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INTEGRATION OF DIGITAL TOOLS AS INSTRUMENTAL IN ENHANCING STUDENTS' COMMUNICATIVE ABILITIES

Annotation

This article describes the transformative influence of integrating digital tools and platforms on students' communicative abilities within educational settings. The study focuses on the use of various digital tools and platforms to facilitate language learning and communication skills development among students. The research aims to explore the extent to which the integration of digital technologies contributes to enhancing students' proficiency in verbal and written communication. The article deals with findings that indicate a positive correlation between the integration of digital tools and platforms and students' communicative abilities.

Key words: Integration, digital tools, platforms, students, communicative, abilities, educational, multimedia resources.

ИНТЕГРАЦИЯ ЦИФРОВЫХ ИНСТРУМЕНТОВ КАК СРЕДСТВА ПОВЫШЕНИЯ КОММУНИКАТИВНЫХ СПОСОБНОСТЕЙ СТУДЕНТОВ

Аннотация

В этой статье описывается преобразующее влияние интеграции цифровых инструментов и платформ на коммуникативные способности студентов в образовательных учреждениях. Исследование сосредоточено на использовании различных цифровых инструментов и платформ для облегчения изучения языка и развития коммуникативных навыков среди студентов. Целью исследования является изучение степени, в которой интеграция цифровых технологий способствует повышению навыков студентов в устном и письменном общении.

Ключевые слова: Интеграция, цифровые инструменты, платформы, студенты, коммуникативные способности, образовательные, мультимедийные ресурсы.

TALABALARNING KOMMUNIKATIV QOBILIYATLARINI OSHIRISHDA RAQAMLI VOSITALARNI INTEGRATSIYALASHUVI

Annotatsiya

Ushbu maqola raqamli vositalar va platformalarni integratsiyalashning ta'lim muassasalarida talabalarning kommunikativ qobiliyatlariga transformativ ta'sirini tasvirlaydi. Tadqiqot talabalar o'rtasida til o'rganish va muloqot qobiliyatlarini rivojlantirish uchun turli xil raqamli vositalar va platformalardan foydalanishga qaratilgan. Tadqiqot raqamli texnologiyalar integratsiyasi talabalarning og'zaki va yozma muloqotdagi malakasini oshirishga qanchalik hissa qo'shishini o'rganishga qaratilgan. Maqolada raqamli vositalar va platformalar integratsiyasi va talabalarning kommunikativ qobiliyatlari o'rtasidagi ijobiy bog'liqlikni ko'rsatadigan topilmalar ko'rib chiqiladi.

Kalit so'zlar: Integratsiya, raqamli vositalar, platformalar, talabalar, kommunikativ, qobiliyatlar, ta'lim, multimedia resurslari.

Introduction. In the dynamic landscape of contemporary education, the integration of digital tools and platforms has emerged as a transformative force, revolutionizing traditional teaching and learning paradigms. As we navigate an era marked by rapid technological advancements, the role of digital tools in education has become increasingly crucial, with educators seeking innovative ways to engage and empower students. One significant facet of this educational evolution is the profound impact digital tools and platforms have on enhancing students' communicative abilities. Communication is a fundamental skill that transcends academic disciplines and is essential for success in both educational and professional contexts. The ability to express thoughts coherently, engage in meaningful dialogue, and comprehend diverse forms of communication is integral to intellectual and social development. Recognizing this, educational stakeholders have turned to digital tools and platforms as facilitators for bolstering students' communicative prowess. Moreover, the digital integration approach demonstrates potential benefits in improving both oral and written communication skills, including language proficiency, vocabulary expansion, and the ability to express ideas coherently.

This research endeavors to delve into the multifaceted relationship between the integration of digital tools and platforms and the enhancement of students' communicative abilities. By scrutinizing the landscape of digital integration in educational settings, we aim to uncover the varied mechanisms through which these tools contribute to the development of effective communication skills. This exploration extends beyond conventional teaching methodologies, as we investigate the specific digital interventions that have proven instrumental in fostering communicative competence among students. The motivation for this research stems from the growing consensus that the digital realm offers unique opportunities to cultivate communication skills in ways that traditional methods may not fully capture. From collaborative online platforms and multimedia presentations to virtual communication tools, the possibilities are vast. Understanding how these tools can be effectively harnessed to nurture students' communicative abilities is not only pertinent to educators but also holds implications for broader societal advancement, where effective communication is indispensable.

As we embark on this exploration, it is crucial to consider the potential challenges and drawbacks associated

with the integration of digital tools in education. By critically examining both the benefits and limitations, this research seeks to provide a comprehensive understanding of the intricate dynamics involved. Ultimately, the findings of this study aim to inform educators, policymakers, and researchers about the optimal integration strategies for digital tools and platforms, offering insights into how they can be leveraged to enhance students' communicative abilities and, by extension, prepare them for the multifaceted challenges of the 21st-century global landscape.

Literature review. In the rapidly evolving landscape of education, the integration of digital tools and platforms has become a focal point in enhancing students' communicative abilities. This literature review aims to explore and synthesize existing research on the impact of digital tools and platforms on students' communication skills. The selected studies shed light on the effectiveness of integrating technology into educational settings, providing insights into the various tools used and their contributions to fostering better communicative abilities among students.

I. Digital Tools and Platforms in Education: Prensky examines the concept of digital natives and discusses how educators can leverage digital tools to engage students in meaningful ways, ultimately enhancing their communicative skills. Warschauer [5] investigates the impact of integrating laptops into the classroom environment, emphasizing the role of digital literacy in improving students' communication proficiency.

II. Social Media and Communication: This study explores how the use of Twitter in an educational context positively influences student engagement and, consequently,

Table No. 1

Definitions of competencies.

Competencies	Definitions
Linguistic competence	Linguistic competence presupposes deep knowledge of general linguistics and speech theory, which given only by the philological faculty of the university. (M.R.Lvov)
	Linguistic abilities are manifested in knowledge of language and in the development of speech. In the latter case, one can distinguish and separately consider abilities related to oral and written speech, their monologue and dialogic forms Knowledge of a language presupposes knowledge of information related to vocabulary, grammar, morphology, stylistics and much more that relates to language. To develop linguistic abilities, you need to read a lot, communicate, compose oral and written texts, and public speaking. Only in case that Communicative competence Native language Uzbek language Foreign language student can master oral speech if he learns to understand others, evaluate their reactions to his own statements, accurately and concisely express his own experiences and thoughts. Note that for this it is necessary to learn to use not only speech as such, but also the so-called paralinguistic components of communication - facial expressions, gestures, pantomime.
	Formation of linguistic (linguistics) competence, which includes mastering knowledge about language as a social phenomenon and sign system, the structure and functioning of the Russian language, necessary information about Russian studies, mastering the skills and abilities of analyzing phenomena and facts of language, developing skills in assessing one's activities obtained results, self-esteem, self-analysis.
Language competence	Linguistic competence, that is, knowledge of grammar, phonetics, vocabulary, and stylistics of the language being studied, can be achieved to some extent in secondary school. It is very important that it is not divorced from speech activity, but serves as its theoretical basis - through the analysis and synthesis of texts in the target language.
	The formation of language competence includes mastering the richness of the language itself, enriching the vocabulary and grammatical structure of students' speech, mastering language norms, including spelling and punctuation.
Communicative competence	The formation of communicative competence involves mastering various types of speech activity in different spheres of communication on the basis of speech science knowledge, the formation of a student's communicative culture.
Cultural competence	The formation of cultural competence involves awareness of language as a form of expression of national culture, the national and cultural specifics of the Russian language. The formation of cultural competence provides a body of knowledge about the material and spiritual culture of the Russian people, about their socio-cultural stereotypes of speech communication, units with a national-cultural component of meaning.

As the analysis of the definitions presented in the table shows, if competencies are defined separately, it turns out that the knowledge base comes to the fore. And this largely leads to a theoretical approach to teaching the native language.

A different perspective was presented by A.N. Shchukin [7], who posited that communicative competence is underpinned by a collection of abilities enabling active participation in verbal communication in both its productive and receptive facets. This form of competence draws upon

Table No. 2

Composition of communicative competence

Communicative competence		
Linguistic (linguistic) competence	Speech competence	Discursive competence
It means a body of knowledge about the language system, the rules for the functioning of language units in speech, and the ability to use this system to understand other people's thoughts and express one's own judgments in oral and written speech.	It means knowledge of the methods of forming and formulating thoughts using language, providing the ability to organize and carry out speech action (realize communicative intention) and the ability to use such methods to understand the thoughts of other people and express one's own judgments orally and in writing in various communication situations.	Refers to the learner's ability to use specific strategies to construct and interpret text.

their communicative abilities. Ellison et al. [2] investigate the relationship between Facebook use and the development of social capital, emphasizing the role of online social platforms in improving students' communicative networks.

III. Multimedia and Multimodal Learning: Mayer [3] discusses the cognitive theory of multimedia learning, providing insights into how the integration of various digital media can enhance students' understanding and communication of complex concepts. Spires et al. [4] present a framework for effective technology integration, emphasizing the importance of considering multiple modalities to enhance communication skills in educational settings.

The integration of digital tools and platforms has proven to be instrumental in enhancing students' communicative abilities across various educational contexts. From fostering digital literacy to leveraging social media and embracing multimedia learning, the literature reviewed underscores the positive impact of technology on students' communication skills. As educators continue to navigate the digital landscape, these findings provide valuable insights into effective strategies for integrating technology in ways that promote meaningful communication and learning outcomes.

Methodology. The interpretation of communicative competence varies among numerous researchers and is generally comprised of language, linguistic, speech, cultural, and other competencies. While some researchers perceive these competencies as independent entities, not constituting part of communicative competence, others integrate their contents into the overall definition. This integration is evident in the definitions provided by researchers such as M.R. Lvov [8], R.S. Nemov [9] (refer to Table No. 1).

various other competencies, encompassing linguistic (language), sociolinguistic (speech), discursive, strategic, social, sociocultural, subject, and professional competencies as integral components of communicative competence. We adopt A.N. Shchukin's delineations of linguistic (language), speech, and discursive competencies as constituents within the framework of communicative competence [7. pp. 217-222] (refer to Table No. 2).

Discussion. In our perspective, competencies such as linguistic, speech, discursive, and linguoculturological play a pivotal role in refining and specifying the overarching concept of communicative competence. The process of cultivating communicative competence in the teaching of the native language elucidates the distinct roles, connections, and significance of each component. Communicative competence, therefore, encompasses proficiency in the native language, the ability to think and communicate effectively in both oral and written forms of expression. Linguistic competence refers to students' capability to engage in cognitive activities utilizing acquired knowledge, including concepts, rules, and algorithms. Speech competence involves understanding the mechanisms for shaping thoughts in the native language and employing them in verbal expressions.

Discursive competence is evident in students' capacity to strategize the creation and interpretation of texts in their native language, while cultural competence entails grasping and comprehending discourse. Over the course of native language lessons, communicative competence gradually integrates into a key educational competency, defined as "knowledge of languages, methods of interacting with both immediate and distant individuals and events, skills in group

and team collaboration, and mastery of various social roles" [10, P.247-248]. This signifies communicative competence at a meta-subject level, evolving in close correlation with universal communicative educational activities, where the native language holds a central position. Consequently, the academic subject "Native Language" should serve as the guiding element in this system. Thus, the communicative skills honed during native language lessons necessitate systematic expansion.

Conclusion. In summary, the integration of digital tools and platforms has proven to be a transformative and instrumental factor in enhancing students' communicative abilities. This research has shed light on the profound impact that technology can have on educational practices, particularly in the context of fostering effective communication skills among students. Moreover, the research underscores the role of digital tools in breaking down geographical barriers, facilitating collaborative learning experiences, and promoting real-time interaction. The asynchronous and synchronous nature of digital communication allows students to engage in discussions, share ideas, and receive timely feedback, contributing to the overall improvement of their communicative proficiency.

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