

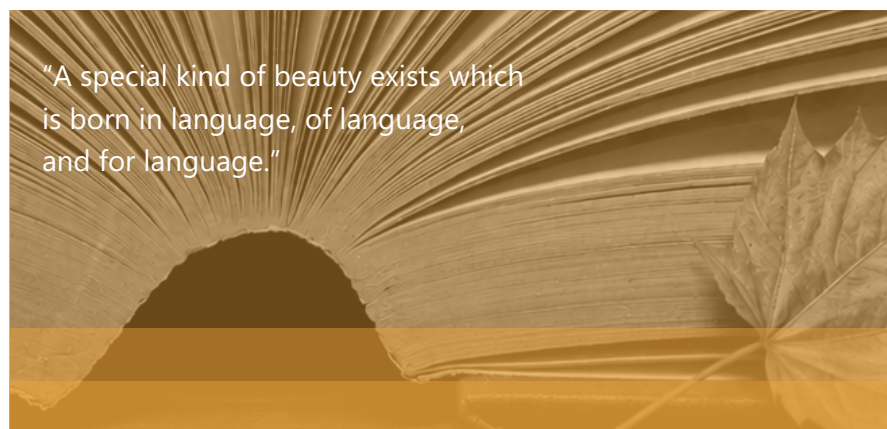


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"A special kind of beauty exists which
is born in language, of language,
and for language."



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Developing English communicative competence of music students through profession-oriented language teaching

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Annotation *This article examines the development of English communicative competence among music students through profession-oriented language teaching. In modern music education, English plays an important role in professional communication, academic development, international cooperation, and participation in global cultural activities. Music students need not only general language knowledge but also the ability to use professional vocabulary, musical terminology, and appropriate communicative strategies in situations related to their future careers. The article discusses effective methods of integrating English language learning with students' professional musical interests and needs. Particular attention is given to the use of authentic materials, musical terminology, interviews with musicians, concert reviews, role-playing activities, presentations, discussions, and professionally oriented speaking tasks. The study emphasizes the importance of developing listening, speaking, reading, and writing skills in an integrated manner through professional contexts. It is concluded that profession-oriented language teaching increases students' motivation, enriches their professional vocabulary, improves their confidence in communication, and prepares them for effective participation in international musical and academic environments.*

Keywords *Communicative competence, profession-oriented language teaching, music students, English for Specific Purposes, music education, professional communication, musical terminology, authentic materials, language skills*

Musiqa yo'nalishi talabalarining ingliz tilidagi kommunikativ kompetensiyasini kasbga yo'naltirilgan til ta'limi orqali rivojlantirish

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Katta o'qituvchi,
O'zbekiston davlat konservatoriyasi

Annotatsiya *Ushbu maqolada musiqa yo'nalishi talabalarining ingliz tilidagi kommunikativ kompetensiyasini kasbga yo'naltirilgan til ta'limi orqali rivojlantirish masalalari tahlil qilinadi. Zamonaviy musiqa ta'limida ingliz tili kasbiy muloqot, akademik rivojlanish, xalqaro hamkorlik va xalqaro madaniy tadbirlarda ishtirok etishda muhim vosita hisoblanadi. Musiqa yo'nalishida tahsil olayotgan talabalar nafaqat umumiy til bilimlariga, balki kelajakdagi kasbiy faoliyati bilan bog'liq vaziyatlarda professional lug'at, musiqiy terminologiya va tegishli kommunikativ strategiyalardan samarali foydalanish ko'nikmalariga ham ega bo'lishlari zarur. Maqolada ingliz tilini o'qitishni talabalarning kasbiy musiqiy qiziqishlari va ehtiyojlari bilan uyg'unlashtirishning samarali usullari ko'rib chiqiladi. Autentik*

materiallar, musiqiy terminologiya, musiqachilar bilan intervyular, konsert sharhlari, rolli o'yinlar, taqdimotlar, munozaralar va kasbga yo'naltirilgan nutqiy topshiriqlardan foydalanishga alohida e'tibor qaratiladi. Tinglab tushunish, gapirish, o'qish va yozish ko'nikmalarini professional kontekst asosida integratsiyalashgan holda rivojlantirish muhimligi ta'kidlanadi. Xulosa sifatida, kasbga yo'naltirilgan ingliz tili ta'limi talabalarning motivatsiyasini oshirishi, kasbiy lug'at boyligini kengaytirishi, muloqotdagi ishonchini mustahkamlashi va ularni xalqaro musiqiy hamda akademik muhitda samarali faoliyat yuritishga tayyorlashi qayd etiladi.

Kalit so'zlar *Kommunikativ kompetensiya, kasbga yo'naltirilgan til ta'limi, musiqa yo'nalishi talabalari, maxsus maqsadlar uchun ingliz tili, musiqa ta'limi, kasbiy muloqot, musiqiy terminologiya, autentik materiallar, til ko'nikmalari*

Развитие англоязычной коммуникативной компетенции студентов-музыкантов посредством профессионально ориентированного обучения языку

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Аннотация *В данной статье рассматривается развитие англоязычной коммуникативной компетенции студентов музыкальных специальностей посредством профессионально ориентированного обучения иностранному языку. В современном музыкальном образовании английский язык играет важную роль в профессиональном общении, академическом развитии, международном сотрудничестве и участии в культурных мероприятиях международного уровня. Студентам музыкальных направлений необходимы не только общие языковые знания, но и умение использовать профессиональную лексику, музыкальную терминологию и соответствующие коммуникативные стратегии в ситуациях, связанных с их будущей профессиональной деятельностью. В статье рассматриваются эффективные способы интеграции изучения английского языка с профессиональными интересами и потребностями студентов-музыкантов. Особое внимание уделяется использованию аутентичных материалов, музыкальной терминологии, интервью с музыкантами, рецензий на концерты, ролевых игр, презентаций, дискуссий и профессионально ориентированных речевых заданий. Подчеркивается необходимость комплексного развития навыков аудирования, говорения, чтения и письма на основе профессионального контекста. Делается вывод о том, что профессионально ориентированное обучение английскому языку повышает мотивацию студентов, расширяет их профессиональный словарный запас, развивает уверенность в общении и подготавливает их к эффективному участию в международной музыкальной и академической среде.*

**Ключевые
слова**

Коммуникативная компетенция, профессионально ориентированное обучение языку, студенты-музыканты, английский язык для специальных целей, музыкальное образование, профессиональное общение, музыкальная терминология, аутентичные материалы, языковые навыки

Introduction

In the modern system of higher education, the development of students' communicative competence has become one of the main objectives of foreign language teaching. English is increasingly used not only as a means of everyday communication, but also as an important tool for professional development, academic cooperation, international mobility, and access to specialized information. For students studying music, knowledge of English is particularly significant because contemporary musical education and professional activity are closely connected with international communication, global cultural exchange, and participation in international projects.

Music students frequently encounter English in different professional situations. They may need to understand master classes conducted by foreign specialists, communicate with international musicians, participate in festivals and competitions, read professional literature, follow interviews with performers and composers, prepare presentations, or introduce their creative work to an international audience. In these contexts, general knowledge of English may not be sufficient. Students need profession-oriented language skills that allow them to communicate effectively within their own field of specialization.

Communicative competence includes the ability to use language appropriately, accurately, and effectively in different situations. It involves not only grammatical and lexical knowledge, but also listening, speaking, reading, writing, sociolinguistic awareness, and the ability to choose suitable communicative

strategies. For music students, communicative competence also includes the ability to describe musical works, discuss performances, express opinions about interpretation, use musical terminology correctly, present creative projects, and communicate with teachers, conductors, performers, and other specialists.

Profession-oriented language teaching is therefore an important approach in the foreign language education of music students. This approach connects language learning with the students' future professional activities and makes the learning process more practical and meaningful. Instead of studying grammar and vocabulary separately from their specialization, students learn to use English in situations that are related to music, performance, composition, music theory, concert activity, and professional communication.

An important component of profession-oriented English teaching is the systematic development of professional vocabulary. Music students need to understand and actively use terms such as *rhythm, melody, harmony, tempo, pitch, timbre, chord, scale, rehearsal, performance, interpretation, composition, and improvisation*. However, simply memorizing these terms is not enough. Students should know how they are pronounced, what meanings they express in different contexts, and how they are used in professional speech and writing. Therefore, musical terminology should be introduced through meaningful communicative situations rather than isolated word lists.

The use of authentic materials is another effective way of developing professional communicative competence. Interviews with musicians, concert reviews, festival programs,

professional articles, podcasts, rehearsal videos, biographies of composers, and performance recordings provide students with examples of real language used in the musical sphere. Such materials help learners understand how professional vocabulary and communicative structures function in actual communication. They also increase students' interest because the content is directly related to their professional field. Speaking activities are especially important in this process. Music students should be given opportunities to describe musical pieces, discuss performances, compare musical genres, explain their artistic choices, and present information about composers or musicians. Role-playing activities can also simulate professional situations, such as a conversation between a performer and a conductor, an interview with a musician, communication during a festival, or participation in a master class. These tasks encourage students to use English actively and develop confidence in professional communication.

Listening skills are equally important because musicians often communicate with people from different linguistic and cultural backgrounds. Students need to understand different accents, speech rates, and styles of professional communication. Listening to authentic interviews, lectures, rehearsal instructions, and discussions can prepare learners for real-life communication. Moreover, the strong auditory abilities of many music students can be effectively used in pronunciation, intonation, rhythm, and listening activities. Reading and writing skills should also be integrated into profession-oriented English teaching. Music students may need to read biographies, concert programs, music reviews, academic articles, and professional announcements. In writing, they may prepare a short biography, describe a performance, write a concert review, create a project description, or compose a formal email related to a professional event. These activities make language learning closer to the real

communicative needs of students. One of the main advantages of profession-oriented language teaching is that it can increase students' motivation. When English lessons are connected with students' specialization, learners can clearly see the practical value of the language. Topics related to music, performance, composers, musical instruments, festivals, and professional careers are often more engaging for music students than general topics that are not connected with their future profession. As a result, students may become more active, interested, and confident in the learning process.

At the same time, the development of communicative competence among music students may involve certain difficulties. Students can have different levels of English proficiency, limited professional vocabulary, fear of making mistakes, or insufficient experience in speaking. Some learners may understand musical concepts well but find it difficult to explain them in English. Therefore, teachers should select appropriate materials and activities according to students' language level and professional needs and should create a supportive classroom environment where learners feel comfortable participating in communication.

The relevance of this topic is determined by the growing internationalization of music education and professional musical activity. Modern musicians need to communicate with foreign colleagues, participate in international competitions and festivals, attend master classes, use digital educational resources, and present their creative work beyond national boundaries. English communicative competence therefore becomes an important part of their overall professional competence.

The aim of this article is to examine the role of profession-oriented language teaching in developing the English communicative competence of music students. It also seeks to identify effective methods and practical activities that integrate professional musical content with listening, speaking, reading, and

writing skills. Special attention is paid to the use of authentic materials, musical terminology, role-playing, discussions, presentations, and other communicative tasks. Through this approach, English teaching can contribute not only to students' language development but also to their successful preparation for future professional and international communication.

Literature review

The development of communicative competence has been an important issue in foreign language teaching for several decades. One of the foundations of this concept was established by Hymes (1972), who argued that knowing a language means more than knowing its grammatical rules. A language user should also understand how, when, where, and with whom particular language forms can be appropriately used. This view changed the traditional understanding of language competence and contributed to the development of communicative approaches in foreign language education.

The concept was further developed by Canale and Swain (1980), who presented a theoretical framework for communicative competence in second-language teaching. Their model emphasized several interconnected components, including grammatical competence, sociolinguistic competence, and strategic competence. From this perspective, successful communication requires learners not only to construct grammatically correct sentences but also to select language that is suitable for a particular communicative situation and to use strategies when difficulties arise during communication. This understanding is particularly relevant to music students because professional interaction requires them to combine general language knowledge with specialized vocabulary and appropriate professional communication strategies.

Communicative Language Teaching further strengthened the idea that language should be learned through meaningful communication. Richards (2006) explains that

communicative language teaching focuses on learners' ability to use language for real communicative purposes rather than simply reproduce grammatical structures. In such teaching, activities including discussions, role-playing, problem-solving, information exchange, and collaborative tasks are valuable because they provide learners with opportunities to use the target language actively. For music students, these principles can be adapted to professional situations such as discussing a musical performance, interviewing a musician, presenting a composer, explaining an interpretation, or communicating during rehearsals.

The importance of communication in modern language education is also reflected in the Common European Framework of Reference for Languages (CEFR). Its Companion Volume emphasizes language use in communicative activities and considers learners as social agents who use language to accomplish meaningful tasks. This approach supports the idea that music students should not study English only as a collection of grammar rules and vocabulary items. Instead, they should learn to perform professionally meaningful activities through English, including presenting information, interacting with others, understanding professional texts, and participating in discussions.

Another important theoretical basis for the present study is English for Specific Purposes (ESP). Hutchinson and Waters (1987) describe ESP as an approach in which the content and methods of language instruction are influenced by learners' specific reasons and needs for learning English. Their learning-centred approach gives particular importance to the needs, interests, previous knowledge, and professional purposes of learners. In the context of music education, this means that English courses should be designed according to the communicative situations that future musicians are likely to experience rather than being based entirely on general English topics.

Dudley-Evans and St John (1998) further developed the principles of ESP and emphasized the importance of specialized discourse, needs analysis, appropriate teaching methodology, and the language used in particular academic and professional fields. Their work demonstrates that ESP should connect language teaching with the characteristics and communicative practices of a specific discipline. Therefore, profession-oriented English teaching for music students should include not only general communication skills but also musical vocabulary, professional genres, typical communicative situations, and authentic materials related to the field of music.

Studies dealing specifically with music students support the importance of such an approach. Dai, Wu, and Dai (2015), in a study involving 308 EFL students from departments of the Xinghai Conservatory of Music, investigated relationships among motivation, learning styles, and English proficiency. Their findings demonstrated considerable variation among music students and indicated a relationship between motivation and English proficiency. The authors also discussed the need to reconsider general English course content and move toward English for Specific Purposes designed for music students. These findings are important because they show that the professional interests and learning needs of music students should be taken into account when designing English courses.

The vocabulary needs of music students have also received attention. A corpus-based study on a music-specific word list examined the vocabulary required by non-native English-speaking music students to understand important texts in their discipline. The study showed the value of identifying high-frequency discipline-specific vocabulary when developing ESP teaching materials for music students. This confirms that professional vocabulary should be systematically selected and taught according to its relevance to the students' academic and professional activities. Terms

connected with performance, theory, musical form, instruments, interpretation, and composition should therefore be presented in meaningful contexts rather than as isolated vocabulary.

Project-based learning has also been investigated as a method of profession-oriented English teaching for students of music. Borisova and Letkina (2019) studied the use of project-based learning in teaching professional English to university students specializing in music. Their research highlights the potential of projects to connect classroom language learning with students' professional activities and to encourage them to use English in practical communicative situations. Project activities can include preparing concert presentations, researching composers, producing interviews, creating festival programmes, or presenting musical projects. Such tasks develop language abilities while simultaneously activating students' professional knowledge.

Needs analysis represents another significant area of research in English teaching for music students. Harmandaoğlu Baz (2023) investigated the English-language needs of university music students and emphasized the importance of achieving effective and appropriate communication in English. The research examined students' needs and perceptions concerning English courses and demonstrated the necessity of designing instruction according to the actual language requirements of music learners. Similarly, Fidianingsih (2025) investigated the target and learning needs of students in a music education department. The findings indicated that students considered English important and wanted an ESP course that would help them use English in musical contexts and access music-related resources in English.

Recent research also demonstrates that music students may face specific difficulties when studying and working through English. A 2025 study of Chinese music student-teachers enrolled in a UK master's programme identified

challenges connected with spoken communication, Western musical terminology, academic textual practices, and teaching music through English. Such findings indicate that knowledge of general English alone does not automatically prepare music students for all professional communication. Students also need systematic practice in using English within discipline-specific situations.

In the context of professional communication, authentic and practical speaking tasks can be particularly useful. A recent study examining concert interviews conducted by music students investigated the use of music-related, real-world activities to create more authentic English learning opportunities. The study focused particularly on the importance of speaking skills and the integration of students' regular musical experiences into EFL learning. Such activities are valuable because students practise language in contexts that are familiar and professionally meaningful to them.

Research conducted in Uzbekistan also reflects increasing attention to profession-oriented English teaching for music education. Ashurova (2025), for example, discusses theoretical and methodological principles of a professional-communicative approach to improving the English communication skills of students in music education programmes. The study emphasizes the use of methods and techniques that develop students' speech abilities in professional contexts. This demonstrates that the connection between English-language instruction and professional music education is also becoming an important area of research within the local educational context.

Akbarova (2025) examines another closely related direction by focusing on the integration of music and language learning. The study considers the use of rhythm, melody, lyrics, communicative activities, and task-based techniques in teaching English to music students and highlights their potential for supporting pronunciation, vocabulary learning,

motivation, and communicative development. This interdisciplinary perspective is particularly valuable because the musical abilities and professional experience that students already possess can serve as resources for foreign language learning.

The reviewed literature therefore indicates that effective English teaching for music students should combine the principles of communicative language teaching with those of English for Specific Purposes. General linguistic knowledge remains necessary, but it should be connected with professional vocabulary, authentic musical materials, speaking activities, listening practice, project work, presentations, role-playing, and other tasks reflecting students' future careers. Research on music students consistently points to the importance of needs-based and professionally meaningful language instruction.

At the same time, the reviewed studies suggest that further attention is needed to the systematic development of English communicative competence as a complete set of professional abilities among conservatory students. Existing studies frequently concentrate on individual aspects such as vocabulary, motivation, needs analysis, projects, or particular speaking activities. Therefore, the present study focuses on an integrated approach in which listening, speaking, reading, and writing are developed through profession-oriented musical contexts. Such an approach can help music students move from simply knowing English to being able to use it confidently and appropriately in their future academic, creative, and professional activities.

Methodology

The study employed a qualitative and practice-oriented research approach to examine the effectiveness of profession-oriented English teaching in developing the communicative competence of music students. The research was based on classroom observation, analysis of students'

communicative activities, and the use of profession-related language tasks. Particular attention was paid to students' ability to use English in situations connected with their future musical careers. The teaching materials included musical terminology, concert reviews, interviews with musicians, biographies of composers, audio and video materials, and professionally oriented texts. Students completed different communicative tasks, including discussions, role-playing activities, short presentations, listening exercises, descriptions of musical performances, and professional vocabulary activities. The four main language skills – listening, speaking, reading, and writing – were integrated into lessons through music-related contexts.

Results

The results of the study showed that profession-oriented English teaching had a positive influence on the development of music students' communicative competence. Students became more active in speaking activities when classroom tasks were connected with music and their future professional interests. Discussions about composers, musical genres, performances, instruments, and concert activities encouraged learners to express their ideas more freely and use English for meaningful communication.

One of the most noticeable improvements was observed in the use of professional vocabulary. Students gradually became more confident in using musical terms such as *rhythm*, *melody*, *harmony*, *tempo*, *performance*, *interpretation*, *rehearsal*, and *composition* in complete sentences and professional contexts. Context-based activities proved to be useful because students were able to understand both the meaning and practical use of professional terms.

The use of authentic materials also contributed to the development of listening and reading skills. Interviews with musicians, concert reviews, professional videos, and other music-related materials helped students

become familiar with naturally occurring English and professional expressions. At the same time, these materials increased students' interest because they were closely connected with their field of study. The main results observed during the study can be summarized in the following table.

Area of development	Profession-oriented activity	Observed result
Professional vocabulary	Musical terminology, concert reviews, vocabulary tasks	More accurate and confident use of music-related terms
Speaking skills	Discussions, role-playing, presentations	Greater willingness to speak and express professional ideas
Listening skills	Interviews, videos, master-class materials	Better understanding of professional spoken English
Reading skills	Biographies, reviews, professional texts	Improved comprehension of music-related information
Writing skills	Performance descriptions, reviews, short professional texts	Better ability to express professional ideas in written English
Communicative confidence	Simulated professional situations	Increased confidence in using English in music-related communication
Student motivation	Authentic and profession-related materials	Higher interest and participation during English lessons
Integrated language skills	Combined listening, speaking, reading, and writing tasks	More effective use of English in meaningful professional contexts

Table 1. *Main results of profession-oriented English teaching for music students*

As shown in Table 1, profession-oriented activities contributed to several aspects of students' language development. Speaking activities, especially role-playing and presentations, helped students become more confident in professional communication. Learners were able to practise situations such as introducing themselves as musicians, discussing a performance, presenting information about a composer, giving opinions about musical works, and participating in simulated professional conversations. Such tasks created a closer connection between classroom learning and real-life communication.

The findings also showed that integrating listening, speaking, reading, and writing within the same professional context was beneficial. For example, students could first listen to an interview with a musician or read a concert review and then discuss its content, present their opinions, or complete a related writing task. In this way, the same professional topic supported the

development of several language skills at the same time.

Another important result was increased student motivation. Learners showed greater interest in English activities when the content reflected their specialization. Topics related to music, performers, musical instruments, concerts, and professional careers allowed students to connect their existing musical knowledge with new language skills. Consequently, English was perceived not only as an academic subject but also as a useful tool for future professional communication.

Overall, the results indicate that profession-oriented language teaching can make English lessons more relevant, motivating, and practical for music students. By connecting language learning with students' professional interests and future communicative needs, this approach supports the development of professional vocabulary, language skills, communicative confidence, and readiness for participation in international musical and academic environments.

Conclusion

The development of English communicative competence is an important part of the professional preparation of music students. In the context of modern music education, students are increasingly expected to communicate with international colleagues, participate in master classes, festivals, competitions, academic events, and use professional materials in English. For this reason, English teaching should be closely connected with students' future professional activities.

The study shows that profession-oriented language teaching can make English lessons more meaningful, practical, and motivating for music students. The use of musical terminology, authentic materials, professional texts, interviews, concert reviews, role-playing, discussions, presentations, and integrated language activities helps students develop not only general language skills but also the ability to communicate in music-related professional situations.

The findings also indicate that combining listening, speaking, reading, and writing within professional contexts contributes to more effective language learning. Students become more confident in using musical vocabulary, expressing professional opinions, understanding authentic materials, and participating in communicative tasks related to their specialization. At the same time, professionally relevant content increases students' interest and encourages more active participation in the learning process.

Therefore, profession-oriented English teaching should be considered an effective approach to developing the communicative competence of music students. It enables learners to connect language knowledge with their professional experience and prepares them for future academic and professional communication. Further research may focus on developing specialized teaching materials, digital resources, and assessment tools designed specifically for music students in order to strengthen the practical effectiveness of profession-oriented English instruction.

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