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MODERN APPROACHES TO DEVELOPING COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE LEARNERS (IN THE CASE OF ENGLISH AND KOREAN)

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XORIJIY TIL O‘RGANUVCHILARDA KOMMUNIKATIV KOMPETENSIYANI RIVOJLANTIRISHNING ZAMONAVIY YONDASHUVLARI (INGLIZ VA KOREYS TILLARI MISOLIDA)

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СОВРЕМЕННЫЕ ПОДХОДЫ К РАЗВИТИЮ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ У ИЗУЧАЮЩИХ ИНОСТРАННЫЕ ЯЗЫКИ (НА ПРИМЕРЕ АНГЛИЙСКОГО И КОРЕЙСКОГО ЯЗЫКОВ)

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Abstrac: The article examines modern pedagogical approaches to developing communicative competence in foreign language learners, specifically focusing on English and Korean. Based on empirical data, the effectiveness of task-based learning, communicative language teaching, and interactive classroom methodologies are analyzed to enhance fluent oral production.

Annotatsiy: Maqolada xorijiy til (ingliz va koreys tillari) o‘rganuvchilarida kommunikativ kompetensiyani rivojlantirishning zamonaviy pedagogik yondashuvlari tadqiq etilgan. Og‘zaki nutq ravonligini oshirishda vazifalarga asoslangan ta’lim va interaktiv metodikalarning samaradorligi empirik ma’lumotlar orqali tahlil qilingan.

Аннотация: В статье исследуются современные педагогические подходы к развитию коммуникативной компетенции у изучающих иностранные языки (на примере английского и корейского). На основе эмпирических данных анализируется эффективность интерактивных методик для повышения беглости устной речи.

Keywords: communicative competence, foreign language, Korean language, task-based learning, oral fluency, communicative language teaching, interactive methods, linguodidactics, classroom interaction, acquisition.

Kalit so‘zlar: kommunikativ kompetensiya, xorijiy til, koreys tili, vazifalarga asoslangan ta’lim, og‘zaki ravonlik, kommunikativ o‘qitish, interaktiv metodlar, lingvodidaktika, auditoriya muloqoti, o‘zlashtirish.

Ключевые слова: коммуникативная компетенция, иностранный язык, корейский язык, обучение на основе заданий, беглость речи, коммуникативное обучение, интерактивные методы, лингводидактика.

Introduction

In the contemporary era of global integration, the mastery of foreign languages has transformed from a purely academic skill into an essential requirement for international socioeconomic and scientific collaboration. Within the educational space of the Republic of Uzbekistan, target orientation has shifted significantly from conventional grammar-translation modules toward the development of functional communicative competence. The primary goal of modern language instruction is no longer the passive retention of morphological patterns or structural paradigms, but rather the cultivation of a learner's capacity to execute spontaneous, meaningful, and contextually accurate social interactions.

This paradigm shift presents distinct instructional challenges depending on the typographic nature of the languages being acquired. While English occupies an undisputed position as the global lingua franca, Asian languages, particularly Korean, have experienced a dramatic surge in demand due to expanding academic exchanges and industrial partnerships. However, transitioning students from passive grammar comprehension to active speech generation remains a complex barrier. Learners of both West Germanic (English) and agglutinative (Korean) languages frequently struggle to produce coherent oral utterances under real-time constraints.

Investigating interactive pedagogical frameworks that foster authentic verbal engagement across different target languages is critical to optimizing instruction. This study aims to analyze the implementation of Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) methodologies, comparing their structural impact on oral performance among English and Korean language learners through rigorous empirical evaluation.

Materials and Methods

The methodological design of this investigation integrates comprehensive theoretical and empirical instruments, encompassing controlled classroom experimentation, systematic pedagogical monitoring, pre- and post-instructional assessment, and mathematical-statistical verification via the Student's t-test. The developmental parameters of foreign communicative competence have been analyzed through a convergence of domestic and international linguistic frameworks.

In national educational science, the system of foreign language acquisition and the optimization of multi-lingual instructional environments were formulated by J. Jalolov, who advanced the theory of integrating receptive and productive skills to satisfy practical socio-communicative needs [1, P. 112]. The distinct cognitive challenges and cultural adjustments faced by Central Asian students during language acquisition have been further evaluated by A. Nurmuhammedov [2, P. 78].

From a international standpoint, the functional structure of communicative competence was conceptualized by M. Canale and M. Swain, who organized it into linguistic, sociolinguistic, discourse, and strategic subdivisions [3, P. 22]. The execution of communicative tasks as semantic catalysts for speech generation was modeled by D. Nunan, whose guidelines stress that language is acquired most efficiently when processed through goal-oriented interaction [4, P. 95].

To test these methodologies across distinct language families, a controlled pedagogical experiment was conducted involving 80 language learners (40 studying English and 40 studying Korean) over an intensive three-month academic term [5, P. 16].

Results

The experimental groups (both English and Korean branches) were exposed to a communicative, task-based learning environment where structural patterns were acquired implicitly through interactive projects, problem-solving simulations, and situational role-plays. In the Korean language tracking, special attention was directed toward navigating honorific paradigms (jondetmal) through context-driven social simulations. The control groups maintained a traditional teacher-centered approach, focusing heavily on explicit syntax translation, structural drills, and vocabulary memorization. All participants were evaluated using standardized oral communication parameters scored on a 50-point matrix.

Table 1

Comparative Efficacy of Communicative Competence Development across English and Korean Cohorts (Point-Based Score, Max: 50) [3, P. 31; 5, P. 28]

Learner Cohorts & Metrics	**Control Groups (Pre-test)**	**Control Groups (Post-test)**	**Experimental Groups (Pre-test)**	**Experimental Groups (Post-test)**	**Statistical T-value**
English Cohort: Oral Fluency	22.4	24.1	22.1	**41.3**	$t=5.48^{**}$
English Cohort: Strategic Comp.	19.1	20.5	19.6	**36.4**	$t=4.82^{**}$
Korean Cohort: Oral Fluency	20.2	22.6	19.8	**38.5**	$t=5.12^{**}$
Korean Cohort: Sociolinguistic Comp.	18.5	21.0	18.2	**37.1**	$t=4.65^{**}$

* Significant at $p\leq0.05$; ** Highly significant at $p\leq0.01$.

The statistical tracking displayed in Table 1 confirms a robust expansion of communicative proficiency within the experimental framework for both target languages. In the English Cohort, spontaneous Oral Fluency experienced an absolute leap, ascending from a baseline of 22.1 to 41.3 points (t=5.48), whereas the corresponding control group showed minimal fluctuations (from 22.4 to 24.1 points).

Parallel success was observed within the Korean Cohort. Under traditional teaching models, students frequently struggle with conversational fluency due to the complex sentence-final particles and honorific variations typical of Korean syntax. However, the experimental Korean group achieved a remarkable progression in Oral Fluency, rising from 19.8 to 38.5 points (t=5.12).

Furthermore, their Sociolinguistic Competence (the appropriate contextual application of honorifics and cultural registers) grew from 18.2 to 37.1 points (t=4.65). This demonstrates that presenting linguistic courtesy rules through dynamic role-play simulations is infinitely more effective than the passive memorization of conjugation charts.

Discussion

The empirical feedback gathered across both language tracks emphasizes the universality of communicative language teaching mechanics. As J. Jalolov asserted, a language is genuinely mastered only when it transitions from being an abstract object of contemplation into an active vehicle for interpersonal discovery [1, P. 143]. The balanced improvement seen in both English and Korean experimental groups proves that maximizing student talking time (STT) while deploying task-based simulations reduces affective psychological barriers and builds confidence.

The development of sociolinguistic and strategic skills within the Korean cohort provides an informative contrast to the English group. While English strategic competence relies heavily on lexical circumlocution to maintain communication flow, Korean communicative success demands acute pragmatic awareness regarding hierarchy and social distance [3, P. 35]. By utilizing TBLT simulation formats, students learned to manipulate sentence-ending structures and verb inflections fluidly in real-time, avoiding the rigid, artificial expressions typical of textbook instruction.

D. Nunan's structural framework confirms that a task must feature a communicative outcome that shifts the student's focus from mechanical correctness to semantic intent [4, P. 108]. When students focus on solving a simulation problem—whether presenting an corporate strategy in English or conducting an formal business negotiation in Korean—their fear of direct linguistic error decreases, facilitating natural speech flow.

As a result, higher education foreign language departments should comprehensively restructure their instructional modules to prioritize these immersive, task-driven methodologies over passive translation paradigms [5, P. 45].

Conclusion

The comparative academic evaluation of modern communicative approaches in foreign language instruction leads to the following conclusions:

First, communicative competence is a holistic structural system that cannot be effectively developed through static, isolated syntax drills; it requires an active classroom environment where language is utilized fluidly to resolve pragmatic problems.

Second, the empirical execution of Task-Based Language Teaching (TBLT) yielded high statistical growth across both English and Korean tracking lines, validating its cross-linguistic utility for both Indo-European and agglutinative languages.

Third, transitioning toward communicative frameworks optimizes sociolinguistic adaptability, enabling learners to internalize complex cultural elements—such as Korean honorific registers—implicitly through meaningful situational practice.

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