

**METHODOLOGY FOR DEVELOPING AND IMPROVING
PROFESSIONAL COMMUNICATIVE COMPETENCE IN ENGLISH
AMONG STUDENTS OF NON-PHILOLOGICAL FIELDS THROUGH
MODERN INFORMATION AND COMMUNICATION TECHNOLOGIES**

MALIKOVA LAYLO AZAMAT QIZI

Doctoral Student, Nizami Tashkent State Pedagogical University

Abstract: *This thesis examines the pedagogical and methodological potential of using modern information and communication technologies to develop and improve professional communicative competence in English among students of non-philological fields. The study highlights the significance of digital learning platforms, multimedia tools, interactive electronic resources, mobile applications, and virtual communicative environments in developing students' professional communication skills in English.*

Keywords: *non-philological education, English language, professional communicative competence, communicative competence, information and communication technologies.*

Robert J. Blake, in his research published by Cambridge University Press in 2008, investigated the educational potential of computer-mediated communication and demonstrated that digital communication environments can support both real-time and delayed interaction. His analysis showed that computer-mediated communication (CMC) enables language learners to participate in collaborative communication with peers and, where appropriate, with native speakers of the target language. A particularly important implication of Blake's work is that technological innovation should not be regarded as an independent educational solution. Its effectiveness depends largely on the extent to which digital activities are connected with clearly formulated learning outcomes, appropriate pedagogical objectives, and systematically designed methodological procedures.

The rapid emergence of artificial intelligence has subsequently introduced another dimension into discussions concerning communicative competence. In research published on the Cambridge University Press platform on June 13, 2025, Xiaoming Xi draws attention to the necessity of reconsidering conventional interpretations of communicative competence in light of AI-mediated interaction. The increasing involvement of artificial intelligence in communication has changed the environment in which language users exchange information, formulate responses, and construct meaning. From this perspective, communicative competence may need to encompass not only interaction between human participants but also forms of communication in which AI technologies act as mediating or interactive agents.

The educational value of digital technologies has also been examined extensively by UNESCO. The **2023 Global Education Monitoring Report** recognizes that technology can contribute to educational quality by creating additional opportunities for practice, supporting more individualized approaches to learning, and facilitating interaction and cooperation between learners. Nevertheless, UNESCO does not advocate treating technology as a substitute for the interpersonal dimension of education. Instead, digital tools are expected to complement the work of teachers and strengthen meaningful pedagogical relationships between educators and learners.

An important issue raised in the UNESCO report concerns the difficulty of determining the precise educational value generated by technology. Although digital tools are becoming increasingly widespread, the available empirical evidence does not always provide sufficient grounds for concluding that technology automatically produces better learning outcomes. Furthermore, the rapid pace of technological development makes it difficult to establish its long-term pedagogical consequences. Therefore, technological implementation should be evaluated according to educational results rather than according to the novelty or sophistication of the tools being used.

The next pedagogical component should provide students with opportunities for repeated and meaningful interaction with the newly introduced language material. Digital platforms can be used for vocabulary development, listening activities, comprehension tasks, interactive quizzes, written communication exercises, and terminology practice. However, the central purpose of these activities should be application rather than mechanical memorization. Learners should progressively move from recognizing professional language to using it in meaningful communicative contexts.

Another essential component is reflective learning. Students can record their oral presentations, conversations, or professional explanations and subsequently examine their own performance. Through self-analysis, they can identify weaknesses related to grammar, vocabulary, pronunciation, fluency, coherence, and pragmatic appropriateness. Digital feedback from the instructor can complement this process by identifying specific areas requiring improvement and by providing individualized recommendations. Consequently, assessment becomes not merely a mechanism for assigning grades but an instrument for further learning.

The successful implementation of technology-supported language education also depends upon several interconnected pedagogical conditions. **Professional relevance** represents one of the central requirements. Learning materials should reflect the terminology, communicative situations, discourse patterns, and professional responsibilities associated with students' future occupations. When learners recognize a direct connection between English-language activities and their prospective careers, the practical significance of language learning becomes more evident.

Communicative functionality constitutes another fundamental condition. Technology-based assignments should require learners to use language for a meaningful purpose rather than merely complete isolated grammar or vocabulary exercises. A digital activity becomes particularly valuable when students must use English to explain, negotiate, persuade, clarify, describe, discuss, or solve a problem.

Active participation and interaction are equally important. Learners should not remain passive users who simply watch videos, read electronic texts, or complete automatically generated exercises. Digital environments should encourage communication between students, teachers, professional communities, and, where appropriate, AI-supported communication partners.

Individualized learning is another significant requirement. Students within the same academic group may differ substantially in language proficiency, professional interests, learning speed, and specific linguistic needs. Digital platforms can provide differentiated tasks and allow learners to repeat activities, select supplementary materials, or concentrate on particular language skills according to their individual requirements.

The **authenticity of educational content** also deserves particular attention. When students work with authentic emails, professional presentations, technical documentation, workplace conversations, interviews, podcasts, and specialist videos, they become familiar with the language patterns and communication conventions encountered beyond the classroom. Such materials can reduce the gap between academic language learning and actual professional communication.

A further condition is the establishment of **continuous and constructive feedback**. Digital technologies can make it possible to provide learners with immediate information about their performance. Nevertheless, automated feedback should ideally be complemented by teacher guidance, particularly when evaluating complex communicative features such as pragmatic appropriateness, discourse organization, professional style, and contextual meaning.

Finally, the **pedagogical role of the teacher must remain central**. Technology should not be understood as an alternative to professional teaching. Its primary function is to extend the teacher's methodological possibilities. The instructor remains responsible for selecting appropriate materials, defining learning objectives, designing communicative tasks, monitoring student progress, interpreting assessment results, and providing individualized pedagogical support.

This position corresponds with UNESCO's 2023 perspective that educational technology should strengthen rather than replace meaningful human interaction within education.

CONCLUSION

The growing body of research published in recent years demonstrates increasing academic interest in dialogue-oriented Computer-Assisted Language Learning (CALL) systems as instruments for improving second-language speaking abilities. A meta-analysis published through Cambridge University Press in 2025 synthesized evidence from 16 studies incorporating 89 effect sizes and identified a moderately positive overall effect of dialogue-based computer-assisted language learning on L2 speaking development, with an overall effect size of $g = 0.61$. This result provides empirical support for the proposition that digital dialogue environments can contribute substantially to oral communicative development when their use is guided by explicit pedagogical objectives and carefully designed instructional procedures.

REFERENCES

1. Blake, R. J. (2008). *New Trends in Using Technology in the Language Curriculum*. **Annual Review of Applied Linguistics**, 28, 59–79. Cambridge University Press.
2. Grgurović, M., Chapelle, C. A., & Shelley, M. C. (2013). *A Meta-Analysis of Effectiveness Studies on Computer Technology-Supported Language Learning*. **ReCALL**, 25(2), 160–179. Cambridge University Press.
3. Council of Europe. (2020). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment – Companion Volume*. Strasbourg: Council of Europe.
4. UNESCO. (2023). *Global Education Monitoring Report 2023: Technology in Education – A Tool on Whose Terms?* Paris: UNESCO.