



DEVELOPMENT OF COMMUNICATIVE COMPETENCE AND ATTITUDES TOWARD LINGUOCOACHING IN THE EDUCATIONAL SYSTEM OF UZBEKISTAN

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ABSTRACT

This article examines the development of communicative competence and attitudes toward linguocoaching within the educational system of Uzbekistan. The study focuses on modern language education reforms, learner-centered methodologies, and the integration of linguocoaching principles into English language teaching. Communicative competence is analyzed as a multidimensional construct encompassing linguistic, sociolinguistic, pragmatic, and strategic components. The article also explores teachers' and learners' attitudes toward linguocoaching as an innovative pedagogical approach that enhances motivation, learner autonomy, and communicative effectiveness. The findings suggest that positive attitudes toward linguocoaching contribute significantly to the development of communicative competence in contemporary educational contexts.

In recent years, the educational system of Uzbekistan has undergone significant reforms aimed at improving the quality of foreign language education. One of the central objectives of these reforms is the development of learners' communicative competence, which is considered a key indicator of successful language acquisition. Traditional grammar-focused instruction has gradually been replaced by communicative and learner-centered approaches that emphasize real-life language use.

Within this context, linguocoaching has emerged as an innovative pedagogical approach that combines principles of coaching psychology with language teaching methodology. This article aims to analyze the development of communicative competence in Uzbekistan's educational system and to examine teachers' and learners' attitudes toward linguocoaching as a means of enhancing communicative effectiveness.

Communicative competence is a complex construct that extends beyond grammatical knowledge. According to contemporary linguistic theory, it includes linguistic accuracy, sociolinguistic appropriateness, pragmatic effectiveness, and strategic flexibility. In the Uzbek educational context, developing these components has become a priority in foreign language curricula.

However, achieving communicative competence requires not only methodological changes but also psychological readiness on the part of learners. Motivation, self-confidence, and willingness to communicate play a crucial role in successful language use. These factors highlight the need for approaches that address both linguistic and psychological dimensions of learning.

Linguocoaching integrates coaching principles such as goal-setting, self-reflection, responsibility, and emotional awareness into the process of language learning. Unlike traditional instructional models, linguocoaching encourages learners to take an active role in their educational journey, transforming them from passive recipients into autonomous participants.

In the educational system of Uzbekistan, linguocoaching aligns with ongoing reforms that promote student-centered learning and competency-based education. By fostering supportive learning environments and personalized feedback, linguocoaching contributes to increased motivation and reduced anxiety, which are essential for communicative competence development.

Attitudes toward linguocoaching among teachers and learners significantly influence its effectiveness. Positive perceptions of linguocoaching as a motivating and empowering approach facilitate its integration into classroom practice. Teachers who adopt a coaching mindset tend to emphasize encouragement, constructive feedback, and learner autonomy.

Learners, particularly adolescents and university students, often respond positively to linguocoaching techniques that validate their experiences and support individual learning goals. Such attitudes enhance engagement and promote active participation in communicative activities.

The relationship between communicative competence development and attitudes toward linguocoaching is reciprocal. Positive attitudes foster the effective application of linguocoaching strategies, which in turn enhance communicative skills. In Uzbekistan's educational system, this synergy supports national goals of producing globally competent and communicatively proficient graduates.

Nevertheless, challenges remain, including the need for teacher training and institutional support. Addressing these challenges is essential for the sustainable implementation of linguocoaching practices.

In conclusion, the development of communicative competence in the educational system of Uzbekistan is closely connected to the adoption of innovative methodologies such as linguocoaching. Positive attitudes toward linguocoaching among teachers and learners contribute to increased motivation, learner autonomy, and communicative effectiveness. As Uzbekistan continues to modernize its education system, linguocoaching offers a promising framework for enhancing foreign language instruction and achieving communicative competence.

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