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MODERN APPROACHES TO COMMUNICATIVE COMPETENCE IN ENGLISH LANGUAGE TEACHING

Annotation

This article examines the concept of communicative competence, which has undergone significant transformation in response to globalization, the digitalization of education, and the rapid development of artificial intelligence. It analyzes contemporary approaches to communicative competence in English language teaching by examining both classical theoretical models and recent AI-oriented perspectives.

Key words: Communicative competence, English language teaching, artificial intelligence, generative AI, communicative language teaching, digital competence, AI-mediated interaction, personalized learning.

СОВРЕМЕННЫЕ ПОДХОДЫ К КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

В данной статье рассматривается понятие коммуникативной компетенции, которое претерпело значительные изменения под влиянием глобализации, цифровизации образования и стремительного развития искусственного интеллекта. Анализируются современные подходы к коммуникативной компетенции в преподавании английского языка на основе как классических теоретических моделей, так и новейших концепций, ориентированных на использование искусственного интеллекта.

Ключевые слова: Коммуникативная компетенция, преподавание английского языка, искусственный интеллект, генеративный искусственный интеллект, коммуникативное обучение языку, цифровая компетенция, взаимодействие, опосредованное искусственным интеллектом, персонализированное обучение.

INGLIZ TILINI O'QITISHDA KOMMUNIKATIV KOMPETENSIYAGA ZAMONAVIY YONDASHUVLAR

Annotatsiya

Mazkur maqolada globallashuv, ta'limning raqamlashtirilishi hamda sun'iy intellekt texnologiyalarining jadal rivojlanishi ta'sirida sezilarli darajada o'zgargan kommunikativ kompetensiya tushunchasi tahlil qilinadi. Unda ingliz tilini o'qitishda kommunikativ kompetensiyaga oid zamonaviy yondashuvlar klassik nazariy modellar hamda sun'iy intellektga yo'naltirilgan yangi konseptsyalar asosida ko'rib chiqiladi.

Kalit so'zlar: Kommunikativ kompetensiya, ingliz tilini o'qitish, sun'iy intellekt, generativ sun'iy intellekt, kommunikativ til o'qitish, raqamli kompetensiya, sun'iy intellekt vositasida o'zaro muloqot, shaxsga yo'naltirilgan ta'lim.

Introduction. The problem of developing communicative competence becomes more pertinent in light of globalization, the digitization of education, and the quick advancement of artificial intelligence technology. The level of competency in a foreign language must meet new standards set by modern culture, which go much beyond simply knowing the fundamentals of grammar and vocabulary. These days, the capacity to use language successfully in a variety of communicative contexts, engage with people from diverse cultural backgrounds, critically assess information, and adjust to the ever evolving landscape of digital communication is the main definition of English competence. For this reason, one of the main tenets of contemporary foreign language instruction is the idea of communicative competence.

There is no single definition of communicative competence in the scientific literature, which is explained by the versatility of this phenomenon and its constant evolution. Over the past fifty years, researchers have repeatedly revised the content of this concept, expanding its structure and including new components reflecting changes in the linguistic practice of society. While initially the main focus was on the ability to use language in accordance with communication norms, modern research increasingly considers communicative

competence as an integrative system of linguistic, socio-cultural, pragmatic, strategic and digital skills [1].

The founder of the modern concept of communicative competence is rightly considered to be the American sociolinguist D. Hymes, who in the early 1970s criticized the exclusively linguistic understanding of linguistic competence proposed by N. Chomsky. According to D. Hymes, language proficiency cannot be reduced only to knowledge of its grammatical system [2]. A person can make sentences accurately, but have difficulty using them in real communication. That is why the researcher introduced the concept of communicative competence, defining it as the ability to use language adequately to a specific social situation, taking into account communication participants, communication goals and cultural norms.

The concept of D. Hymes became the starting point for the formation of a communicative approach in teaching foreign languages [2]. Its importance lies primarily in shifting the focus from studying the language system to developing the ability to interact effectively in the communication process. Thus, learning a foreign language began to be seen as a process of forming a personality capable of using language in real life, and not just reproducing grammatically correct constructions.

A significant contribution to the further development of this theory was made by M. Canale and M. Swain, who proposed a model of communicative competence, which for several decades remained one of the most influential in the teaching of foreign languages [3]. The researchers identified four interrelated components: grammatical, sociolinguistic, discursive, and strategic competencies. This approach has significantly expanded the understanding of the process of learning a foreign language, showing that successful communication depends not only on knowledge of language units, but also on the ability to organize a coherent statement, take into account the peculiarities of the communicative situation and compensate for difficulties through special communication strategies.

The next stage in the development of the concept was the model of L. Bachman, who proposed to consider language competence as a system of interrelated components, including organizational and pragmatic competencies [4]. Unlike his predecessors, Bachman significantly increased attention to the functional side of the language, considering it primarily as a tool for achieving communicative goals. The researcher attached particular importance to the relationship between language knowledge and the ability to apply it in specific speech situations, which subsequently had a significant impact on the development of modern language testing systems and international exams.

A significant contribution to the improvement of the structure of communicative competence was made by M. Celce-Murcia, who proposed a model focused directly on the process of teaching a foreign language [5]. Unlike previous concepts, her model focuses on discursive competence that combines linguistic, sociocultural, interactive, strategic, and formulaic knowledge. This understanding reflects the modern tendency to consider communication as a dynamic process of joint construction of meaning, rather than as a mechanical reproduction of linguistic units.

It should be noted that these models were created at a time when the main communication space was direct interaction between people. Modern conditions have significantly changed the nature of communication. Today, communication is carried out through digital platforms, social networks, intelligent assistants and generative artificial intelligence systems. As a result, the content of communication competence itself has significantly expanded, since successful interaction requires not only language proficiency, but also the ability to effectively use digital tools, critically evaluate automatically created content, formulate queries to intelligent systems and interpret the results. It is these changes that have become the subject of modern research in the field of applied linguistics.

The newest stage in the development of the theory of communicative competence is associated with the research of Xiaoming Xi, who, in *Revisiting Communicative Competence in the Age of AI: Implications for Large-Scale Testing* (2025), proposes to rethink the classical concept in relation to the era of artificial intelligence. Analyzing the existing models of language competence, the researcher comes to the conclusion that traditional approaches no longer reflect the real conditions of modern communication. In his opinion, the digital environment has fundamentally changed the ways people interact: a significant part of communication today is mediated by intelligent technologies capable of generating texts, translating information, offering speech design options and acting as full-fledged participants in the communication process. In this regard, X. Xi proposes to expand the traditional structure of communicative competence to include AI-mediated interactive competence, which involves digital literacy, the

ability to effectively use artificial intelligence tools, critically evaluate the results of their work and integrate the information received into their own speech activity.

The rethinking of communicative competence in the context of digitalization of education is due not only to the rapid development of technology, but also to a change in the very nature of interpersonal interaction. If in classical models communication was considered primarily as a process of information exchange between people, then in modern conditions it is increasingly carried out through digital platforms, intelligent systems and generative language models. This fact requires a revision of traditional methodological approaches to teaching foreign languages and an expansion of the content of communicative competence.

In recent years, researchers have focused on studying the relationship between digital literacy, communication skills, and artificial intelligence. According to Xiaoming Xi, modern language training models should take into account the ability of students to interact not only with the interlocutor, but also with intelligent digital systems. The researcher emphasizes that generative artificial intelligence has already ceased to be an exclusively auxiliary learning tool, becoming an independent participant in the communication process. For this reason, traditional criteria for assessing communicative competence require significant expansion to include skills in effective interaction with intelligent language systems, critical analysis of automatically generated texts, and the ability to make informed communication decisions in a digital environment.

It should be noted that this position reflects the current trend of transition from the traditional understanding of communicative competence to its integrative interpretation. Previously, the ability to use language correctly was central, but today researchers consider communicative competence as a set of interrelated cognitive, linguistic, socio-cultural, digital and strategic components. Such an understanding seems quite natural, since the effectiveness of communication is determined not only by the level of language training, but also by the ability to navigate the digital information space.

Developing this idea, A. Busso and B. Sanchez analyze the possibilities of using artificial intelligence in teaching English in the Japanese education system [6]. The authors conclude that the long-term orientation of the educational process mainly towards grammar and exam preparation significantly limited the development of students' real communication skills. The researchers consider the introduction of intelligent digital technologies capable of creating a secure communication environment for regular speech practice as one of the most effective ways to overcome this problem. The authors pay special attention to the psychological aspect of learning, noting that interaction with artificial intelligence significantly reduces language anxiety, promotes the development of students' confidence and stimulates their willingness to communicate verbally.

The presented conclusions seem to be very significant for modern methods of teaching foreign languages. The traditional learning model is often characterized by an insufficient amount of time devoted to the development of oral speech. Moreover, the fear of making a mistake often becomes one of the main factors preventing students from actively participating in communication activities. The use of intelligent language models makes it possible to partially solve this problem due to the possibility of repeated performance of communicative tasks without the risk of negative evaluation by the teacher or classmates. Consequently, artificial intelligence is able to perform not only informational, but also psychological functions, creating favorable conditions for the gradual formation of students' communicative confidence.

Empirical evidence for this position is presented in research published in the journal *System*. One of them analyzes the influence of various generative chatbots on students' Willingness to Communicate, the level of language anxiety, the subjective assessment of their own communicative competence, and the quality of oral speech. The results of the experiment indicate that the use of multimodal generative chatbots contributes to a statistically significant increase in the communicative activity of students, reducing the fear of oral communication and improving the quality of speech interaction. Particularly noticeable changes were recorded in students who regularly interacted with intelligent conversational agents that support voice communication and simulate natural dialogue [7].

It is important to pay attention to the fact that the authors of this study associate the results obtained not so much with the technological capabilities of artificial intelligence, but rather with a change in the nature of educational communication. Generative models provide continuous feedback, allow you to repeat communicative situations many times, instantly correct mistakes and offer various options for the linguistic design of statements.

Thus, modern empirical research suggests that artificial intelligence has an impact not only on the development of

individual language skills, but also on more complex psychological mechanisms of speech activity. This is what distinguishes modern digital technologies from traditional computer-based learning tools used at previous stages of the development of CALL (Computer-Assisted Language Learning). While early software products primarily automated the performance of training exercises, modern generative models become full-fledged communication partners capable of maintaining a meaningful dialogue, modeling a variety of speech situations and adapting the learning process to the individual characteristics of each student.

From a scientific point of view, this transition is of fundamental importance, since it indicates a change in the very paradigm of communicative learning. The central task of the teacher is no longer the transfer of language knowledge, but the organization of an educational environment in which the student gets the opportunity to regularly participate in a variety of communicative situations, independently analyze the results of his own speech activity and use intellectual technologies as a means of improving communicative competence. In our opinion, this methodological position should become the basis for the development of a modern model for the formation of English-speaking communicative competence of high school students through artificial intelligence technologies.

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