

RESEARCH ARTICLE

Features of Developing Communicative Skills of Students Studying Chinese

Shamsiddinova Mekhribon Fakhriddinovna

Independent researcher of Uzbekistan State World Languages University, Uzbekistan

VOLUME: Vol.06 Issue06 2026

PAGE: 62-64

Copyright © 2026 European International Journal of Pedagogics, this is an open-access article distributed under the terms of the Creative Commons Attribution-NonCommercial-Share Alike 4.0 International License. Licensed under Creative Commons License a Creative Commons Attribution 4.0 International License.

Abstract

This article provides a comprehensive analysis of the factors influencing the development of communicative competence in students learning Chinese. The study identifies key aspects, including motivation, linguistic and cognitive abilities, teaching methods, and the role of the instructor in the process of forming communicative skills.

KEY WORDS

Communicative competence, linguistic abilities, linguistic environment, motivation, cognitive abilities, socio-cultural factors.

INTRODUCTION

In the context of the modern information society, the importance of communicative competence in foreign language acquisition continues to grow and is becoming increasingly critical. Today, specialists with a high level of communication skills, capable of effectively functioning in the business environment, carrying out professional development, and adapting to the conditions of the information society and innovative technologies, are in particular demand.

The main goal of higher education is to train specialists.

highly developed communicative competencies capable of effectively functioning in the professional sphere, as well as successfully adapting and develop in the context of modern technological innovations.

The concept of communicative skills in teaching a foreign language ensures the formation of knowledge, skills, and abilities in students that allow them to become acquainted with the national cultural values of the country of the language being studied and to effectively use foreign languages in the context of intercultural understanding and cognition. All these knowledge, skills, and abilities constitute students' communicative skills. Ordynsky L.E., a researcher in the field of social psychology, emphasizes that "communicative competence" includes a set of knowledge that allows a person

to navigate various situations, make decisions, and achieve set goals. [1: 334]

Therefore, the purpose of learning a foreign language is for students to acquire practical skills in speaking and writing, listening and reading, and to learn to use these skills to express their own thoughts, understand the content of texts, and solve communicative tasks.

Taking into account the specifics of the language being studied, the process of forming students' communication skills is carried out under a number of conditions and under the influence of various factors [2: 43]. With a communicative approach to learning focused on personal communication, role distribution in the learning process, collective interaction, and emphasis on the context of professional activity, several key factors can be highlighted. For example, the content orientation of education, the humanistic style of communication, and the emphasis on culture as a professional value.

The content orientation of training is a content aspect of training oriented towards professional activity. This aspect is an important factor in the formation of communicative competence, as language knowledge in this context acquires personal significance, which stimulates students' interest in learning.

Provided that the curriculum is oriented towards the student's future profession, it creates a motivational basis for learning. Students' needs

are largely determined by their future professional activities. Understanding this connection contributes to increased motivation and learning effectiveness. The professionally oriented learning process will be more productive, and the students' professional interests, which are taken into account when teaching Chinese, will create an additional incentive for learning it.

Teaching Chinese through the prism of professional activity helps students not only master the new language but also become familiar with the cultural aspects of the profession, deepening the personal development and creative potential of the future specialist.

It is important to note that learning a foreign language helps students expand their knowledge in their field and makes the learning process motivated both from the perspective of general education and future professional activities.

The most important factor in the formation of students' communicative competence is the humane style of communication - a way of interaction with other people, in which the main focus is on respecting, supporting, and understanding the interlocutor. This communication style contributes to the development of students' ability to freely express their thoughts and solve communicative tasks.

The next significant aspect of developing a student's communicative competence is the learning process, which should take into account the interests and abilities of students, ensuring an individual approach. This is only possible with the interaction of the teacher and the student. The style of pedagogical communication largely determines the attitude towards the subject, the moral and psychological climate in the group, and ultimately influences the effectiveness of the process of forming the student's communicative competence. [3: 97]

A foreign language is an important part of culture, and its acquisition is directly linked to the development of an individual's moral and professional qualities. Every profession is a part of global culture, and its development is closely linked to global experience and the cultural characteristics of different countries. Learning a foreign language opens up opportunities for students to integrate professionally into the global community.

Furthermore, for successful international work, knowledge of Chinese is closely linked to understanding the country's cultural characteristics, which contributes to better perception and interaction in business and social contexts.

Mastering foreign language code is necessary for successful intercultural interaction, as well as understanding professional

concepts and standards characteristic of different countries. All these factors are interconnected and influence the success of forming students' communicative competence.

To achieve maximum efficiency, it is important to consider the following conditions:

- Enrichment of the content of education with a foreign language;
- Developing skills important for professional communication;
- Familiarization with the basics of business etiquette in the language of instruction.

One of the main conditions is the development of professionally significant communication skills. Within the framework of the modern approach to teaching foreign languages, particularly Chinese, it is important not only to master the language but also to develop students' ability to use the language in a professional environment, participate in negotiations, write business correspondence, conduct presentations, and so on. This is achieved through the application of a communicative-oriented professionally-oriented approach to foreign language teaching. This approach ensures the development of students' ability to practically use a foreign language, to relate its units, forms, and structural organizations to the communicative functions they perform. [4: 18].

The application of methods oriented towards real communicative situations allows students to develop skills in practical language use in the context of their future professional activities.

Also, an important element of training is mastering the norms of business communication and etiquette, which is an integral part of the country's culture. The ability to consider cultural differences and choose language tools correctly in business situations is essential for successful communication and achieving goals. Especially considering that for the Chinese people, superstitions, myths, and cultural values are an integral part of everyday life.

The pedagogical process aimed at developing communicative competence contributes not only to improving language skills but also to developing students' value orientations and aspiration for professional growth.

It is especially important for students studying Chinese to consider many factors that influence their motivation, abilities, and teaching methodology. Motivation plays a key role in the process of learning Chinese. Especially when students understand the importance of this language in the global arena and its impact on the economies of other countries.

Linguistic and cognitive abilities also have a great influence on the learning process, as students with well-developed

analytical abilities and good memory can quickly master the Chinese unique writing system and tonal structure.

Teaching methods, including communicative and immersion approaches, play a crucial role in the success of the process. Immersion in the language environment and the use of modern technologies significantly accelerate language acquisition.

The role of the teacher in the formation and improvement of communicative competence in learning Chinese is key and multifaceted. The teacher not only conveys knowledge but also creates an environment conducive to developing students' skills in effective Chinese communication, and also plays a significant role in adapting learning to modern realities and cultural characteristics.

Social factors such as family and community support, as well as the availability of learning resources, also have a significant impact on student motivation and success. Active participation in cultural events and interaction with native speakers helps to deepen knowledge of language and culture.

Finally, students' individual characteristics, such as age, gender, interests, and previous experience, can also influence the process. For example, teenagers typically learn the language faster, while older students may be more purposeful but struggle to master new language structures.

Thus, it can be argued that the development of communicative competence in Chinese language learning is complex. Firstly, motivation plays a key role, as a student's desire to master a language, whether for professional needs, travel, or cultural interests, directly affects the depth and effectiveness of learning. Secondly, students' abilities, including their inclination to perceive new languages and skills, can either accelerate the process or require additional effort from the teacher.

Teaching methods, which include both traditional approaches and innovative methods, also have a significant impact on the result. The successful combination of various approaches allows for consideration of students' individual characteristics and ensures the most effective assimilation of the material. The role of a teacher is equally important, who should not only convey knowledge but also create an atmosphere of trust and support, motivating students to actively participate in the Chinese language communication process.

Socio-cultural factors such as Chinese language perception in society, cultural differences, and habits can also influence material perception and students' confidence levels. It is also important to consider each student's individual characteristics, such as learning style, perception pace, and readiness to interact in intercultural situations.

Thus, optimizing all these factors, including motivation, methodological approaches, teacher's role, cultural contexts,

and students' individual characteristics, as well as creating favorable learning conditions, can significantly increase learning effectiveness and ensure successful mastery of Chinese language both theoretically and practically.

REFERENCES

1. Ordynsky L.E. Theory of Formation and Practice of Improving Communicative Competence. M.: Gardariki, 2020. - p. 334
2. Nadezhdin I.P. Main factors influencing the formation of communicative competence. St. Petersburg: Piter, 2020. - p. 43
3. Slobodina V.S. Pedagogical conditions for the formation of language competence. M.: Yurait, 2021. - p. 97
4. Takhirova Z.M. Effectiveness of factors contributing to the development of students' communicative competence. Tashkent: "San'at," 2019. - p. 18