

THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE THROUGH MULTILINGUAL EDUCATION

Xasanshina Albina Ramilevna

Student, Foreign Language and Literature: English language
 Urgench State Pedagogical Institute

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Annotatsiya. Ushbu maqolada ko'p tilli ta'lim orqali kommunikativ kompetensiyani rivojlantirish masalasi tahlil qilinadi. Zamonaviy globalashuv sharoitida kommunikativ kompetensiya ta'limning asosiy maqsadlaridan biri hisoblanadi. Tadqiqotda ko'p tilli ta'limning nazariy asoslari, uning kognitiv va ijtimoiy-madaniy afzalliklari hamda til o'rganish jarayoniga ta'siri ko'rib chiqiladi. Shuningdek, maqolada ko'p tilli muhitning madaniyatlararo muloqotni rivojlantirishdagi o'rni yoritilgan. Tadqiqot natijalari ko'p tilli ta'lim o'quvchilarning kommunikativ kompetensiyasini samarali rivojlantirishini ko'rsatadi.

Kalit so'zlar: ko'p tilli ta'lim, kommunikativ kompetensiya, til o'rganish, madaniyatlararo muloqot, bilingvizm, ko'p tillilik, til kompetensiyasi, sotsiolingvistika, ta'lim, kommunikativ ko'nikmalar

Аннотация. В данной статье рассматривается развитие коммуникативной компетенции посредством многоязычного образования. В условиях глобализации коммуникативная компетенция становится одной из важнейших целей современного образования. В исследовании анализируются теоретические основы многоязычного образования, его когнитивные и социокультурные преимущества, а также влияние на процесс изучения языков. Особое внимание уделяется роли многоязычной среды в развитии межкультурной коммуникации. Результаты исследования показывают, что многоязычное образование способствует эффективному развитию коммуникативной компетенции обучающихся.

Ключевые слова: многоязычное образование, коммуникативная компетенция, изучение языков, межкультурная коммуникация, билингвизм, многоязычие, языковая компетенция, социолингвистика, образование, коммуникативные навыки

Abstract. This article examines the development of communicative competence through multilingual education. In the context of globalization, communicative competence has become one of the primary goals of modern education. The study analyzes the theoretical foundations of multilingual education, its cognitive and sociocultural benefits, and its influence on language learning processes. Special attention is given to the role of multilingual environments in developing intercultural communication. The findings demonstrate that multilingual education effectively contributes to the development of learners' communicative competence.

Keywords: multilingual education, communicative competence, language learning, intercultural communication, bilingualism, multilingualism, language competence, sociolinguistics, education, communication skills

INTRODUCTION

Modern educational systems increasingly emphasize the importance of multilingualism and intercultural communication. Due to globalization, migration, and technological development, individuals are expected to communicate effectively in multilingual and multicultural

environments. As a result, multilingual education has become an essential component of contemporary educational policy and practice.

Communicative competence refers to the ability to use language effectively and appropriately in various social contexts. According to Dell Hymes, communicative competence includes not only grammatical knowledge but also sociolinguistic, strategic, and discourse competence. Learners must understand how to communicate meaningfully in real-life situations rather than simply memorize grammatical rules.

Multilingual education creates opportunities for students to develop advanced communication skills through exposure to multiple languages and cultures. Scholars such as Jim Cummins argue that multilingualism enhances cognitive flexibility, intercultural awareness, and academic achievement. Therefore, investigating the relationship between multilingual education and communicative competence is highly relevant in modern pedagogy.

The purpose of this article is to analyze how multilingual education contributes to the development of communicative competence and to examine its educational and sociocultural significance.

METHODS

This study is based on qualitative research methods and theoretical analysis of scholarly literature related to multilingual education and communicative competence. Academic books, journal articles, and sociolinguistic studies published by researchers in the fields of education, applied linguistics, and psycholinguistics were examined.

Comparative analysis was used to identify similarities and differences between monolingual and multilingual educational approaches. In addition, descriptive analysis was applied to explore the cognitive, social, and communicative effects of multilingual learning environments.

The study also reviews the theories of prominent scholars, including Noam Chomsky, Dell Hymes, and Lev Vygotsky, whose research contributed significantly to language acquisition and communication studies.

RESULTS

The analysis demonstrates that multilingual education positively influences the development of communicative competence in several ways.

First, multilingual learners develop stronger linguistic awareness and communication strategies. Exposure to different languages improves learners' understanding of grammar, vocabulary, pronunciation, and language structures. Students become more flexible in selecting appropriate communication styles according to different social contexts.

Second, multilingual education enhances intercultural competence. Students who learn multiple languages are more likely to understand cultural diversity, respect other traditions, and communicate effectively with people from different backgrounds. According to Michael Byram, intercultural communicative competence is essential for successful communication in multicultural societies.

Third, multilingual education contributes to cognitive development. Research by Ellen Bialystok shows that multilingual individuals often demonstrate stronger memory, problem-solving skills, and critical thinking abilities. These cognitive advantages support more effective communication and academic performance.

The study also reveals that multilingual classrooms encourage collaborative learning and active participation. Group discussions, role plays, and interactive tasks help learners practice

communication in authentic situations. Such activities improve speaking confidence, listening comprehension, and pragmatic competence.

However, some challenges were identified. Limited educational resources, insufficient teacher training, and unequal language policies may reduce the effectiveness of multilingual education programs. In some contexts, students may also experience language anxiety or difficulties balancing multiple linguistic systems.

DISCUSSION

The findings indicate that multilingual education plays a significant role in preparing learners for global communication. In the 21st century, communicative competence is no longer limited to grammatical accuracy; it also involves intercultural understanding, adaptability, and strategic language use.

The theories of Lev Vygotsky support the importance of social interaction in language development. Vygotsky emphasized that learning occurs through communication and collaboration within social environments. Multilingual classrooms provide such environments by encouraging interaction among learners with different linguistic and cultural backgrounds.

Furthermore, multilingual education supports social inclusion and cultural tolerance. Students who develop communicative competence through multilingual learning are more capable of participating in international education, global employment, and intercultural dialogue.

Despite its advantages, multilingual education requires effective curriculum planning, qualified teachers, and supportive educational policies. Governments and educational institutions should promote multilingual programs that value both global and local languages. Preserving linguistic diversity while developing international communication skills remains an important educational objective.

CONCLUSION

In conclusion, multilingual education significantly contributes to the development of communicative competence by improving linguistic, cognitive, and intercultural abilities. Learners in multilingual environments gain stronger communication skills, greater cultural awareness, and increased cognitive flexibility.

Modern educational systems should recognize multilingualism as an educational resource rather than a challenge. By supporting multilingual education, schools and universities can prepare students for successful communication and cooperation in increasingly interconnected societies.

Future research may further investigate practical methods for implementing multilingual education and measuring its long-term impact on communicative competence and academic achievement.

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