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EXPLORING CHALLENGES AND INNOVATIONS IN DEVELOPING COMMUNICATIVE COMPETENCE

Annotation

Communicative competence plays a pivotal role in ESL education, encompassing both oral and written proficiency in diverse situations. This study delves into research findings on communicative competence, focusing on challenges faced by ESL students, assessing intercultural communicative competence, and implementing successful strategies in the classroom.

Keywords: Communicative competence, ESL education, challenges, teaching methods, technology, intercultural communicative competence, language learning, Computer-Assisted Language Learning (CALL)

ИЗУЧЕНИЕ ПРОБЛЕМ И ИННОВАЦИЙ В РАЗВИТИИ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ

Аннотация

Коммуникативная компетентность играет ключевую роль в образовании ESL, охватывая как устную, так и письменную речь в различных ситуациях. Это исследование углубляется в результаты исследований коммуникативной компетентности, уделяя особое внимание проблемам, с которыми сталкиваются студенты ESL, оценивая межкультурную коммуникативную компетентность и реализуя успешные стратегии в классе.

Ключевые слова: коммуникативная компетентность, ESL-образование, проблемы, методы обучения, технологии, межкультурная коммуникативная компетентность, изучение языка, компьютерное изучение языка (CALL)

KOMMUNIKATIV KOMPETENTSIYANI RIVOJLANTIRISH MUAMMOLARI VA BU SOHADAGI INNOVATSIYALAR TADQIQI

Annotatsiya

Kommunikativ kompetentsiya ikkinchi til sifatida ingliz tilini o'qitishda muhim rol o'ynaydi, hamda turli vaziyatlarda og'zaki va yozma malakadan foydalana olish qobiliyatini anglatadi. Ushbu maqolada kommunikativ kompetentsiyani rivojlantirish bo'yicha amalga oshirilgan tadqiqot ishlari natijalari aks etgan bo'lib, ikkinchi til sifatida ingliz tilini o'rganayotgan talabalar duch keladigan muammolarga e'tibor qaratiladi, madaniyatlararo kommunikativ kompetentsiyani baholash va darsda muvaffaqiyatli strategiyalarni amalga oshirish haqida so'z boradi.

Kalit so'zlar: Kommunikativ kompetentsiya, ESL ta'limi, muammolar, ta'lim metodlari, texnologiya, madaniyatlararo kommunikativ kompetentsiya, til o'rganish, kompyuter yordamida til o'rganish (CALL)

Introduction. Communicative competence is a crucial aspect in teaching ESL. It encompasses the ability to communicate in English freely, both orally and in writing, in different situations. Therefore, to study research findings related to communicative competence in ESL, focusing on the challenges faced by ESL students and the assessment of intercultural communicative competence in the classroom, and implementing their achievements in the classroom are really important issues in teaching ESL.

Literature Review. However, as studies show, there are certain problems for ESL Students in developing their communicative competence. For example, Z. Gan's study showed that insufficient opportunities to speak English in lectures and tutorials, lack of focus on language improvement in the curriculum, and an input-poor environment for spoken communication in English outside of class contributed to a range of problems for ESL students [1]. These findings show that there is a need for further developing the effectiveness of the current ESL curriculum and a more intensive language atmosphere in the classroom[1]. It means that ESL teachers must create more opportunities for students to practice speaking English and design a curriculum that takes the language improvement into consideration.

M.Byram, P.Holmes, and N.Savvides compared the impact of clickers, the communicative approach, and the lecture method on the development of communicative competence in ESL learners [2]. Their study found that the

communicative approach was the most effective in promoting communicative competence. This suggests that interactive and student-centered teaching methods are crucial in ESL education.

The study by N. Azlan and S. Narasuman examined the relationship between ICT competence, infrastructure and online resources, working environment, and teachers' intention to adopt online educational technologies [3]. This study highlights the importance of integrating technology in ESL classrooms to enhance communicative competence.

V.Veen et al. investigated the opinions and attitudes of EFL teachers in China on the assessment of intercultural communicative competence [4]. This study emphasizes the importance of assessing and evaluating intercultural communicative competence in ESL education to ensure its effective development.

Despite the existing research on communicative competence in ESL education, there are still several knowledge gaps that need to be addressed. Firstly, there is a need for more research on the specific challenges faced by ESL teachers in developing communicative competence among their students.

Secondly, further research is needed to explore the impact of different teaching approaches and technologies on the development of communicative competence in ESL learners. This can help identify the most effective strategies

and tools for promoting communicative competence in diverse ESL contexts.

Lastly, future research should focus on the assessment and evaluation of intercultural communicative competence in ESL education. This can provide insights into the effectiveness of current assessment methods and inform the development of more comprehensive and valid assessment tools.

Results. The global demand for English proficiency has led to a surge in ESL education, emphasizing the acquisition of communicative competence. In the past, traditional teaching approaches were used in teaching languages, such as grammar-translation method, audio-lingual method, communicative language teaching, task-based language teaching. Below we will discuss each of them.

Grammar-Translation Method. The historical Grammar-Translation method, emphasizing explicit grammar instruction and translation exercises, has been a longstanding approach. While criticized for its lack of communicative focus, it laid the foundation for grammatical accuracy.

Audio-Lingual Method. The Audio-Lingual method, rooted in behaviorism, stresses repetitive drills and habit formation. While effective for language production, it has been criticized for its limited emphasis on comprehension and creativity.

Communicative Language Teaching (CLT). CLT prioritizes meaningful interaction. Role plays, simulations, and information gap activities provide ESL learners with opportunities to apply language in authentic contexts, fostering communicative competence.

Task-Based Language Teaching (TBLT): TBLT integrates language learning with task completion. By engaging in real-world tasks, learners develop communicative strategies and apply language skills to solve problems.

Discussion. However, in developing communicative competence of students the following educational-innovative methods are found to be effective.

Computer-Assisted Language Learning (CALL). CALL tools, including language learning software, interactive websites, and language apps, offer personalized learning experiences. Learners engage with multimedia resources to enhance their communicative skills.

CALL tools have revolutionized language education by offering personalized learning experiences. Language learning software provides interactive lessons tailored to individual proficiency levels, enabling learners to engage with multimedia resources. Interactive websites and language apps further enhance communicative skills by incorporating real-life scenarios and interactive exercises. Researches show that the impact of CALL tools on language acquisition is high, emphasizing their role in fostering personalized and effective learning environments.

Virtual Reality (VR) and Augmented Reality (AR). Immersive technologies like VR and AR provide virtual environments for authentic language use. Learners interact with computer-generated scenarios, enhancing their communicative competence in realistic settings.

Immersive environments in VR allow learners to engage with educational content in a way that traditional methods cannot replicate. Subjects like history, science, and geography can be experienced firsthand. AR overlays digital information onto the real world, creating interactive and dynamic learning experiences. This is particularly beneficial in contextualizing information.

Simulations in VR enable users to practice and develop skills in a risk-free environment. This is valuable for professions such as medicine, aviation, and emergency services. AR can provide real-time guidance and information, enhancing skills development in fields like maintenance, repair, and assembly.

Both VR and AR offer a high level of engagement by immersing users in interactive and dynamic content. This engagement can lead to better retention of information. Users can experience realistic scenarios and environments, contributing to a more authentic and impactful learning or training experience. Overlaying digital information onto the real world allows users to interact with and respond to their actual surroundings in real-time.

Virtual environments facilitate remote collaboration, enabling individuals from different locations to interact and work together as if they were in the same physical space. AR can enhance remote assistance by providing real-time information and guidance in a user's field of view.

In industrial settings, AR can provide workers with real-time information, instructions, and schematics, improving efficiency and reducing errors. Both technologies are becoming more accessible, with advancements in hardware and software, making them available for a broader range of applications.

While there are numerous positive aspects, it's essential to acknowledge that challenges, such as cost, technological barriers, and potential ethical considerations, also exist. However, ongoing advancements in VR and AR technology continue to address and mitigate many of these challenges.

In using these methods, we come across several challenges and considerations. While these approaches and technologies have shown promise, challenges exist. Access to technology, teacher training, and cultural considerations impact the effectiveness of these methods. Striking a balance between technology and traditional methods is essential for comprehensive ESL education.

Conclusion. In conclusion, this study underscores the critical importance of communicative competence in ESL education. Addressing challenges identified in current research and embracing innovative teaching methods are essential for fostering proficiency in ESL learners. The integration of technology, such as CALL, VR, and AR, offers promising avenues for authentic language experiences. However, it is imperative to navigate challenges related to technology access, teacher training, and cultural nuances to ensure a comprehensive and effective ESL education. Future research should continue to explore these areas to refine teaching practices and promote communicative competence in diverse ESL contexts.

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