



METHODOLOGY OF FORMATION OF COMMUNICATIVE COMPETENCE IN STUDENTS OF PROFESSIONAL EDUCATIONAL INSTITUTIONS: COLLECTION OF METHODS FOR IDENTIFICATION OF COMMUNICATIVE PROBLEMS

Journal Website:
<https://masterjournals.com/index.php/crjp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Submission Date: October 03, 2024, Accepted Date: October 08, 2024,

Published Date: October 13, 2024

Crossref doi: <https://doi.org/10.37547/pedagogics-crjp-05-10-09>

Agalieva Khabiba

Institute for the Development of Professional Education, Uzbekistan

ABSTRACT

In the rapidly evolving world, communicative competence has become a crucial skill for students in professional educational institutions. This paper explores a methodology for the development of communicative competence through the use of a structured collection of methods for identifying communicative problems. The proposed methods—“Communicative Problem Map,” “Communicative Problem Tree Analysis,” and “Communicative Problem Review”—are designed to provide students with a systematic approach to recognizing, analyzing, and resolving communication issues. By implementing these methods, educators can effectively prepare students for professional communication challenges.

KEYWORDS

Communicative competence, professional education, communicative problem map, problem tree analysis, communicative problem review, methodology, competence formation.

INTRODUCTION

In today’s globalized world, the ability to communicate effectively has become a critical skill across all professions. For students in professional educational institutions, the development of communicative

competence is essential for their future success. Communicative competence encompasses more than just language proficiency—it includes the capacity to use language appropriately in various social and professional contexts, adapt communication



strategies, and navigate cultural and interpersonal differences effectively.

Given the increasing demands of the modern workplace, professional education must equip students with robust communication skills. These skills are not only crucial for personal interactions but also for teamwork, negotiation, conflict resolution, and leadership within organizational settings. In this context, communicative competence plays a central role in fostering collaboration, innovation, and problem-solving.

However, despite the recognized importance of communication skills, many students encounter communicative challenges during their educational and professional experiences. These challenges can range from linguistic misunderstandings and non-verbal misinterpretations to psychological barriers such as anxiety or a lack of confidence. Therefore, identifying and addressing these communicative problems is a vital step in the development of competent professionals.

This paper introduces a structured methodology for the formation of communicative competence in students of professional educational institutions. The methodology is based on a collection of methods for identifying communicative problems, including the “Communicative Problem Map,” “Communicative Problem Tree Analysis,” and “Communicative Problem Review.” These methods offer a systematic approach to recognizing, analyzing, and resolving communication issues, providing students with the tools they need to enhance their professional communication skills.

By applying these methods, students can gain a deeper understanding of the underlying causes of communicative problems and develop practical strategies for overcoming them. The aim of this paper

is to explore the theoretical foundations of communicative competence, present the methodology in detail, and demonstrate its effectiveness in preparing students for the communication challenges they will face in professional environments.

The formation of communicative competence is grounded in linguistic, psychological, and pedagogical theories. Communicative competence goes beyond language proficiency; it includes the ability to use language appropriately in social contexts, adapt to different communication styles, and resolve conflicts that may arise from miscommunication. According to Hymes (1972) and Canale and Swain (1980), communicative competence encompasses grammatical, sociolinguistic, discourse, and strategic competences, all of which are necessary for effective communication.

In professional education, communicative competence is vital for both intra-organizational and inter-organizational communication. Students in such institutions need not only to master technical jargon but also to apply communication strategies to solve problems and build professional relationships.

To systematically develop communicative competence, it is essential to equip students with the ability to identify and resolve communication challenges. The following methods are designed to help students and educators in professional education settings recognize and analyze communicative problems.

The Communicative Problem Map is a visual tool used to identify and categorize communication challenges faced by students in professional interactions. This method allows students to map out potential problems related to verbal, non-verbal, and written communication. The process involves:



- **Identifying Key Communication Scenarios:** Students are asked to recall specific communication situations in their educational or practical experience (e.g., team projects, workplace discussions).

- **Pinpointing Problems:** In each scenario, students identify potential or actual communication breakdowns, such as misunderstandings, unclear instructions, or misinterpretations of tone or body language.

- **Categorizing Problems:** The problems are categorized into different types, such as linguistic barriers, cultural differences, or psychological obstacles (e.g., anxiety or lack of confidence).

By visually mapping these issues, students develop an awareness of the factors that contribute to communicative problems and can begin to address them systematically.

The Communicative Problem Tree Analysis method provides a deeper analysis of the root causes of communicative problems. It is a structured approach where students use a tree diagram to analyze the relationship between the observed communicative issue (the trunk), its causes (the roots), and its consequences (the branches). The process includes:

- **Defining the Problem:** Students define the main communicative issue they have experienced, such as a misunderstanding during a presentation or miscommunication with peers.

- **Identifying Root Causes:** Students brainstorm potential root causes, which might include unclear language, lack of active listening, or cultural misunderstandings.

- **Analyzing Effects:** Students then examine the consequences of the problem, such as a breakdown in teamwork, project delays, or conflicts.

The Communicative Problem Tree Analysis helps students identify not only the symptoms but also the underlying causes of communication problems, enabling them to devise strategies to prevent similar issues in the future.

The Communicative Problem Review method focuses on evaluating past communicative challenges and reflecting on ways to improve future communication. This reflective process involves:

- **Reviewing Case Studies:** Students review real-life or hypothetical case studies of professional communication breakdowns, discussing what went wrong and how it could have been handled better.

- **Self-Evaluation:** Students are encouraged to reflect on their own communicative experiences, evaluating their strengths and weaknesses.

- **Developing Action Plans:** Based on their reflections, students create action plans to enhance their communicative skills, focusing on areas such as clarity of expression, active listening, and conflict resolution.

The Communicative Problem Review method encourages a cycle of continuous improvement, as students learn from past mistakes and develop proactive strategies for future interactions.

The implementation of this collection of methods in professional educational institutions requires a structured pedagogical approach:

1. **Integration into Curriculum:** The methods should be integrated into the curriculum as part of communication courses or professional development programs. Educators should guide students through the processes of mapping, analyzing, and reviewing communicative problems.

2. **Collaborative Learning:** These methods lend themselves well to collaborative learning. Students can



work in pairs or groups to analyze communication problems they have encountered in team projects or internships.

3. Practical Application: Real-world application is essential for the effectiveness of these methods. Students should be encouraged to apply the techniques in workplace simulations, internships, and peer-to-peer interactions.

4. Continuous Assessment: Formative assessment should be incorporated to monitor students' progress in developing communicative competence. Educators can assess students' ability to identify, analyze, and resolve communicative problems through reflective essays, presentations, or group discussions.

The application of the proposed methodology has shown positive results in pilot studies. Students who used the "Communicative Problem Map," "Communicative Problem Tree Analysis," and "Communicative Problem Review" methods reported improved awareness of communication challenges and a greater ability to resolve them. Feedback from educators indicates that these methods foster critical thinking, problem-solving, and adaptability in communication. The structured identification and analysis of communicative problems also helped students feel more confident in professional interactions.

CONCLUSION

The development of communicative competence in students of professional educational institutions is essential for their success in both academic and professional environments. As communication becomes increasingly complex and multifaceted in the modern workplace, it is crucial to equip students with the tools to effectively navigate and address communicative challenges. The collection of methods introduced in this paper—namely, the

"Communicative Problem Map," "Communicative Problem Tree Analysis," and "Communicative Problem Review"—provides a structured approach for identifying, analyzing, and resolving communicative problems.

By integrating these methods into professional education curricula, students can enhance their ability to recognize communication barriers, understand their root causes, and implement effective strategies for resolution. This not only improves their interpersonal and professional communication skills but also fosters critical thinking, problem-solving, and adaptability—skills that are vital in any career.

The results of this methodology show that students who engage in systematic identification and resolution of communicative problems become more confident, effective communicators. The methods proposed here encourage continuous self-assessment and reflection, allowing students to refine their communicative abilities over time.

In conclusion, the structured methodology presented in this paper is a valuable tool for educators seeking to develop communicative competence in their students. By providing practical and analytical approaches to tackling communicative problems, this methodology prepares students for the dynamic and diverse communication challenges of the professional world, ultimately contributing to their overall success in their chosen careers.

REFERENCES

1. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
2. Hymes, D. (1972). On communicative competence. In J. B. Pride & J. Holmes (Eds.), *Sociolinguistics: Selected readings* (pp. 269-293). Harmondsworth: Penguin.



-
3. Hall, E. T. (1976). Beyond culture. New York: Doubleday.

