, as well as to prepare students for real-life communication.

Professional-methodological competence is a комплекс of didactic, psychological, communicative, professionally-oriented, and technological competencies that are manifested through an integrated approach in the pedagogical process. In the context of teaching foreign languages, this competence is characterized by the following key aspects:

- Understanding the essence and content of the field, and possessing a thorough command of subject-specific terminology and professional vocabulary;
- Accurately modeling the use of a foreign language within a professional context;
- Mastering the principles of the ESP (English for Specific Purposes) approach and developing lesson content accordingly;
- Effectively applying active teaching methods based on the communicative approach;
- Selecting and adapting instructional materials in accordance with students’ professional needs and their level of communicative competence.

L.K. Geykhman considers students' communicative competence to be the central element of the language teaching process. According to him, a foreign language teacher is not merely a transmitter of knowledge, but an active participant who organizes interpersonal communication and facilitates intercultural interaction [7, pp. 64–67]. This is particularly important in the training of management specialists, as professionals in this field must be prepared to engage in active communication within a global professional environment.

According to the researcher Sh.A. Atadjanova, a teacher's professional training, methodological approach, and ability to organize communicative activity are the main factors determining the effectiveness of foreign language education in non-philological fields [6, p. 152]. She substantiates that the professional-methodological competence of an English language teacher encompasses the following three levels:

1. **Linguistic competence** – a set of theoretical knowledge and practical skills related to the language system;
2. **Methodological competence** – the ability to select instructional materials, design lessons, and manage the learning process;
3. **Communicative competence** – the ability to create a communicative environment, establish effective information exchange with students, and apply methods of professional communication.

Furthermore, T.V. Shtikova [9, p. 186] emphasizes in her work that, in the process of teaching foreign languages, students should develop a high level of intercultural thinking, knowledge of language styles, and readiness for global professional communication in their future teaching careers. This, in turn, ensures their ability to adapt lessons, model real professional situations, and effectively teach professional vocabulary at an advanced level.

Research conducted by the Uzbek scholar N.H. Kushiyeva demonstrates that, in teaching foreign languages to students of non-philological fields, the teacher must actively model professional communication, teach subject-specific speech styles, and work with tasks and materials aimed at developing students' professional communicative competence [8, pp. 77–86].

The development of students' communicative skills requires comprehensive pedagogical conditions. These include the organization of learning activities based on a communicative environment, the use of interactive methods, the selection of language materials relevant to professional fields, the integration of modern information and communication technologies into the educational process, the design of tasks that foster intercultural communication, and the enhancement of the teacher's communicative-methodological competence. In particular, project-based learning, role-playing activities, debates, pair and group work, as well as multimodal approaches, contribute to mastering the language in real-life contexts.

Furthermore, through educational technologies based on the communicative approach, students develop not only linguistic knowledge but also essential soft skills required for professional communication, such as speech clarity, active listening, argumentation, justification of opinions, and cultural sensitivity. Pedagogical practice shows that in technical higher education institutions, teaching foreign languages not solely through grammar and translation, but rather on a functional and contextual basis, enables the development of students as communicatively competent professionals.

In addition, the teacher, as the primary driver of this process, must possess methodological skills such as organizing communicative activities, selecting lesson strategies in accordance with students' needs, teaching the linguistic tools necessary for professional communication, and modeling an authentic language environment. This, in turn, ensures an integrative approach



to foreign language teaching that is oriented toward practical application, professional development, and personal growth.

In conclusion, the development of students' communicative skills is not only the central objective of foreign language teaching, but also a strategic pedagogical task that determines the overall effectiveness of the educational process. The methodological solutions and didactic conditions in this regard play a crucial role in significantly enhancing the quality of education in higher educational institutions.

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