DEVELOPING COMMUNICATIVE COMPETENCE THROUGH THE APPLICATION OF INTERACTIVE AND DIGITAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Ergashova Sevara Maxmud qizi

Place of work: 77th School, Yakkbog District, Qashqadaryo Region

Abstract: *This article analyses the effectiveness of interactive and digital technologies in teaching foreign languages. The aim is to assess how these methods enhance students' communicative competence, critical thinking skills, and practical language application abilities. Research methods: analysis of scientific literature, online and offline lessons, experiments with students, and teacher surveys. The results show that interactive and digital methods develop students' independent and creative thinking skills. Platforms such as Duolingo, Kahoot, Padlet, and Zoom effectively support language learning and student engagement. In conclusion, modern technological tools play a crucial role in developing communicative competence.*

Keywords: *interactive methods, digital technologies, foreign language, communicative competence, language learning, practical exercises*

INTRODUCTION

The main goal of foreign language teaching is to develop students' ability to communicate effectively in real-life situations. According to Hymes (1972), "Language learning should not be limited to linguistic knowledge, but should also include communicative competence and an understanding of cultural context" (p. 45). As Vygotsky (1978) noted, "Language is a tool of thought that determines the learner's intellectual development" (p. 88). Richards and Rodgers (2014) also emphasize that "Language learning is not just about acquiring vocabulary and grammar; it is about developing communicative competence, which enables meaningful interaction in various social contexts" (p. 112).

The introduction of interactive and communicative approaches in schools in Uzbekistan has shown that students' practical foreign language proficiency increased by 25–30% (Abdullayeva, 2022). This article is intended for teachers, educators, and researchers interested in modern pedagogical methods aimed at enhancing communicative competence in language learners.

MAIN STAGE

The Communicative Approach to Teaching Foreign Languages

Teaching foreign languages should focus not only on grammar and vocabulary but also on real-life communication. Learners should expand their vocabulary, apply grammar in context, and develop creative thinking skills. Motivation and active participation are important for enhancing communicative competence.

Practical Examples

In a supermarket: Students play the roles of a shopper and a salesperson, using new vocabulary in a practical context.

At the airport: Students develop their speaking skills by simulating check-in, security checks, and boarding a plane.

Ordering at a restaurant: Role-play exercises help students apply the language in real social contexts.

Digital platforms like Duolingo, Kahoot, Padlet, Zoom, and Microsoft Teams facilitate these activities by providing interactive exercises, quizzes, and collaborative opportunities.

Through interactive methods

Activating interactive methods such as role-playing, discussions, problem-solving, and intellectual participation strengthens language skills and develops creative thinking. For example, the "Travel Preparation" activity has students create and present itineraries, use new vocabulary, and evaluate them several times

(Brown, 019, p. 78). Abdullayeva (2022) shows that interactive methods improve students' speech by 30-40% and develop motivation for learning.

Digital technologies in language learning

Digital tools improve language engagement, collaboration, and practical application. For example:

Duolingo & Kahoot: Strengthen vocabulary and grammar.

Padlet: Visual presentations and peer assessment.

Zoom / Microsoft Teams: Online role-playing and conversation with international participants.

UNESCO (2023) emphasizes that digital tools develop creativity, collaboration, and real-life communication skills. Abdullayeva (2022) found that digital technologies improved students' speaking skills by 30-35% and increased motivation.

Uzbekistan and international practices

Countries such as Finland, the USA and the UK are widely implementing interactive and digital methods, increasing students' communication skills. In Uzbekistan, schools in Tashkent use platforms such as Duolingo, Kahoot and Padlet for interactive teaching. Studies show that using these methods, students' language proficiency has improved by 25-35% (Abdullaeva, 2022). Recommendations for Uzbekistan include improving teacher training, creating technological infrastructure, and encouraging students to actively participate.

Problems and solutions

Problems include teacher training, technological limitations, low student motivation, and inflexible lesson plans. Solutions:

Professional development for teachers in interactive and digital methods.

Improving technological infrastructure (computers, tablets, internet access).

Transparent and fair assessment systems.

Conclusion

Interactive and digital methods effectively increase communicative competence in foreign language teaching. Combining international and Uzbek experiences shows

improvements in students' motivation, language fluency, and creative thinking. Addressing issues such as teacher training and infrastructure will make the language learning process more interactive and effective.

REFERENCES:

Abdullayeva, Z. (2022). Interaktiv metodlar asosida til o'rgatish. Toshkent: O'zbekiston Pedagogika Universiteti Nashriyoti.

Brown, H. D. (2019). Teaching by principles: An interactive approach to language pedagogy (5th ed.). New York, NY: Pearson.

Hymes, D. (1972). On communicative competence. Cambridge, MA: Harvard University Press.

Jalolov, A. (2023). Pedagogik texnologiyalar va interaktiv metodlar. Toshkent: O'zbekiston Pedagogika Universiteti Nashriyoti.

Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching (3rd ed.). Cambridge, UK: Cambridge University Press.

UNESCO. (2023). Teaching languages in the digital era. Paris: UNESCO Publishing.

Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.

Duolingo. (n.d.). Language learning platform. https://www.duolingo.com

Kahoot. (n.d.). Game-based learning platform. https://www.kahoot.com

Mentimeter. (n.d.). Interactive presentation software. https://www.mentimeter.com

O'zbekiston Respublikasi Xalq ta'limi vazirligi. (n.d.). Ta'limni raqamlashtirish va innovatsion yondashuvlar. https://www.edu.uz

Padlet. (n.d.). Online collaborative platform. https://www.padlet.com