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- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
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- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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Pedagogika, psixologiya fanlariga ixtisoslashgan ilmiy jurnal



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THEORETICAL FOUNDATIONS FOR DEVELOPING COMMUNICATIVE COMPETENCE OF FUTURE DOCTORS

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Abstract: This paper explores the development of the concept of communicative competence from Hymes's sociolinguistic perspective through the influential models of Canale and Swain, Bachman and Celce-Murcia. Particular attention is given to the relevance of these models to English for Medical Purposes and to dialogic communication in clinical contexts. The paper argues that Celce-Murcia's multidimensional model, supplemented by the interactional and situational nature of medical communication, provides a particularly productive theoretical basis for developing future physicians' dialogic speech competence. The analysis further demonstrates that professionally relevant clinical and problem-based situations can provide an appropriate pedagogical context in which different dimensions of communicative competence are integrated into meaningful medical interaction.

Key words: communicative competence, English for Medical Purposes - EMP, future physicians, clinical communication, professional communication, communicative competence models.

Annotatsiya: Ushbu maqolada kommunikativ kompetensiya tushunchasining rivojlanishi Xaymsning sotsiolingvistik nuqtai nazaridan Kanale va Sveyn, Baxman va Selse-Mursiyaning ta'sirli modellari orqali tadqiq qilindi. Ushbu model-larning tibbiy maqsadlardagi ingliz tiliga va klinik kontekstlarda dialogik muloqotga mosligiga alohida e'tibor qaratildi. Bizning fikrimizcha, Selse-Mursiyaning ko'p o'lchovli modeli tibbiy muloqotning interaktiv va turli vaziyatli masalalari bilan boyitilib, bo'lajak shifokorlarning dialogik nutq kompetensiyasini rivojlantirish uchun ayniqsa samarali nazariy asos yaratadi. Tahlil shuni ko'rsatadiki, kasbiy jihatdan dolzarb bo'lgan klinik va muammoli vaziyatlar kommunikativ kompeten-siyaning turli jihatlarini o'rgatishda samarali pedagogik vosita bo'lishi mumkin.

Kalit so'zlar: kommunikativ kompetensiya, tibbiy maqsadlar uchun ingliz tili - EMP, bo'lajak shifokorlar, klinik muloqot, kasbiy muloqot, kommunikativ kompetensiya modellari.

Аннотация: В данной работе исследуется развитие концепции коммуникативной компетентности с социолингвистической точки зрения Хаймса через влиятельные модели Канале и Суэйна, Бахмана и Сельче-Мурсии. Особое внимание уделяется актуальности этих моделей для английского языка медицинских целей и диалогической коммуникации в клинических контекстах. В работе утверждается, что многомерная модель Селче-Мурсии, дополненная интерактивным и ситуационным характером медицинской коммуникации, обеспечивает особенно продуктивную теоретическую основу для развития диалогической речевой компетенции будущих врачей. Анализ также показывает, что профессионально актуальные клинические и проблемные ситуации могут обеспечить соответствующий педагогический контекст, в котором различные аспекты коммуникативной компетентности интегрируются в осмысленное медицинское взаимодействие.

Ключевые слова: коммуникативная компетенция, английский язык для медицинских целей - EMP, будущие врачи, клиническая коммуникация, профессиональная коммуникация, модели коммуникативной компетенции.

INTRODUCTION

Communicative competence is one of the most important qualifications that each physician should be able to. Before teaching this, every EMP (English for medical purposes) teacher should be aware of theory of this concept, its historical foundations and compare them with up-to-date techniques to foster English speech of future doctors. The requirement of improving speech of future physicians has contributed to the development of English for Medical Purposes (EMP), generally understood as a specialized area within English for Specific Purposes (ESP) that addresses the linguistic and communicative needs of learners operating or preparing to operate in medical contexts. Research on EMP has increasingly emphasized the importance of authentic professional communication, needs analysis, clinical interaction, and communicative competence. Effective



communication skills are fundamental to high-quality medical care and patient safety. They enable clinicians to establish trust, exchange information accurately, and support shared decision-making across diverse patient populations (de Sousa Mata AN, et al., 2021).

The theoretical foundations of communicative competence were established in general linguistics and applied linguistics long before the emergence of contemporary EMP. Dell Hymes (1972) challenged purely structural views of language competence by emphasizing the relationship between linguistic knowledge and the social conditions of language use. Canale and Swain (1980) subsequently formulated one of the most influential pedagogical models of communicative competence, distinguishing grammatical, sociolinguistic, and strategic dimensions, while Canale (1983) further developed the framework by incorporating discourse competence. Later, Bachman (1990) conceptualized communicative language ability as a multidimensional construct involving language competence, strategic competence, and the mechanisms required for actual language use. Celce-Murcia (2007) further developed pedagogically oriented models incorporating discourse, linguistic, sociocultural, interactional, and strategic dimensions.

LITERATURE REVIEW

The concept of competence in modern linguistics is strongly associated with Chomsky's distinction between competence and performance. Chomsky's conception primarily concerned the speaker's underlying knowledge of the grammatical system of a language. Although this distinction was foundational for linguistic theory, it did not sufficiently account for the social, functional, and contextual conditions under which language is actually used. Another linguist, Hymes (1972), proposed a broader sociolinguistic conception of communicative competence. For Hymes (1972), knowing a language involves more than knowing whether an utterance is grammatically possible. Speakers also need to know whether an utterance is appropriate in a particular social context, whether it is feasible, and whether it is actually used. According to him, a future physician may possess accurate grammatical knowledge and an extensive medical vocabulary while still being unable to conduct an effective patient interview. For example, the linguistic form of a question may be grammatically correct but inappropriate in terms of politeness, professional register, sequencing, or the patient's emotional state.

Canale and Swain (1980) provided one of the most influential systematic models of communicative competence in second-language education. Their framework initially identified three major components:

- grammatical competence - involves knowledge of lexical, morphological, syntactic, semantic, and phonological rules;
- sociolinguistic competence - concerns the ability to interpret and produce language appropriately in relation to social context, participants, and communicative purposes;
- strategic competence - refers to strategies used to compensate for communication difficulties or breakdowns.

Bachman (1990) proposed a more comprehensive framework under the concept of "communicative language ability". His model distinguishes language competence, strategic competence, and the psychophysiological mechanisms involved in actual language performance. His work also differentiates various aspects of language competence, including organizational and pragmatic dimensions. In medical communication, pragmatic competence is especially important. Another linguist Celce-Murcia (2007) subsequently revised and expanded the model, emphasizing the interconnectedness of different dimensions of communicative competence and the importance of discourse, sociocultural context, interaction, formula subsequently revised and expanded the model, emphasizing the interconnectedness of different dimensions of communicative competence and the importance of discourse, sociocultural context, interaction, formulaic language, and strategic resources. This model is particularly applicable to EMP because medical communication simultaneously involves multiple dimensions.

RESEARCH METHODOLOGY

This paper adopts a qualitative theoretical review approach to examine the conceptual development and applicability of communicative competence theory within English for Medical Purposes (EMP). Rather than employing empirical data collection, the study analyzes and synthesizes established theoretical models and relevant research on professional and clinical communication.

The analysis was conducted through four complementary procedures: theoretical analysis, comparative analysis, critical literature review, and theoretical synthesis. First, major conceptualizations of communicative competence proposed by Hymes (1972), Canale and Swain (1980), Canale (1983), Bachman (1990), and



Celce-Murcia et al. (1995; 2007) were examined to identify their principal components and underlying assumptions. Second, these models were comparatively analyzed with regard to their treatment of linguistic, discourse, sociolinguistic, pragmatic, interactional, and strategic dimensions of communication. Third, literature addressing English for Medical Purposes and professional medical communication was critically examined to determine the relevance and limitations of these general communicative competence models in clinical contexts. Finally, the findings of the theoretical comparison were synthesized to formulate an integrated conceptual understanding of communicative competence in EMP and its relationship to future physicians' dialogic speech.

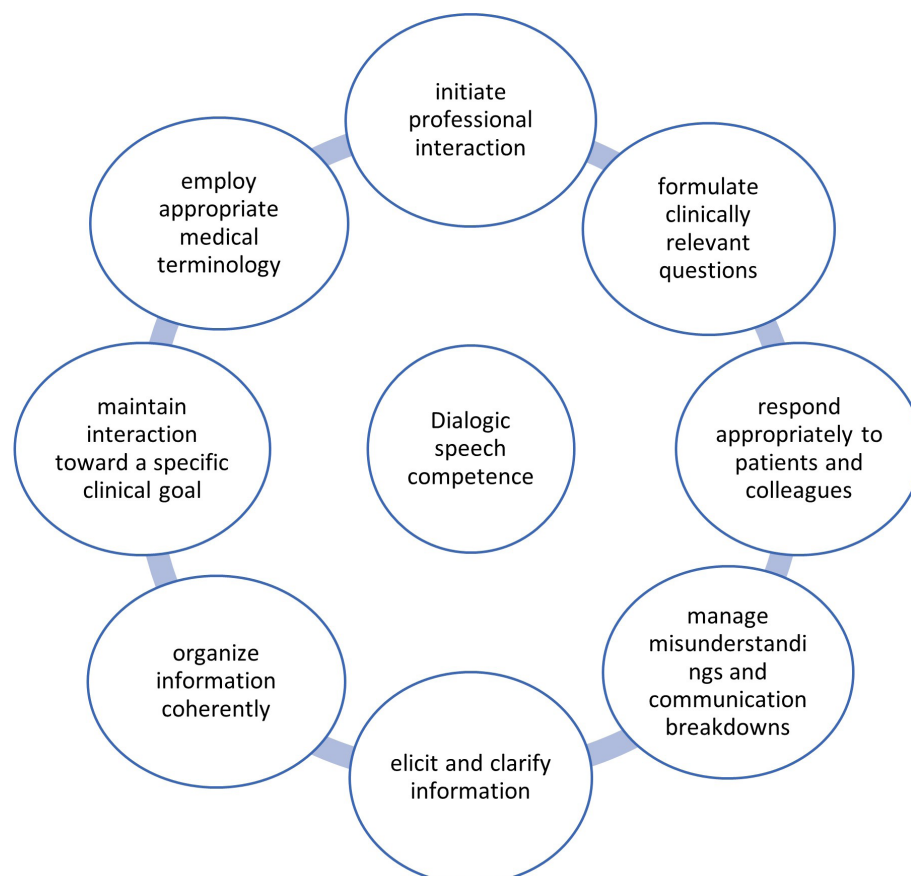
The selection of theoretical sources was guided by their established influence on communicative competence theory and their relevance to professionally oriented language education and medical communication. Particular attention was given to studies that conceptualize communication as context-dependent, purposeful, interactive, and professionally situated. The analysis therefore does not aim to measure the effectiveness of a particular teaching intervention. Instead, it seeks to clarify the theoretical relationship between communicative competence, EMP, and dialogic medical communication and to establish a conceptual foundation for further methodological research.

ANALYSIS AND RESULTS

Communicative competence is a core objective of English for Medical Purposes. EMP differs from General English in that language learning is closely connected to specific professional tasks and contexts. Medical learners do not study English solely to communicate about everyday topics; they need English to perform medical and professional activities.

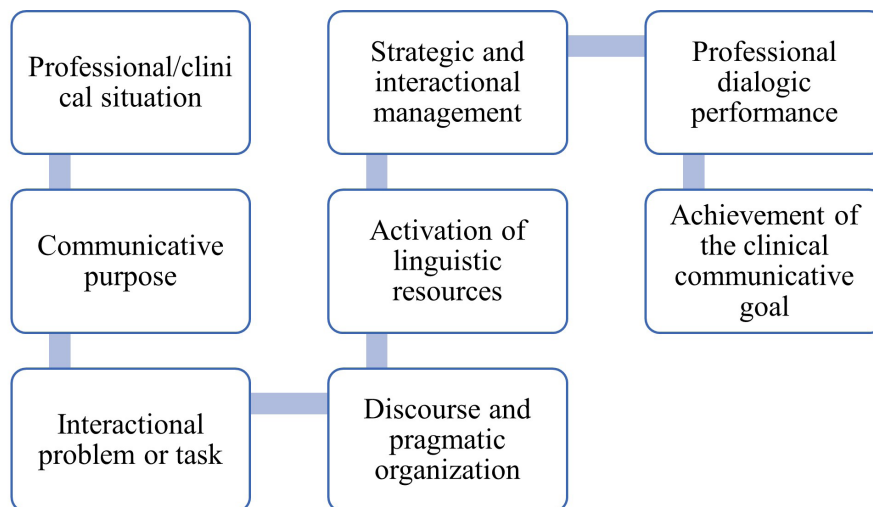
Research on EMP has repeatedly emphasized the importance of needs analysis and authentic professional communication. Skelton and Whetstone (2012), for example, examined the relationship between medical communication and language for medical purposes and argued for greater common ground between language education and academic medicine.

Dialogic speech as the functional manifestation of communicative competence in EMP. In the context of medical education, dialogic speech provides one of the clearest manifestations of this competence. Clinical interaction is fundamentally dialogic. Physicians ask questions and interpret answers; patients provide information and seek explanations; physicians clarify, reformulate, explain, recommend, and negotiate. From this perspective, dialogic speech competence of future physicians may be understood as the integrated ability to:





The analysis of the major models permits the development of an integrated theoretical framework for EMP. The proposed framework can be represented as follows:



Within this framework, communicative competence is not viewed as a collection of independent language skills. For future physicians, this means that successful EMP instruction should ultimately prepare students to perform such communicative tasks as taking a medical history; interviewing a patient; describing symptoms; explaining a diagnosis; discussing treatment options; giving medical advice; obtaining informed consent; responding to patient concerns; communicating with colleagues; presenting clinical information.

The theoretical analysis has several implications for EMP curriculum and methodology. First, medical English instruction should move beyond the isolated teaching of terminology. Medical vocabulary remains indispensable, but its pedagogical value increases when learners use it to perform meaningful professional communicative acts.

Second, speaking activities should reproduce the interactional characteristics of medical communication. Instead of merely asking students to memorize dialogues, teachers can employ role-plays, clinical cases, information-gap activities, simulations, and problem-solving tasks.

Third, assessment should evaluate more than grammatical accuracy. A learner may produce grammatically correct English but fail to clarify a patient's complaint, organize an explanation, or respond appropriately to an interlocutor. Therefore, assessment should consider linguistic, discourse, pragmatic, interactional, socio-cultural, and strategic dimensions.

Fourth, the selection of EMP content should be informed by target professional situations. Needs analysis is particularly important because the communicative tasks of a medical student, practicing physician, nurse, or medical researcher are not identical.

Finally, clinical problem situations can provide a particularly productive environment for integrating the different components of communicative competence. Such situations require learners to make decisions, respond to unpredictable information, negotiate meaning, and achieve communicative objectives rather than simply reproduce predetermined language forms.

CONCLUSION AND SUGGESTIONS

The evolution of communicative competence theory demonstrates a gradual movement from a primarily structural understanding of language knowledge toward an integrated conception of language as situated social and professional action. These theoretical developments have particular relevance to English for Medical Purposes. Medical communication requires more than grammatical accuracy and knowledge of terminology. Future physicians must be able to use English purposefully and appropriately in dynamic clinical interactions. Their communicative competence is therefore manifested most clearly through dialogic speech in professional situations.

The analysis suggests that an effective theoretical model of communicative competence in EMP should integrate linguistic, discourse, pragmatic, sociocultural, interactional, and strategic dimensions and relate them to authentic professional communicative purposes. Clinical and problem-based situations can provide an appropriate context for such integration because they require learners to mobilize multiple communicative resources in order to solve professional problems.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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