

## MAIN COMPONENTS OF COMMUNICATIVE COMPETENCES OF SECOND LANGUAGE LEARNERS

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<https://doi.org/10.5281/zenodo.7880165>

**Abstract.** *Communicative competence is a crucial component of language learning, yet it can be a challenging skill for second language learners to acquire. This literature review explores the various theories and approaches to developing communicative competence in second language learners, including the role of language input, cultural context, and social interaction. It also examines the challenges and limitations of teaching communicative competence, as well as effective instructional strategies and techniques.*

**Keywords:** *social competence, pragmatic competence, linguistic competence, sociolinguistic competence.*

Teaching a second language is an important topic in the global community. The UNESCO Education 2030 concept recognizes education as the driving force of human development, and its main task is to assess the quality of education, improve educational tools and introduce technologies that allow achieving guaranteed results. In recent years, it has become important not only to educate bilinguals, but also multilinguals. For this, the concepts of "speaking a language" and "speaking a second language" are used. In the methodology of teaching languages, advanced approaches, pedagogical and information technologies based on competencies are widely used. In the information society, which is characterized by wider access to information and training for all members of society, the requirements for education to form an innovative person are increasing.

Modern pedagogical and information technologies make it possible to make the learning process more interactive and individualized, which makes it possible to take into account the individual needs and characteristics of each student.

Today, the ability of people to interact with each other is playing an increasingly important role in the world, and the effectiveness of work and the level of relationships depend on it. An important component of successful interpersonal communication is the presence of communicative competence, which allows a person to interact with other people in various spheres of activity, using different sign systems, primarily language. The term "communicative competence" was introduced by American anthropologist D. Hymes in 1972, who believed that statements have their own rules, which are subject to the rules of grammar and the acquisition of which ensures the ability to use language in the process of communication[1; p. 6]

The concept of communicative competence has further developed and has become the result of attempts to draw the line between cognitive and basic interpersonal communication skills of a person. The term "competence" itself appeared thanks to the American linguist N. Chomsky, who used the phrase "linguistic competence" to refer to the system of internally inherent rules of language functioning in a speaker. The concept of "communicative competence" implied that statements have their own rules, which are subject to the rules of grammar, and the acquisition of which ensures the ability to use language in the process of communication. In Russia, the term

"communicative competence" was first used by M.N. Vyatutnev to denote a person's ability to communicate in work or educational activities, satisfying their intellectual needs.

In the 1970s, the concept of communicative competence emerged, which aimed to differentiate between cognitive (academic) and basic interpersonal communicative skills of humans [2; p. 98]. This concept was developed into various models, such as those of D. Hymes, J.A. van Ek (1986), L.F. Bachman (1990), and M. Canale (1983), and was first introduced by American anthropological linguist D. Hymes (1972), who believed that learners of a foreign language should not only acquire linguistic competence but also learn how to use the language correctly in modern society.

The term "competence" was introduced into the scientific world by N. Chomsky (1965), the author of the theory of generative grammar, who used the term "linguistic competence" to describe the system of internal rules of language functioning inherent in speakers. The concept of "communicative competence" was related to the idea that utterances have their own rules that are subject to the rules of grammar, and the acquisition of which enables the ability to use language in communication.

Effective communication is a fundamental aspect of human interaction, and communicative activities should be incorporated into language lessons to enhance students' language abilities. Students are more likely to develop their spoken language skills in a dynamic and interactive learning environment. Moss and Ross-Feldman (2003) suggest that any activity requiring learners to engage in speaking and listening involves communication, which is essential for breaking down barriers, sharing information, expressing ideas, and learning about culture.

Jeyasala (2014) emphasizes the importance of encouraging students' communicative competence in the classroom, regardless of their limitations in using the language fluently and accurately. Providing students with opportunities to interact with others through speaking activities that immerse them in the target language is an effective way to enhance their ability to communicate. Real communicative contexts are particularly beneficial because they allow students to exchange information and use language naturally, according to the situation. Exposure to the target language is also important, as students need ample linguistic input to produce and use language in different situations. Motivation is also crucial in encouraging students to communicate verbally.

Richards (2006) argues that language learning does not necessarily result in fluency in using the language. A rigid focus on formal language training and a lack of communicative activities can hinder students' ability to use language fluently. Students should be encouraged to participate actively in speaking activities and express their ideas, regardless of their language proficiency. The process of continuous practice and improvement is key.

According to the author, communicative competence involves knowing how to use language in different situations, adapting language use to formal and informal contexts, understanding different types of texts, and maintaining communication despite any limitations the speaker might have. In classroom settings, it is important to distinguish between fluency and accuracy. Fluency refers to natural language use despite limitations in communicative competence, while accuracy pertains to using correct examples of language.

M.N. Vyatutnev introduced the term "communicative competence" in Russian science, which refers to a person's ability to communicate in educational and work activities, satisfying their intellectual demands [1; p.80]. Initially, this term was used in the methodology of teaching

foreign languages and later was adopted by other fields of science. In the Russian scientific community, the terms "competence" and "competency" can either be identified or differentiated [3; p.16]. Ushakov's explanatory dictionary defines "competency" as "knowledgeability, authority" and "competence" as "the range of questions, phenomena in which a person has authority, knowledge, experience; the scope of authority, the area of issues and phenomena subject to someone's management (right)" [8; p.257]. A.V. Khutorskoy offers a more detailed interpretation, according to which "competence" includes interrelated qualities of a person necessary for productive activity in relation to a specific range of subjects and processes, while "competency" is the possession of the corresponding competence, including a personal attitude towards it and the subject of activity [9]. R.S. Nemov considers competency as a characteristic of a person expressed in having sufficient knowledge, skills, and abilities to solve certain tasks or types of activity [4; p.211]. The term "communicative (language) competence" is used by Y.M. Zhukov, A.A. Petrovskaya, P.V. Rastjannikov, E.I. Mychko, A.R. Luria, A.A. Leontyev, I.A. Zimnyaya, and the meaning of the concept may vary depending on the author [3; p.16].

The term "communicative competence" is used by M.N. Vatunev, D.I. Tsarenkov, N.V. Khorunzhaya, L.K. Graudina, S.N. Shiryayeva, K.F. Sedov, as well as modern authors of methodological literature on foreign language teaching, because since 1990 UNESCO documents outline a set of competencies (including communicative competence) that should be considered as a desired educational outcome. Communicative competence consists of three components: linguistic component, sociolinguistic component, and pragmatic component. Let's consider two complementary definitions of communicative competence: 1) communicative competence is the ability to build effective speech activity and effective speech behavior that correspond to the norms of social interaction inherent in a particular ethnic group [7; p. 23]. 2) communicative competence is a person's ability to communicate in one or all types of speech activity, which represents a special quality of the real personality acquired through natural communication or specially organized education [10; p. 55].

These definitions consider different characteristics of communicative competence, which can be classified into three main components:

Linguistic competence, which involves the mastery of knowledge and skills in various aspects of language, such as vocabulary, phonetics, grammar, and their cognitive organization.

Sociolinguistic competence, which represents the ability to choose linguistic forms, use them, and transform them in accordance with the context.

Pragmatic competence, which includes knowledge, skills, and abilities that enable one to understand and produce utterances in a given communication situation, speech task, and communicative intention.

Let us examine these components of communicative competence in more detail based on the characteristics provided by experts from the Council of Europe's Language Policy Department [5; pp. 12-13].

Linguistic competence includes knowledge of vocabulary, phonetics, grammar, as well as related skills and abilities, and other language characteristics as a system, regardless of the sociolinguistic significance of its variations and the pragmatic function of specific realizations. Applied to individual communicative competence, this component not only entails the volume and quality of knowledge (such as knowledge of sound discrimination function, the extent, and accuracy of the vocabulary) but also their cognitive organization and storage (such as the

associative network into which a speaker places a particular lexical unit), as well as their accessibility (recall, retrieval from long-term memory, and use). Knowledge is not always conscious, and it cannot always be formulated clearly (such as the mastery of the phonetic system of language). The cognitive organization of the vocabulary, its storage, and accessibility can vary among different people and even within one person (such as in multilingual environments) and depend on individual characteristics as well as the cultural environment in which a person grew up and learned.

Sociolinguistic competence reflects socio-cultural norms (rules of etiquette, norms of communication between representatives of different generations, sexes, classes, and social groups, language design of certain rituals accepted in a given society). The sociolinguistic component has a significant impact on verbal communication between representatives of different cultures, who may not even be aware of this influence.

Pragmatic competence involves linguistic means for specific functional purposes (the implementation of communicative functions, the generation of speech acts) in accordance with interaction schemes. This component also includes mastery of discourse, cohesion and coherence.

Communicative competence, which includes linguistic, sociolinguistic, and pragmatic components, is the ability to interact effectively and appropriately with other people and the surrounding world in the course of social interaction. This competence is formed and developed through communication and plays an important role in performing various social roles in groups and collectives. Overall, communicative competence is an essential tool for effective communication and speech activity.

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