



METHODOLOGY FOR DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCE IN ENGLISH THROUGH ARTIFICIAL INTELLIGENCE TOOLS

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Abstract. This thesis examines the methodology of developing students' communicative competence in English through artificial intelligence (AI) tools. It focuses on the use of AI-powered chatbots, speech recognition systems, pronunciation assistants, and interactive learning platforms to improve students' speaking, listening, vocabulary, and grammatical skills. The integration of AI into English language teaching creates opportunities for personalized learning, immediate feedback, and increased student engagement. The thesis also highlights the importance of combining AI-based activities with traditional teaching methods to achieve effective learning outcomes.

Keywords: artificial intelligence, English language teaching, communicative competence, digital technologies, speaking skills, interactive learning, personalized education.

The development of students' communicative competence is one of the main objectives of modern English language teaching. Communicative competence involves the ability to use a foreign language effectively in different social and educational situations. It includes grammatical knowledge, vocabulary, pronunciation, listening comprehension, and the ability to communicate appropriately. In the context of digital education, artificial intelligence tools offer new opportunities to improve these skills through interactive and learner-centered activities.

The methodology for developing communicative competence through AI tools should be based on systematic practice, individual learning needs, and real-life communication tasks. AI-powered chatbots can be used to organize



dialogues, role-playing activities, interviews, and discussions on various topics. For example, students can communicate with an AI chatbot about everyday situations, such as shopping, travelling, education, and future professions. These activities help learners overcome communication barriers, expand their vocabulary, and develop confidence in speaking English.

Speech recognition and pronunciation tools can support the development of oral communication skills. Students can practise reading texts aloud, repeating sentences, and answering questions while receiving feedback on their pronunciation. AI-based learning platforms can also identify common grammatical mistakes and recommend exercises according to students' individual learning levels. As a result, learners have more opportunities to practise English independently and receive immediate feedback.

An effective teaching methodology may include several stages. First, the teacher identifies students' language proficiency and communicative needs. Second, AI tools are selected according to the lesson objectives. Third, students complete interactive tasks, including dialogues, discussions, listening exercises, and vocabulary activities. Finally, the teacher evaluates students' progress through oral presentations, pair work, and communicative assignments. This sequence helps integrate technological resources into a structured educational process.

The teacher's role remains essential despite the use of artificial intelligence. AI tools should support, rather than replace, direct interaction between teachers and students. Teachers need to verify AI-generated information, monitor the quality of language practice, and ensure that students use digital resources responsibly. Particular attention should be paid to data privacy, age-appropriate content, and the development of independent thinking [3].

In addition, the successful implementation of artificial intelligence in English language teaching requires the selection of appropriate digital tools and



the development of clear learning objectives. Teachers should choose AI applications that correspond to students' ages, language proficiency, interests, and educational needs. For beginners, simple question-and-answer activities, vocabulary games, and pronunciation exercises can be particularly useful. Intermediate learners can participate in discussions, describe pictures, summarize short texts, and practise conversations related to everyday situations. Advanced learners can use AI tools to prepare presentations, debate social issues, analyse authentic texts, and express opinions on complex topics. Such differentiated activities help ensure that every student has an opportunity to improve their communication skills according to their individual abilities.

Another important aspect of this methodology is the development of listening comprehension and spontaneous speaking. AI-powered applications can provide learners with audio materials, simulated conversations, and questions based on different communicative situations. Students can listen to short dialogues and respond to questions, complete missing information, or retell the main ideas. These activities strengthen their ability to understand spoken English and respond appropriately. Furthermore, conversational AI tools allow students to repeat tasks several times without feeling embarrassed about making mistakes. This supportive learning environment can increase motivation and encourage learners to participate more actively in English lessons.

Collaborative learning should also be incorporated into AI-supported teaching. Although students can practise individually with chatbots, communication with classmates remains essential for developing social interaction skills. Teachers can organize pair work and group projects in which students use AI tools to generate discussion questions, prepare role-play scenarios, or collect ideas for presentations. For instance, one student may act as a customer while another plays the role of a shop assistant. Artificial intelligence can help prepare the dialogue, suggest useful expressions, and identify grammatical errors. After practising with the digital tool, students can perform



the dialogue independently in front of their classmates. This approach combines technological support with authentic human communication. The assessment of communicative competence should be continuous and based on clearly defined criteria. Teachers may evaluate students' pronunciation, fluency, vocabulary range, grammatical accuracy, listening comprehension, and ability to respond appropriately in different situations. AI-generated feedback can provide additional information about recurring errors and areas requiring improvement [5].

In conclusion, artificial intelligence tools can contribute significantly to the development of students' communicative competence in English. Their effective application provides opportunities for personalized practice, immediate feedback, and interactive communication. Combining AI-based activities with collaborative learning and teacher guidance can create a more engaging and productive language-learning environment. Therefore, the systematic and pedagogically appropriate use of artificial intelligence is a promising direction for improving English language teaching in modern educational institutions.

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