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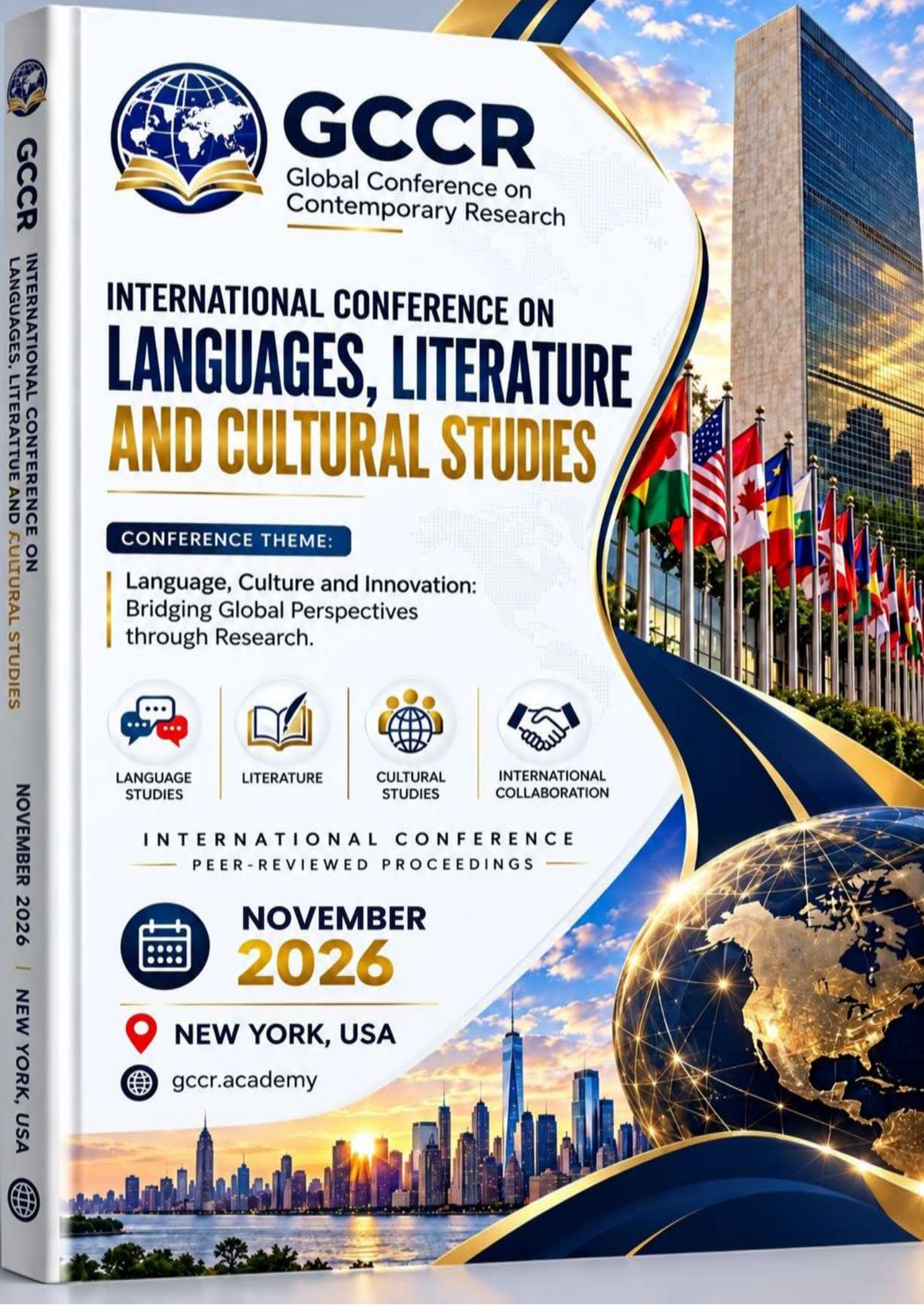
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LINGUODIDACTIC FOUNDATIONS OF DEVELOPING COMMUNICATIVE COMPETENCE IN FUTURE ENGLISH TEACHERS

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Abstract. The article examines the linguodidactic foundations of developing communicative competence in future teachers of English at the university level. Drawing on communicative language teaching, the CEFR action-oriented approach and research on teacher language proficiency, it defines communicative competence of a language teacher as a combination of general language ability and classroom-specific discourse skills. The study proposes a linguodidactic model consisting of target, content, technological and evaluative components, and describes principles, task types and assessment tools for its implementation. The article argues that future teachers need not only fluent and accurate English but also the ability to use English as a medium of instruction. Practical recommendations for pre-service teacher education programmes in Uzbekistan are given.

Keywords: linguodidactics, communicative competence, pre-service teachers, teacher language proficiency, classroom discourse, CEFR, task-based learning, reflective practice.

Introduction

The quality of foreign language education depends largely on the language ability of teachers. In Uzbekistan, the reforms of recent years, including Presidential Resolution PQ-5117 of 19 May 2021 [9], have set the goal of raising the level of foreign language teaching and aligning it with international standards. As a result, universities that train English teachers are expected to produce graduates who can communicate confidently and teach through English.

However, many pre-service teachers finish their studies with good knowledge of grammar and vocabulary but limited ability to use English spontaneously in real

communication and in the classroom. Their speech in lessons is often prepared in advance, and they tend to switch to the mother tongue when explaining, giving feedback or managing unexpected situations. This gap shows that communicative competence of a future teacher is a special professional quality and needs a purposeful linguodidactic approach.

The aim of this article is to clarify the content of communicative competence of future English teachers and to propose a linguodidactic model for developing it in university programmes.

Literature review

The term "communicative competence" was introduced by D. Hymes as a response to Chomsky's notion of linguistic competence; Hymes stressed that knowing a language means knowing how to use it appropriately in social contexts [1]. M. Canale and M. Swain later divided communicative competence into grammatical, sociolinguistic and strategic components, and Canale added discourse competence [2]. L. Bachman extended this view in the model of communicative language ability, which links language knowledge with strategic competence [3].

The Common European Framework of Reference (CEFR) and its Companion Volume describe communicative language competences as linguistic, sociolinguistic and pragmatic, and introduce mediation as a key activity [4]. This action-oriented view is especially relevant for teachers, because explaining, simplifying and guiding are forms of mediation.

Researchers of teacher education emphasise that a language teacher's proficiency is different from general proficiency. D. Freeman and colleagues describe "English-for-Teaching" as the specialised English that teachers use to manage the classroom, understand and communicate lesson content, and give feedback [5]. Richards also points out that teachers need a threshold level of proficiency to teach effectively in the target language [6]. In the post-Soviet linguodidactic tradition, scholars such as I.L. Bim and E.I. Passov viewed communication as both the aim and the means of teaching, and described

the teacher's speech as a model for learners [7; 8].

At the same time, studies on how to develop these specific classroom skills systematically in pre-service programmes in Uzbekistan remain limited. This article attempts to address this gap.

Methods

The study is qualitative and theoretical-applied in nature. The following methods were used:

- analysis and synthesis of linguistic, methodological and pedagogical literature on communicative competence and teacher language proficiency;
- analysis of curricula and syllabi of the bachelor's programme "Foreign language and literature (English)";
- classroom observation of practical English lessons and teaching practice of third- and fourth-year students;
- a questionnaire on students' self-assessment of their classroom English;
- modelling, to design the linguodidactic model of developing communicative competence.

Results and discussion

The analysis showed that the communicative competence of a future English teacher has a dual nature. On the one hand, it includes general communicative competence (linguistic, sociolinguistic, discourse, strategic and pragmatic components). On the other hand, it includes professional classroom communication: giving instructions, explaining language and content, asking questions, giving feedback, managing interaction and mediating meaning for learners. Observation showed that students felt more confident in prepared monologue than in spontaneous classroom interaction, especially when giving feedback and reacting to unexpected learner answers.

Based on these findings, a linguodidactic model of developing communicative competence was designed. It consists of four interrelated components:

Component **Content**

Target	Develop general communicative competence at least at C1 level and professional classroom discourse skills
Content	Topics of general and academic communication; classroom language functions (instructions, explanations, questions, feedback); authentic classroom recordings and teaching materials
Technological	Task-based learning, micro-teaching, role plays and simulations, analysis of video-recorded lessons, project work, reflective journals, digital tools for speaking practice
Evaluative	Criteria-based assessment of fluency, accuracy, appropriacy and clarity of classroom speech; peer and self-assessment; teaching portfolio

The model is implemented through the following linguodidactic principles: the principle of communicative orientation, the principle of professional orientation (each task is linked to a real teaching situation), the principle of integration of language skills, the principle of gradual increase of autonomy and the principle of reflection.

Micro-teaching proved to be one of the most effective techniques. In a 10–15 minute micro-lesson, the student practises giving instructions, eliciting answers and correcting errors in English, and then analyses the video recording with peers. Such reflection helps students notice their typical problems, such as overuse of the mother tongue, too long instructions or closed questions only. Role plays based on critical classroom incidents (a learner does not understand the task, a learner gives a wrong answer, the class is noisy) develop strategic and pragmatic competence.

These results agree with the idea of English-for-Teaching [5] and with the CEFR view of the teacher as a mediator [4]. They also show that communicative competence of future teachers cannot be developed only in general language courses; it must be supported in methodology courses and teaching practice as well.

Conclusion

Communicative competence of a future English teacher is an integrated professional quality that combines general language ability with the ability to use English as a medium of instruction. The proposed linguodidactic model, with its target, content, technological

and evaluative components, provides a systematic way to develop this competence in pre-service education. Micro-teaching, simulations of classroom situations, video analysis and reflective practice are the most promising techniques. It is recommended to include classroom language modules in practical English courses, to link them with methodology courses and teaching practice, and to assess classroom discourse skills with clear criteria. Further research may test the effectiveness of the model experimentally.

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2021 "On measures to bring the activity of popularising the study of foreign languages to a qualitatively new level".