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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**THEORETICAL FOUNDATIONS UNDERPINNING THE  
DEVELOPMENT OF COMMUNICATIVE LITERACY AMONG ELEMENTARY  
SCHOOL STUDENTS**

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**ABOUT ARTICLE**

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**Abstract:** This article describes scientific and theoretical foundations underpinning the development of communicative literacy among elementary school students, with a focus on contemporary educational approaches. The article examines key theoretical frameworks that contribute to the understanding of communicative literacy acquisition, including socio-cultural, cognitive, and linguistic perspectives. The paper deals with how these theories inform the design and implementation of instructional strategies aimed at fostering communicative competence in young learners. In the article, special attention is given to the integration of technology and innovative teaching methods that align with the demands of the 21st-century learning environment.

**INTRODUCTION**

The study aims to explore the scientific-theoretical bases underlying the formation of communicative literacy in elementary school students, with a focus on modern approaches. The study seeks to investigate and analyze the key theoretical frameworks, methodologies, and practices that contribute to the development of effective communication skills among elementary school students. The native language of any people is its spiritual and intellectual capital. The preservation and development of native languages is of great importance for the sustainable development of society. In order to promote linguistic and cultural diversity and multilingualism, the UNESCO General Conference proclaimed 21 February as International Mother Language Day. The UN General Assembly declared 2022–2032 the Decade of Indigenous Languages.

In recent years, the field of modern linguodidactics has firmly embraced the concepts of “competence” and “competency”. Teachers and methodologists associate these concepts with the knowledge, skills, and abilities that students acquire within a specific educational domain. Consequently, these terms have become fundamental categories in the methods of teaching the native language, particularly in relation to assessing students’ educational achievements. There exist distinctive features between the concepts of competence and competency. The term “competence” was introduced into scholarly discourse by the American linguist N.Chomsky, referring to an individual's capability to engage in language activities in their native language [2]. This concept was further developed by the American anthropologist D.Hymes, who introduced the term “communicative competence”. This expanded concept emphasizes that grammar rules are subject to the norms of expressions, and their assimilation ensures the effective utilization of a person's linguistic abilities in communication processes. Within linguodidactics, M.N. Vyatyutnev initially used the term to define communicative competence as the ability to navigate a communicative situation and execute speech behavior programs. The term was initially applied in foreign language teaching methodologies, and parallel scientific discussions ensued regarding the differentiation between competence and competency. These discussions sometimes identified similarities and at other times emphasized distinctions. The subtle differences between them gradually became apparent during the shift in the educational paradigm from a knowledge-centric approach to an activity-based one. While earlier definitions were rooted in a knowledge-oriented approach, they are now interpreted from the perspective of activity.

In this context, competence is now understood as a combination of knowledge, skills, and abilities acquired through specific educational content and requirements for educational outcomes. It ensures the productive engagement of students in activities. On the other hand, competency is seen as an indicator of education, representing the current manifestations of competencies as personal qualities and human properties. Scholars such as A.V. Khutorskoy, A.N. Shchukin, E.A. Khamraeva, R.S. Nemoj, and I.A. Zimnyaya have contributed to this interpretation [12].

### **LITERATURE REVIEW**

Communicative literacy is a multifaceted skill encompassing the ability to understand, interpret, and effectively use language for communication. In the context of elementary education, developing communicative literacy is crucial for students to succeed academically and socially. This literature review explores the scientific-theoretical foundations of communicative literacy formation in elementary school students, with a focus on modern approaches that contribute to a comprehensive understanding of this critical skill.

Communicative Literacy: Definition and Importance: To establish a solid foundation, it is essential to define communicative literacy and its importance in the context of elementary education.

Scholars such as Halliday [1] and Vygotsky [2] have emphasized the role of language in cognitive development, highlighting the significance of effective communication in a child's academic and social progress.

**Integrating Communication Skills in Early Education:** Modern educational approaches advocate for the integration of communication skills into the curriculum from the early stages of education. The work of Piaget [3] and Bruner [4] provides insights into the cognitive development of children and supports the idea that communication skills are best developed through active engagement in meaningful learning experiences.

**Socio-Cultural Perspectives on Communicative Literacy:** Vygotsky's socio-cultural theory [2] suggests that learning occurs within a social context. Examining communicative literacy through a socio-cultural lens helps educators understand the role of social interactions, collaboration, and language development in the classroom. This perspective is instrumental in shaping effective pedagogical strategies.

**Technological Integration in Communicative Literacy:** In the digital age, technological advancements play a pivotal role in shaping communication. Scholars like Warschauer [5] emphasize the importance of integrating technology to enhance communicative literacy skills. This section reviews studies that explore the impact of digital tools, such as interactive educational software and online platforms, on communication skill development.

**Cross-Cultural Considerations in Communicative Literacy:** Considering the diverse nature of elementary school classrooms, a comprehensive literature review should address cross-cultural aspects of communicative literacy. Researchers like Cummins [6] highlight the importance of recognizing and respecting diverse linguistic and cultural backgrounds to ensure equitable communicative literacy development.

**Assessment of Communicative Literacy in Elementary Education:** An essential aspect of communicative literacy is the development of valid assessment tools. This section reviews studies that propose effective methods for assessing communicative literacy in elementary school students, considering both formative and summative assessment approaches.

This literature review provides a comprehensive overview of the scientific-theoretical bases of communicative literacy formation in elementary school students. By examining modern approaches grounded in the works of influential theorists, educators gain valuable insights into effective pedagogical strategies. As elementary education continues to evolve, it is imperative to stay informed about the latest research findings and incorporate evidence-based practices to foster communicative literacy in young learners.

## METHODOLOGY

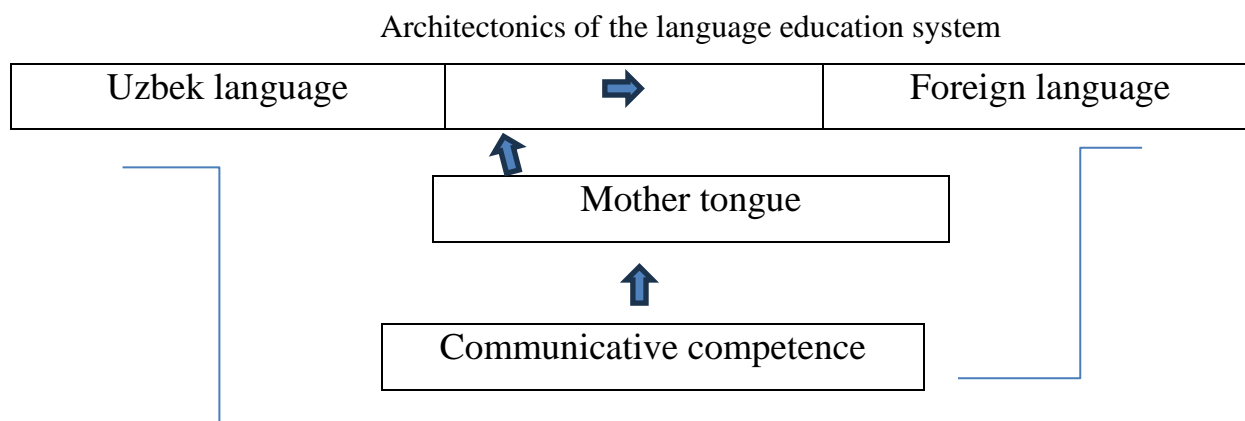
Hence, when referring to an individual's competence, we are primarily addressing their self-reliance and accountability in carrying out activities. This concept delineates an individual's capacities and personal traits. Attaining a comprehensive level of competence entails progressing through the stages of competency formation, development, and refinement. It constitutes a systematic educational process that affords ample opportunities for cultivating the requisite knowledge, skills, and abilities, ultimately culminating in competencies.

For instance, discussions about the competence of a one-year-old child are not pertinent. However, it is during this period that the initial prerequisites for competence begin to take shape, evolving during preschool years through the accumulation of individual experiences. Upon entering school, a deliberate process of competency formation commences. This process integrates the child's personal experiences with systematically acquired knowledge, skills, and abilities through specialized training. Full-fledged competence is not realized during primary education, as it emerges through the development and refinement of intermediate competencies, conscious self-education, and ongoing self-realization. This lifelong process extends beyond formal education. An individual's competencies manifest in their productive activities within the realm of communication space. Thus, to attain a certain level of development in any life sphere, one must master communication competence – an indispensable aspect for successful socialization and self-realization. This mastery foresees the ability to thrive in a communicative environment, fostering positive and effective interactions with communication participants.

The primary modes of communication undoubtedly encompass language and speech. Within the realm of essential social competencies, communicative competence in one's native language is defined as “the ability of an individual to express thoughts appropriately in various oral and written situations, as well as to comprehend and accept messages expressed by an interlocutor in diverse communication contexts” [13, p.141]. In language education methodologies, communicative competence is construed as the learner's capability to engage in verbal communication using the studied language, demonstrating readiness for interaction and mutual understanding in alignment with communication goals and situations [12, p.103;], [14, p.217;], [11, p. 27].

Consequently, communicative competence is equated with the execution of speech activities in any language. This perspective underscores the architecture of the language education system and underscores the significance of proficiency in two or more languages (bilingual/multilingual competence) and intercultural competence in shaping an individual's persona. Here, the native language assumes a pivotal role as the foundation for the development of key communicative competence within the individual as a whole (Table No. 1). The native language serves as the initial language, initiating cognitive and communicative developmental mechanisms in an individual.

Furthermore, “preserving and understanding the value and significance of the first language is exceptionally important, particularly when the language spoken in the family differs from the language associated with socialization and success in the mind of the child. Hence, the most crucial learning outcomes are conceptualized not only within subject areas but also within the realms of mental (cognitive) and social-personal competencies” [12, p.22].

**Table No. 1**

## DISCUSSION

This research discussion explores the theoretical foundations that underpin the development of communicative literacy in elementary school students, drawing on insights from contemporary educational approaches. Effective communication is a fundamental skill that plays a crucial role in academic success, social interactions, and lifelong learning. By examining key theoretical frameworks, this discussion aims to provide a comprehensive understanding of how communicative literacy is shaped in the context of elementary education.

Communication is a multifaceted skill that involves the ability to express oneself clearly, comprehend information accurately, and engage in meaningful interactions. In the elementary school setting, the development of communicative literacy is a critical aspect of educational success. This discussion delves into the theoretical foundations that guide educators in fostering communicative literacy skills among elementary school students.

### Theoretical Frameworks:

2.1. Vygotsky's Sociocultural Theory: Vygotsky's sociocultural theory emphasizes the role of social interactions and cultural context in cognitive development. In the context of communicative literacy, this theory underscores the importance of collaborative learning, language-rich environments, and social interactions in shaping language skills. Educators can leverage peer interactions and meaningful communication tasks to enhance students' communicative abilities.

2.2. Constructivism and Experiential Learning: Constructivist approaches highlight the active role of students in constructing their knowledge. Experiential learning, rooted in constructivist principles, emphasizes hands-on experiences and real-world applications. In the context of

communicative literacy, this approach suggests that students learn language best when engaged in authentic communicative activities, such as discussions, debates, and collaborative projects.

2.3. Multiple Intelligences Theory: Howard Gardner's theory of multiple intelligences posits that individuals have different types of intelligences, including linguistic intelligence. In the context of communicative literacy, this theory suggests that educators should recognize and cater to diverse linguistic strengths, providing a variety of activities that appeal to different intelligences to foster effective communication skills.

#### Modern Approaches to Communicative Literacy:

3.1. Technology Integration: In the digital age, technology plays a significant role in communication. Integrating technology into the curriculum can enhance communicative literacy by providing students with opportunities to engage in online discussions, collaborative projects, and multimedia presentations.

3.2. Inquiry-Based Learning: Inquiry-based learning encourages students to explore and investigate topics, promoting critical thinking and effective communication. By posing questions, conducting research, and presenting findings, students develop not only communicative literacy skills but also a deeper understanding of the subject matter.

Thus, the theoretical foundations of communicative literacy in elementary school students are diverse and encompass sociocultural, constructivist, and intelligence-based perspectives. By incorporating modern approaches, such as technology integration and inquiry-based learning, educators can create dynamic learning environments that nurture effective communication skills in students.

### CONCLUSION

The study on the theoretical bases of the formation of communicative literacy in elementary school students based on modern approaches has provided valuable insights into the multifaceted nature of language development and communication skills acquisition. Through an in-depth exploration of various theoretical frameworks and contemporary methodologies, this study aimed to unravel the complex interplay of factors that contribute to the enhancement of communicative literacy in young learners. First and foremost, the research underscored the significance of a holistic approach to communicative literacy, emphasizing that language proficiency extends beyond mere linguistic competence. Modern theories advocate for a comprehensive view that encompasses not only linguistic elements but also socio-cultural, cognitive, and affective dimensions. This holistic perspective recognizes the dynamic nature of communication and the importance of integrating language skills with contextual understanding and cultural sensitivity. Furthermore, sociocultural theories were examined to understand the influence of social interactions on the development of communicative literacy. Recognizing the importance of communication as a social phenomenon, the

study emphasized the role of peer interactions, collaborative learning, and cultural contexts in shaping students' communicative competence. This aligns with contemporary educational practices that promote inclusive and culturally responsive pedagogies. In conclusion, the research on the theoretical bases of the formation of communicative literacy in elementary school students based on modern approaches has provided a comprehensive understanding of the intricate processes involved in language development. By synthesizing insights from various theoretical frameworks, this study contributes to the evolving landscape of language education, emphasizing the need for a holistic, constructivist, technologically integrated, and socioculturally sensitive approach to foster effective communicative literacy in elementary school students. Implementing these insights in educational practices can significantly contribute to preparing students for the dynamic and interconnected communication challenges of the 21st century.

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