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## ON THE CONCEPT OF COMMUNICATIVE POTENTIAL

I. Khojaliev

Candidate of Philological Sciences  
Professor at Fergana State University

### Abstract

This article examines the concept of communicative potential from the perspective of the interaction between verbal and nonverbal means in the speech production process. While traditional structural linguistics primarily focused on language as a closed and autonomous system, contemporary anthropocentric approaches emphasize the role of the speaker as an active participant in communication. In this regard, speech is interpreted not merely as the realization of linguistic possibilities but also as a psychophysiological and sociocultural phenomenon shaped by both verbal and nonverbal factors.

The study analyzes how communicative competence and communicative potential are manifested through the speaker's social status, educational background, life experience, worldview, and accumulated social knowledge. Particular attention is paid to the role of nonverbal factors, including gestures, facial expressions, prosodic features, and other extralinguistic means, in the formation and interpretation of speech. Drawing upon theoretical perspectives proposed by D. Hymes, M. Canale and M. Swain, S. Akhmanova, and other scholars, the article argues that effective communication depends not only on grammatical competence but also on the speaker's ability to appropriately select and combine verbal and nonverbal resources according to the communicative situation.

The analysis of literary examples demonstrates that communicative potential determines the selection, organization, and semantic realization of linguistic units in discourse. It is concluded that communicative potential represents an integrated

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phenomenon encompassing linguistic competence, social knowledge, psychophysiological mechanisms, and nonverbal behavior, all of which contribute to the successful production and interpretation of speech.

**Keywords:** Communicative potential; communicative competence; verbal means; nonverbal means; speech production; speech act; social knowledge; anthropocentric linguistics; psychophysiological processes; discourse; communication; extralinguistic factors.

### Introduction

The issue of communicative potential occupies a central place in contemporary linguistics, particularly within anthropocentric approaches that regard language not merely as an autonomous semiotic system but as a dynamic instrument of human interaction. Traditional structural linguistics primarily focused on the internal organization of language and its systemic properties, treating language as a self-contained structure independent of external influences. However, the development of sociolinguistics, pragmatics, psycholinguistics, discourse analysis, and communication studies has shifted scholarly attention toward the speaker as the principal agent of communication and toward the multifaceted factors that shape speech production and interpretation.

From this perspective, speech is understood as the realization of linguistic potential under specific communicative conditions. It emerges through the interaction of verbal and nonverbal resources that collectively facilitate the transmission and reception of information. Verbal means provide the grammatical and semantic framework necessary for constructing messages, whereas nonverbal means enrich communication by conveying emotional states, interpersonal attitudes, intentions, and contextual meanings. Consequently, communicative effectiveness depends not only on linguistic competence but also

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on the speaker's ability to integrate linguistic knowledge with contextual, social, and psychological resources.

The concept of communicative competence introduced by D. Hymes represented a turning point in linguistic thought by emphasizing that successful communication requires more than grammatical accuracy. Speakers must possess the ability to determine what is appropriate to say, to whom, under what circumstances, and for what purposes. Subsequent models developed by M. Canale and M. Swain further expanded this perspective by identifying grammatical, sociolinguistic, discourse, and strategic competencies as interconnected dimensions of communicative ability.

Within this theoretical framework, communicative potential may be defined as the totality of a speaker's linguistic and extralinguistic capacities that enable effective participation in communication. These capacities encompass not only knowledge of linguistic structures but also social status, educational background, worldview, communicative experience, cultural values, and the ability to employ nonverbal cues appropriately. Such factors influence the selection of lexical items, syntactic structures, stylistic choices, and interactional strategies in speech. The present study aims to examine the interrelationship between verbal and nonverbal means in the realization of communicative potential. Particular attention is devoted to the role of nonverbal factors—especially social status and social knowledge—in shaping speech production, determining the selection and organization of linguistic units, and reflecting the speaker's communicative identity. By analyzing literary examples and theoretical perspectives, the study seeks to demonstrate that communicative potential represents an integrated phenomenon arising from the interaction between linguistic competence and the speaker's broader sociocultural and psychophysiological experience.

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### Literature Review

Research into communicative potential has evolved through several major linguistic paradigms. Structural linguistics conceptualized language as a self-sufficient system governed by internal principles. Although this approach significantly contributed to the understanding of linguistic structure, it largely neglected the communicative role of the speaker and listener.

The anthropocentric turn in linguistics redirected attention toward language users and communicative practices. D. Hymes (1972) criticized the limitations of purely grammatical models and proposed the notion of communicative competence, arguing that speakers must understand not only linguistic rules but also the social conventions governing language use. According to Hymes, communicative success depends on the speaker's ability to evaluate the communicative situation and adapt linguistic behavior accordingly.

Building upon Hymes's ideas, Canale and Swain (1980) developed a multidimensional model of communicative competence consisting of grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Their framework emphasized that effective communication requires the integration of formal linguistic knowledge with contextual and interactional skills.

Akhmanova (1966) approached communicative competence from the perspective of communicative units and prosodic organization, highlighting the role of communicative intonation and communicative structures in speech realization. Her work contributed to understanding the functional mechanisms through which communicative intentions are linguistically encoded.

Parallel developments in nonverbal communication studies have demonstrated that communication extends beyond verbal expression. Scholars investigating kinesics, paralinguistics, proxemics, and extralinguistic behavior have established that gestures, facial expressions, voice quality, pauses, and bodily movements significantly contribute to meaning construction. Nonverbal behavior

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often reveals emotional states, interpersonal relationships, and attitudes that may not be explicitly verbalized.

V. A. Labunskaya's classification of nonverbal behavior constitutes one of the most comprehensive models in this field. She distinguishes between extralinguistic phenomena, prosodic features, kinesic components, and tactile forms of interaction, thereby illustrating the complexity of nonverbal communication systems.

Studies within psycholinguistics have also highlighted the role of cognitive and social experience in speech production. Speech generation is increasingly viewed as a psychophysiological process influenced by the speaker's worldview, educational level, professional experience, and accumulated social knowledge. These factors shape not only lexical choice but also syntactic complexity, discourse organization, and communicative strategy.

Despite substantial advances in communicative competence studies, the notion of communicative potential as an integrated phenomenon combining verbal and nonverbal determinants remains insufficiently explored. In particular, the influence of social knowledge and social status as nonverbal factors affecting speech formation requires further investigation. The present study addresses this gap by examining how these factors interact with linguistic resources in actual communicative practice.

### Methodology and Methods

The study employs an interdisciplinary methodological framework combining principles from anthropocentric linguistics, sociolinguistics, psycholinguistics, pragmatics, and discourse analysis.

The research is based on the assumption that speech is a multidimensional phenomenon resulting from the interaction of linguistic competence and extralinguistic experience. Accordingly, communicative potential is examined as

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a complex system integrating verbal and nonverbal resources within specific communicative contexts.

The following methods were employed: Descriptive Method. This method was used to identify and characterize verbal and nonverbal means participating in the realization of communicative potential. Discourse Analysis. Literary discourse excerpts were analyzed to reveal how communicative intentions, social relationships, and contextual factors are manifested through speech behavior. Contextual Analysis. Particular attention was given to the influence of situational conditions on the selection and interpretation of linguistic and nonverbal means. Pragmatic Analysis. The communicative functions of verbal and nonverbal factors were examined in relation to speakers' intentions, interpersonal attitudes, and interactional goals. Sociolinguistic Analysis. The study investigated the role of speakers' social status, educational background, and social knowledge in shaping communicative behavior and determining linguistic choices. Psycholinguistic Interpretation. Speech production was interpreted as a psychophysiological process involving motivation, cognition, emotional experience, and accumulated communicative practice.

The empirical basis of the study consists of illustrative examples drawn from Uzbek literary texts representing different communicative situations. These examples were selected because they vividly demonstrate the interaction between verbal structures and nonverbal factors, particularly social status and social knowledge, in the formation of communicative meaning.

### The main part

As is known, in linguistics, the means used in speech are divided into two groups: linguistic means, i.e. linguistic means that serve to transmit information; nonverbal means, i.e. non-linguistic means that serve to transmit information. In the process of speech, verbal and nonverbal means are combined. Together, they serve to transmit information, i.e., for communicativeness. Because “language is

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a possibility, and speech is the manifestation of this possibility to a certain extent”. [1. 25] Speech itself, which is the process of the emergence of this possibility, also forms a separate system.

“The units of the speech system are actually realized as a result of the manifestation by millions of people of the possibility of combining different types of language units that exist in nature.” [1. 24] In other words, “Language is a product of the human thought process and, at the same time, a form of this process. The human thought process has a two-sided essence, this is its logical and abstract nature, and these two aspects of it perform the function of a communicative tool”. [2. 11] Its communicative function is manifested in speech. Therefore, D. Himes believes that the owner of the language, that is, the speaker, should not only know how to construct a grammatically correct sentence, but also know to whom, where and when the sentence should be said. In his opinion, the ability of the language to adapt to a particular situation in the speech process is important, and the communicative ability of this speaker is measured by how correctly he can assess the speech situation, the participants in the conversation and the purpose of the conversation. [3. 75]. M. Kanali and M. Swain considers communicative competence to consist of four stages, that is, the communicative competence of the speaker is necessary to know grammatical rules, to take into account the general status of the participants in the communication process, to logically connect words and sentences, to create a coherent text, and to ensure the harmony of verbal and non-verbal means so that the participants in the communication can fully understand each other. [4. 1–47] S. Akhmanova explains that communicative competence consists of the communicative means of the language, i.e. communicative unity, communicative intonation, communicative solution. [5. 200.] In a speech act, communicative competence is the ability to communicate, i.e. to transmit and receive information, in which verbal means play an important role. The process of transmitting and receiving information (in a speech act) cannot be imagined without non-verbal factors.

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Because nonverbal factors serve as a signal for understanding the speaker's or listener's inner feelings, how they listen to you, their attitude, or the speaker's purpose, his inner feelings, and his purpose. At the same time, they complement and explain the information provided by the speaker. Nonverbal means are many and varied, and they include the communicator's social status, anatomical and physiological characteristics, social position, level of education, spiritual world, and so on. "Nonverbal means are considered an attribute (integral part) of verbal communication." [6. 34]

In the process of communication (transmission and reception of information), the role of the social status of the speaker and the listener is important. The social status of the speaker plays a decisive role in the selection and use of verbal means. Because the difference between the social status of the speaker and the listener, their position in society, is a decisive factor in the formation of speech, that is, the social status of the speaker and the listener in the speech act affects the selection of verbal and non-verbal factors, their expression and meaning in the speech process. For example:

“Шийпонимиз олдида машиналар қатор бўлди.

Олд машинадан бир аёл тушди.

Аёл келишимли-келишимли бўлди.

Аёл турмаксоч-турмаксоч бўлди.

Аёл турмаксочлари қалдирғочларимиз уясидай-уясидай бўлди.

Аёл шийпонимиз теварак-бошига қараб-қараб олди.

– Нормално, нормално! – деди.

Аёл қўл узатиб кўришди-кўришди - мен билан муқобил бўлди.

Мен аёлни қизим-қизим дейин дедим – катта одамни қизим дейши учун тилим бўлмади.

Мен аёл отига хон ё гул қўшиб айтайин, дедим – фарғоначи бўлмадим.

Бўлдим-бўлдим сурхони бўлдим – байча дейинда.

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– ё, бисмилло! – дея кўш қўллаб кўришдим. – Омонгинамисиз, Кларабайча? Вақтигинангиз хушми, Кларабайча? Ўйнаб-кулибгина юрибсизми, Кларабайча?..

– Нима-нима?

– Кларабайча ?

Аёл лаб бурди, аёл қош керди.

– Байча? Какая байча? – деди. – Мен Клара Ходжаевнаман”. [7.84-85]

The change in the social status of the participants in the conversation (speaker and listener) is also reflected in their speech: this is reflected in the linguistic units used in the speech - verbal means and non-verbal factors:

At that moment, the messenger of Amir Husayn arrived in a hurry:

“The ruler of Transoxiana, knowing that the tulpors you sent were from your own clan, rejected them,” the messenger said, panting. “The governor said: “I need money... I am going to send a messenger to Khorezmshah Husayn Sufi to ask for his only daughter, Khanzoda Khan. A large sum of money is needed...”

At that moment, Temurbek suddenly caught sight of Jahangir Mirza. A change was felt in the face of the emir, tall, handsome, with a gentle heart, a clear face, and a bright mustache that had just sprouted. He wanted to say something, his face was flushed with excitement, and his eyes were shining. Temurbek paid attention to this, but he could not tell whether this phrase came from the story of Alexander or from the messenger. It was necessary to answer the messenger quickly, Temurbek said: - Tell Emir Husayn that I agree. The ordered capital will be delivered to the ruler of the country soon! [8. 7-8]

As a nonverbal factor, the communicator and social knowledge play a special role in establishing communication. In the speech process, the speaker's social knowledge, as a nonverbal factor, plays a special role in the structure of speech and the selection of language units. This is first of all noticeable in the construction of speech. Because the speaker's worldview and level of knowledge determine the construction of speech. In the speech of a speaker with a high scientific worldview, it is possible to observe the

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use of compound sentences and their forms, especially compound sentences with a subordinate clause.

When the speaker's level of social knowledge and worldview is high, the widespread use of compound sentences with a subordinate clause or the occurrence of such sentences in his speech is associated with his reading of many books, as well as his extensive knowledge and the way of thinking formed under its influence play a big role. This is especially clearly manifested in written speech.

Usually, in cases where the level of social knowledge is not wide, simple, incomplete sentences are often used in the speech of the speaker. True, this situation is also related to the topic of speech, the speech situation. However, the speaker, whose level of knowledge is not extensive, is distinguished by the simplicity of his way of thinking. This is also reflected in the construction of speech. Because, in such cases, the topic of speech, the motive, does not require complex speech structures. The level of social knowledge of the speaker not only determines the speech structure of his speech, but also has a strong influence on the selection of linguistic units. The level of social knowledge of the speaker is determined by his occupation. It is also possible to determine the occupation of the speaker from his speech.

The selection of language units is not a linguistic process, but a psychophysiological process. In the psychophysiological process, the speaker's social knowledge is directly realized. Both of these cases are nonverbal factors that determine the structure and formation of speech. Because the level of social knowledge of the speaker determines his vocabulary and, at the same time, also indicates the level of his language knowledge. It should be noted that when we say social knowledge, we do not mean only the speaker's education. Social knowledge is also the speaker's education, the lessons he learned from life, the environment in which he was brought up, in what circles he was, the experience of whose conversation he enjoyed the most, and the way of thinking that arose on this basis. This way of thinking, language knowledge and a number of nonverbal factors listed above reflect the speaker's

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communicative potential. This determines not only the selection of language units in speech, but also their combination. This combination is visible in speech units. Thus, the speaker's social knowledge, education, life lessons, the mental experience he has accumulated in connection with the environment in which he was brought up, in what circles he is in, whose conversation he enjoys the most, and the way of thinking that has arisen on this basis. The speaker's social knowledge, as a nonverbal factor, is one of the determining factors in the use of language units in speech and their sequential connection, the manifestation of semes and archisemes. This way of thinking, language knowledge, and a number of nonverbal factors listed above reflect the speaker's communicative potential. This determines not only the selection of language units in speech, but also their combination. This combination is visible in speech units.

### Conclusion

The findings of the study demonstrate that communicative potential should be understood as an integrated set of linguistic, cognitive, social, and psychological capacities enabling speakers to participate effectively in communication. It extends beyond mastery of grammatical rules and encompasses the ability to adapt speech to specific communicative contexts through the coordinated use of verbal and nonverbal means.

The analysis confirms that nonverbal factors are not peripheral elements of communication but constitute an essential component of speech production and interpretation. Social status, social knowledge, educational background, communicative experience, worldview, and psychophysiological characteristics significantly influence the selection, organization, and pragmatic functioning of linguistic units.

The study further reveals that the speaker's social knowledge affects not only vocabulary choice but also syntactic complexity, discourse organization, and

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communicative strategies. These factors collectively shape the individual's communicative identity and determine the effectiveness of interaction.

Consequently, communicative potential emerges as a dynamic phenomenon formed through the interaction of verbal competence and nonverbal experience. Investigating this interaction contributes to a more comprehensive understanding of speech as an anthropocentric process and expands current perspectives on communicative competence.

Future research may focus on cross-cultural comparisons of communicative potential, experimental studies of nonverbal influences on speech production, and the investigation of communicative potential in digital communication environments. Such studies would further illuminate the mechanisms through which language users negotiate meaning and construct social relationships in diverse communicative settings.

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