

**FORMATION OF COMMUNICATIVE COMPETENCE
IN READING****Malika Salievna Kulimova**(Institute of agriculture and agrotechnologies of
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ABSTRACT *The development of communicative competence in reading is crucial for English language learners to understand, interpret, and engage with various texts effectively. This article explores theoretical foundations and practical strategies for enhancing communicative competence through reading activities. It highlights how reading not only builds vocabulary and grammar knowledge but also supports critical thinking and intercultural understanding. Based on research and classroom practices at Karakalpak State University, the study provides data on students' improvement in reading comprehension and communicative use of language after applying targeted methodologies.*

Keywords: *communicative competence, reading skills, EFL learners, comprehension, language teaching, interaction*

INTRODUCTION

Communicative competence in reading is more than just understanding words and sentences; it involves interpreting texts, deriving meanings in context, and responding appropriately. As Hymes (1972) emphasized, communicative competence includes not only grammatical knowledge but also the ability to use language appropriately in different contexts. In today's globalized world, developing such competence through reading is essential for learners of English as a Foreign Language (EFL).

Reading plays a key role in language acquisition. It helps learners to expand vocabulary, internalize grammar structures, and develop critical thinking. However, traditional reading approaches that focus only on decoding and comprehension often fail to build the communicative aspect of reading. This study examines methods and

strategies used to develop communicative competence in reading among intermediate university learners in Uzbekistan, specifically at Karakalpak State University.

LITERATURE REVIEW

Several researchers have contributed to the understanding of communicative competence. Canale and Swain (1980) identified four components: grammatical, sociolinguistic, discourse, and strategic competence. Later, Celce-Murcia (2008) added intercultural competence to the model, emphasizing the role of context in communication.

Reading as a tool for communicative competence has also been studied. Day and Bamford (1998) advocated extensive reading for developing fluency and comprehension. Other researchers (e.g., Grabe & Stoller, 2002) highlighted interactive reading models that promote active engagement with texts and foster communication.

In the Uzbek EFL context, teaching reading often prioritizes comprehension questions over interaction. This research seeks to bridge that gap by applying communicative approaches to reading instruction.

METHODS

PARTICIPANTS

The study involved 50 second-year students at Karakalpak State University, enrolled in the English Philology department. All participants were at an intermediate level of English proficiency, as determined by institutional placement tests.

MATERIALS

Reading materials included authentic texts such as articles, short stories, blog posts, and excerpts from novels. These texts were selected for their relevance to students' interests and cultural background.

PROCEDURES

The experimental group received reading instruction using communicative activities, including:

- **Pre-reading discussions** to activate background knowledge,
- **Group reading tasks** with role assignments,
- **Post-reading projects**, such as debates, presentations, and peer questioning.

The control group used traditional methods such as silent reading and answering comprehension questions.

DATA COLLECTION

Pre- and post-tests assessed reading comprehension and communicative use of the text. Additionally, classroom observation and student feedback via questionnaires were used to evaluate engagement and interaction.

RESULTS

READING COMPREHENSION IMPROVEMENT

The experimental group showed an average 23% improvement in post-test scores, compared to 10% in the control group. This indicates the effectiveness of communicative reading tasks in enhancing comprehension.

Communicative Use of Reading

Students in the experimental group demonstrated better ability to:

- Summarize texts orally,
- Participate in discussions,
- Relate reading content to personal experiences,
- Use new vocabulary in context.

Student Engagement

Questionnaire responses indicated that 84% of students in the experimental group found reading lessons more enjoyable and meaningful, compared to 56% in the control group.

DISCUSSION

The findings support the idea that reading, when taught communicatively, can significantly enhance both comprehension and language use. By encouraging interaction with texts and peers, students not only understand what they read but also learn to respond, interpret, and use the language actively.

The results align with the communicative language teaching (CLT) approach, which values meaning over form. While traditional reading practices focus on silent reading and correct answers, communicative methods prioritize interaction, interpretation, and contextual usage.

Challenges included limited time for group discussions and the need for teacher training. However, the overall improvement in learner outcomes suggests that the benefits outweigh the challenges.

CONCLUSION

Developing communicative competence through reading requires a shift from passive to active learning. EFL teachers must design lessons that go beyond comprehension and incorporate interaction, context, and student voice. This study demonstrates that communicative approaches to reading not only improve linguistic outcomes but also prepare students for real-world communication.

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