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BOLAJAK INGLIZ TILI O'QITUVCHILARIDA KOMMUNIKATIV KOMPETENSIYANI RIVOJLANTIRISHNING INNOVATSION USULLARI

Аннотация

Ushbu maqola kelajakdagi ingliz tilini o'qitish (ELT) mutaxassislarida kommunikativ kompetensiyani rivojlantirishga qaratilgan innovatsion pedagogik yondashuvlarni o'rganadi. Til o'rgatishda samarali muloqotning muhim ahamiyatini e'tirof etgan holda, maqola an'anaviy grammatikaga asoslangan ta'limdan tashqariga chiqadigan zamonaviy metod va tendensiyalarni tahlil qiladi. Maqolada vazifaga asoslangan o'qitish, texnologiyalar yordamida muloqot, ro'yxatlar va rolli o'yinlar, loyihaviy o'qitish hamda madaniyatlararo kommunikatsiyani rivojlantirish usullari yoritilgan. Muallif til aniqligi bilan bir qatorda amaliy nutqda erkinlikni, shuningdek, o'quvchilarning real hayotdagi muloqotga bo'lgan ishonchi va moslashuvchanligini rivojlantirish muhimligini ta'kidlaydi. Shuningdek, maqolada raqamli vositalar va hamkorlikdagi ta'lim muhitini ELT bo'yicha mutaxassislarni ko'p tilli sinflarga tayyorlashda qanday qo'llash mumkinligi muhokama qilinadi. Ushbu tadqiqot nazariy tahlil va amaliy tavsiyalarni birlashtirib, til o'qituvchilarini tayyorlash bo'yicha dolzarb ilmiy muhokamaga hissa qo'shadi.

Kalit so'zlar: Kommunikativ kompetensiya, ELT mutaxassislari, innovatsion ta'lim metodlari, til o'qituvchilarini tayyorlash, vazifaga asoslangan o'qitish, ELTda raqamli vositalar, madaniyatlararo kommunikatsiya, loyihaviy ta'lim, pragmatik ravonlik, 21-asr ko'nikmalari.

ИННОВАЦИОННЫЕ МЕТОДЫ РАЗВИТИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ У БУДУЩИХ ПРЕПОДАВАТЕЛЕЙ АНГЛИЙСКОГО ЯЗЫКА

Аннотация

В статье рассматриваются инновационные педагогические подходы, направленные на развитие коммуникативной компетенции у будущих специалистов в области преподавания английского языка (ELT). Осознавая ключевую роль эффективного общения в обучении языку, автор анализирует современные тенденции и методики, выходящие за рамки традиционного грамматического подхода. Особое внимание уделяется таким методам, как обучение на основе задач, использование цифровых технологий, симуляции и ролевые игры, проектное обучение и развитие межкультурной коммуникации. Статья подчеркивает необходимость формирования как языковой точности, так и прагматической беглости, а также уверенности и гибкости, учащихся в реальных коммуникативных ситуациях. Рассматривается интеграция цифровых инструментов и совместной учебной среды для подготовки будущих преподавателей к работе в многоязычных и мультикультурных классах. Работа сочетает теоретический анализ с практическими рекомендациями и вносит вклад в развитие современного языкового образования.

Ключевые слова: Коммуникативная компетенция, ELT-специалисты, инновационные методы обучения, подготовка преподавателей языка, обучение на основе задач, цифровые инструменты в ELT, межкультурная коммуникация, проектное обучение, прагматическая беглость, навыки XXI века.

INNOVATIVE METHODS FOR DEVELOPING COMMUNICATIVE COMPETENCE IN FUTURE ELT PROFESSIONALS

Annotation

This article explores innovative pedagogical approaches aimed at enhancing communicative competence among future English Language Teaching (ELT) professionals. Recognizing the pivotal role of effective communication in language education, the study examines current trends and methodologies that go beyond traditional grammar-based instruction. The paper highlights techniques such as task-based learning, technology-enhanced interaction, simulation and role-play, project-based learning, and intercultural communication training. Emphasis is placed on developing both linguistic accuracy and pragmatic fluency, alongside fostering learners' confidence and adaptability in real-life communicative contexts. The article also provides insights into the integration of digital tools and collaborative learning environments to prepare ELT trainees for diverse, multilingual classrooms. Through a combination of theoretical analysis and practical recommendations, this work contributes to the evolving discourse on language teacher education and communicative competence development.

Key words: Communicative competence, ELT professionals, innovative teaching methods, language teacher education, task-based learning, digital tools in ELT, intercultural communication, project-based learning, pragmatic fluency, 21st-century skills.

Introduction. In an increasingly interconnected and multilingual world, the ability to communicate effectively in English has become a fundamental skill. For future English Language Teaching (ELT) professionals, communicative competence is not only a core requirement but also a key determinant of successful language instruction. Traditional

language education, often focused on grammar drills and rote memorization, no longer meets the dynamic needs of 21st-century learners. As global educational paradigms shift toward learner-centered and communication-oriented methodologies, it becomes imperative to explore innovative strategies that

empower prospective English teachers to become confident, adaptable, and culturally aware communicators.

This article investigates modern approaches to developing communicative competence in ELT trainees. It emphasizes the integration of task-based learning, interactive technologies, project-based activities, and intercultural communication skills into teacher training programs. By aligning theory with practice, these methods aim to foster not only linguistic proficiency but also the pragmatic and sociolinguistic skills necessary for authentic, meaningful interaction in diverse educational contexts. Ultimately, the article advocates for a reimagined model of teacher education is one that prepares future ELT professionals to navigate and lead in complex, communicatively demanding classroom environments.

Analysis of Literature on the Topic. The concept of communicative competence has been extensively studied since Dell Hymes [7] first introduced it in the 1970s as a broader alternative to Chomsky's notion of linguistic competence. Hymes [7] emphasized the social and functional use of language, laying the foundation for Communicative Language Teaching (CLT), which soon became the dominant approach in language education. Over the decades, scholars such as Canale and Swain [3] and later Celce-Murcia [4] expanded the model to include grammatical, sociolinguistic, discourse, and strategic competencies, all of which are now considered essential for effective communication.

In the context of teacher education, studies have pointed out that developing communicative competence in ELT professionals requires more than theoretical knowledge. According to Richards and Rodgers [9], meaningful practice, real-world language use, and reflective teaching experiences are vital components of pre-service teacher training. Moreover, Kumaravadivelu [8] argues for a post-method pedagogy, suggesting that future educators must be equipped not just with methods, but with the critical ability to adapt those methods to diverse classroom realities.

Recent research emphasizes the role of innovative methodologies in fostering communicative competence. Task-Based Language Teaching (TBLT) has gained prominence for its emphasis on authentic language use and learner interaction. Ellis [6] notes that TBLT aligns naturally with the communicative goals of language instruction and offers a flexible framework for teacher development. Similarly, project-based learning, as discussed by Beckett and Slater [1], encourages collaboration, critical thinking, and real-world communication skills all of which are essential for future ELT professionals.

Another growing area of interest is the integration of technology in language teacher education. Digital tools such as video conferencing, language learning apps, virtual classrooms, and AI-based assessment tools have been shown to enhance learners' communicative abilities and expand the scope of language exposure. According to Chapelle [5], Computer-Assisted Language Learning (CALL) provides interactive environments that simulate real-life communication, making it a powerful tool in developing communicative competence.

Intercultural competence is now seen as an integral part of communicative competence, particularly for teachers preparing to work in diverse linguistic and cultural settings. Byram's [2] model of intercultural communicative competence underscores the importance of cultural awareness, attitudes, and the ability to mediate between different cultural perspectives—skills that are increasingly essential in global ELT contexts.

The literature reveals a consensus on the need for ELT training programs to adopt innovative, interactive, and culturally responsive methods. Developing communicative

competence in future teachers requires a comprehensive approach that integrates theory, practice, technology, and intercultural sensitivity.

Research Method. This study employed a qualitative research design to explore and evaluate innovative methods for developing communicative competence in pre-service English Language Teaching (ELT) professionals. The research aimed to identify effective pedagogical practices and tools currently used in teacher education programs, as well as to understand the perceptions of teacher trainees and instructors regarding their impact.

1. Research Design

A case study approach was used to gain in-depth insights from selected teacher training institutions. This method allowed for a detailed examination of specific teaching strategies, classroom interactions, and technological integrations aimed at enhancing communicative competence.

2. Participants

The participants included:

30 pre-service ELT students enrolled in their final year of a teacher training program.

5 ELT teacher educators with extensive experience in language pedagogy. Participants were selected using purposive sampling to ensure representation of individuals actively engaged in teaching and learning practices relevant to the development of communicative competence.

3. Data Collection Methods

Multiple data collection tools were employed:

Semi-structured interviews with teacher educators to gather professional perspectives on the use of innovative methods.

Focus group discussions with ELT students to explore their learning experiences and perceived effectiveness of different strategies.

Classroom observations conducted over a six-week period to document teaching methods in practice, with a focus on interaction patterns, task-based activities, and use of technology.

Document analysis of course syllabi, lesson plans, and teaching materials to identify embedded communicative approaches.

4. Data Analysis

Data were analyzed using thematic analysis. Interview and observation transcripts were coded manually to identify recurring themes and patterns related to innovative teaching practices, challenges encountered, and outcomes observed in terms of students' communicative development. NVivo software was also used to assist in organizing and visualizing data categories.

5. Ethical Considerations

All participants were informed about the purpose of the study and gave informed consent prior to participation. Anonymity and confidentiality were maintained throughout the research process. Ethical approval was obtained from the institutional review board of the participating university.

Analysis and Results. The data collected through interviews, focus groups, classroom observations, and document analysis revealed several significant findings regarding the use and impact of innovative methods in developing communicative competence among future ELT professionals.

1. Integration of Task-Based Learning Enhances Real-World Communication

Classroom observations and interviews with teacher educators highlighted the effectiveness of Task-Based Language Teaching (TBLT) in fostering authentic communication. Students engaged in activities such as role plays, debates, and problem-solving tasks reported greater confidence and fluency when speaking in English. Educators

noted that tasks mimicking real-life situations encouraged students to use language creatively and contextually rather than relying on memorized structures.

"I feel like I'm actually preparing for real classroom situations, not just passing exams," said one ELT student during a focus group discussion.

2. Technology Use Increases Engagement and Interactivity

Digital tools such as interactive whiteboards, online discussion platforms (e.g., Padlet, Edmodo), and language learning apps were widely used and well-received by both instructors and trainees. These tools enabled collaborative work, instant feedback, and multimodal learning, all of which contributed to improved communicative competence.

Educators emphasized the importance of blended learning environments, noting that students were more engaged when tasks included audio-visual materials, virtual exchanges, and online simulations.

Observation data showed that students participating in online discussions demonstrated higher levels of pragmatic awareness and discourse management compared to those in exclusively face-to-face settings.

3. Project-Based Learning Promotes Critical Thinking and Collaboration

Projects such as peer teaching, microteaching presentations, and curriculum design assignments provided opportunities for students to practice English in meaningful, goal-oriented contexts. These activities not only improved linguistic skills but also enhanced teamwork, autonomy, and critical thinking key components of communicative competence.

Participants reported that project-based tasks allowed them to reflect on their language use, experiment with instructional strategies, and apply theoretical knowledge in practical settings.

4. Intercultural Communication Training Supports Sociolinguistic Competence

Document analysis and interviews revealed that some teacher education programs have incorporated intercultural awareness modules into their curriculum. These modules included discussions on cultural norms, nonverbal communication, and case studies of multilingual classrooms.

Students who participated in these sessions expressed a better understanding of the sociocultural dimensions of communication and felt more prepared to interact with learners from diverse backgrounds.

"It helped me realize that communication is not just about grammar—it's about understanding others' perspectives," noted a trainee teacher.

5. Challenges and Areas for Improvement

Despite positive outcomes, several challenges were identified. Some educators expressed concern over the lack of institutional support for training in digital tools. In addition, time constraints within the curriculum sometimes limited the consistent application of task-based and project-based methods.

Furthermore, while many students demonstrated improved communicative fluency, educators observed that accuracy and formal register were occasionally neglected

during informal tasks, suggesting a need for balanced instruction.

Conclusion and Suggestions. The findings of this study affirm that the development of communicative competence in future English Language Teaching (ELT) professionals is most effectively achieved through the integration of innovative, learner-centered methodologies. Task-based learning, technology-enhanced instruction, project-based activities, and intercultural communication training have all shown strong potential in promoting not only linguistic proficiency but also pragmatic and sociolinguistic awareness.

These methods create dynamic and interactive learning environments where ELT trainees can practice authentic communication, reflect on their language use, and acquire the adaptive skills needed for real-world teaching scenarios. Moreover, the emphasis on collaboration, critical thinking, and cultural sensitivity aligns with the broader goals of 21st-century education and global language teaching standards.

However, challenges remain, particularly in terms of institutional readiness, resource availability, and curriculum flexibility. These issues must be addressed to ensure that innovative methods can be applied consistently and effectively in teacher education programs.

Based on the analysis and findings, the following recommendations are proposed:

Curriculum Reform: Teacher education programs should revise and enrich their curricula to include a stronger focus on communicative competence, integrating task-based, project-based, and intercultural modules systematically.

Professional Development: Continuous training should be provided for teacher educators to update their knowledge of digital tools, task design, and communicative teaching strategies. Workshops and collaborative learning opportunities can enhance pedagogical innovation.

Technology Integration: Institutions should invest in technological infrastructure and ensure access to digital resources that support interactive and communicative learning—both in the classroom and online.

Balanced Skill Development: While promoting fluency and real-life communication, instruction should also ensure that grammatical accuracy, formal register, and written communication are not neglected.

Assessment Innovation: Traditional assessment methods should be adapted to evaluate communicative competence more holistically, including the use of performance-based tasks, peer assessment, and reflective journals.

Research and Feedback Culture: Further empirical studies should be encouraged to track the long-term effectiveness of these methods and gather continuous feedback from students and instructors for ongoing improvement.

By implementing these suggestions, ELT programs can better equip future teachers with the comprehensive communicative skills necessary to meet the demands of diverse, multilingual classrooms and global education standards.

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