

**THE ROLE OF INTERACTIVE TEACHING METHODS IN DEVELOPING
UNIVERSITY STUDENTS' COMMUNICATIVE COMPETENCE***Gulmira Rakhmonova**Urgench RANCH University of Technology***Abstract**

The development of communicative competence has become one of the primary objectives of modern higher education. In the context of globalization and increasing academic and professional mobility, university graduates are expected to possess not only subject-specific knowledge but also effective communication skills. This study examines the role of interactive teaching methods in developing university students' communicative competence. The research explores the theoretical foundations of communicative competence and analyzes the effectiveness of interactive methods such as role plays, discussions, debates, case studies, project-based learning, and collaborative tasks. The findings suggest that interactive teaching methods significantly enhance students' linguistic, sociolinguistic, discourse, and strategic competences by creating authentic communication opportunities and increasing learner engagement.

Keywords: communicative competence, higher education, interactive teaching methods, student-centered learning, language education, collaborative learning.

Annotatsiya (o'zbek tilida)

Mazkur maqolada oliy ta'lim muassasalarida talabalarning kommunikativ kompetensiyasini rivojlantirishda interaktiv o'qitish metodlarining o'rni tahlil qilinadi. Globallashuv va zamonaviy ta'lim talablari sharoitida kommunikativ kompetensiya talabalarning akademik va kasbiy muvaffaqiyatini ta'minlovchi muhim omillardan biri hisoblanadi. Tadqiqotda rol o'yinlari, munozaralar, debatlar, keys-stadi, loyiha asosida o'qitish va hamkorlikda o'qitish kabi interaktiv metodlarning kommunikativ kompetensiyani rivojlantirishdagi ahamiyati yoritilgan. Tahlil natijalari shuni ko'rsatadiki, interaktiv metodlar talabalarning muloqot ko'nikmalarini, tanqidiy fikrlashini, jamoada ishlash qobiliyatini hamda til vositalaridan samarali foydalanish malakasini rivojlantirishga xizmat qiladi. Shu bois oliy ta'lim jarayonida interaktiv metodlardan tizimli foydalanish talabalarning kommunikativ kompetensiyasini shakllantirishning samarali vositasi hisoblanadi.

Kalit so'zlar: kommunikativ kompetensiya, oliy ta'lim, interaktiv metodlar, talaba markazli ta'lim, hamkorlikda o'qitish, kommunikativ yondashuv, kasbiy kompetensiya

Аннотация (rus tilida)

В данной статье рассматривается роль интерактивных методов обучения в развитии коммуникативной компетенции студентов высших учебных заведений. В условиях глобализации и современных требований к образованию коммуникативная компетенция является одним из ключевых факторов академической и профессиональной успешности студентов. В исследовании анализируется эффективность таких интерактивных методов, как ролевые игры, дискуссии, дебаты, кейс-стади, проектное обучение и совместная учебная деятельность в формировании коммуникативной компетенции. Результаты исследования показывают, что интерактивные методы способствуют развитию коммуникативных навыков студентов, критического мышления, способности работать в команде и эффективно использовать языковые средства в различных ситуациях общения. В связи с этим систематическое применение интерактивных методов в образовательном процессе рассматривается как эффективный способ формирования коммуникативной компетенции студентов.

Ключевые слова: коммуникативная компетенция, высшее образование, интерактивные методы обучения, студентоцентрированное обучение, совместное обучение, коммуникативный подход, профессиональная компетенция.

Introduction

The rapid transformation of higher education systems worldwide has shifted the focus of teaching from knowledge transmission to competency development. Among various competencies required for successful participation in academic, professional, and social contexts, communicative competence occupies a central position. Universities are increasingly expected to prepare graduates who can effectively communicate ideas, collaborate with others, and participate actively in multicultural environments.

Traditional teacher-centered instruction often limits students' opportunities to engage in meaningful communication. Consequently, educators have begun adopting interactive teaching methods that encourage active participation, critical thinking, and collaborative learning. These approaches provide students with authentic communicative experiences that contribute to the development of communicative competence.

The purpose of this article is to examine the role of interactive teaching methods in enhancing communicative competence among university students and to identify the pedagogical benefits associated with their implementation in higher education settings.

Literature Review

The concept of communicative competence was first introduced by Dell Hymes (1972) as a response to purely grammatical views of language proficiency. Hymes

argued that effective communication requires not only knowledge of linguistic forms but also the ability to use language appropriately in different social contexts.

Later, Michael Canale and Merrill Swain (1980) proposed a model consisting of grammatical, sociolinguistic, discourse, and strategic competences. This framework remains influential in language education and communicative language teaching.

Interactive learning is rooted in constructivist theories, which emphasize that knowledge is actively constructed through social interaction. According to educational researchers, interactive methods create opportunities for learners to negotiate meaning, exchange ideas, and develop higher-order thinking skills. Such activities contribute significantly to communicative competence because communication itself becomes both the means and the goal of learning.

Research Methodology

This study employs a qualitative descriptive approach based on the analysis of contemporary pedagogical literature and higher education practices. The research focuses on commonly used interactive teaching methods and their contribution to the development of communicative competence.

The methods analyzed include:

- Role plays
- Group discussions
- Debates
- Case studies
- Project-based learning
- Collaborative learning activities
- Problem-solving tasks

The effectiveness of these methods is evaluated in relation to the components of communicative competence identified in previous theoretical frameworks.

Results and Discussion

Role Plays and Simulation Activities

Role plays provide students with opportunities to participate in realistic communication scenarios. By assuming different social and professional roles, students practice language use in authentic contexts. Such activities contribute to the development of sociolinguistic competence by helping learners understand appropriate language choices in various situations.

Furthermore, role plays reduce communication anxiety and increase students' confidence in speaking.

Group Discussions and Debates

Discussions and debates encourage students to express opinions, justify arguments, and respond to alternative viewpoints. These activities promote critical thinking while simultaneously strengthening discourse competence. Through active

participation in discussions, students learn how to organize ideas coherently, maintain conversational flow, and use persuasive language effectively.

Case Study Method

The case study method engages students in the analysis of real-life situations and encourages collaborative problem-solving. Students must communicate, negotiate, and defend their decisions within a group setting.

This process develops strategic competence because learners frequently employ communication strategies to clarify meaning, resolve misunderstandings, and achieve mutual understanding.

Project-Based Learning

Project-based learning represents one of the most effective interactive approaches in higher education. Students work collaboratively over an extended period to investigate a problem, conduct research, and present findings.

Throughout the project cycle, learners practice various communication skills, including academic writing, oral presentations, teamwork, and professional interaction. As a result, multiple dimensions of communicative competence are developed simultaneously.

Collaborative Learning Activities

Collaborative learning shifts responsibility for learning from the instructor to students. Working in pairs or groups encourages interaction, peer support, and knowledge sharing.

Research indicates that collaborative environments increase student engagement and create meaningful opportunities for language use. Consequently, learners become more confident communicators and active participants in the educational process.

Pedagogical Implications

The findings suggest several implications for higher education institutions:

1. Interactive methods should be integrated systematically into university curricula.
2. Instructors should design tasks that require authentic communication rather than passive information reception.
3. Assessment practices should evaluate communicative performance alongside content knowledge.
4. Digital technologies can be utilized to facilitate interactive learning environments.
5. Professional development programs should prepare educators to implement student-centered teaching approaches effectively.

Conclusion

Communicative competence has become a fundamental outcome of contemporary higher education. The analysis presented in this study demonstrates that

interactive teaching methods play a crucial role in developing students' communicative abilities. Through role plays, discussions, debates, case studies, project-based learning, and collaborative activities, students are provided with meaningful opportunities to engage in authentic communication.

The successful integration of interactive methods contributes not only to language development but also to critical thinking, problem-solving, and interpersonal skills. Therefore, higher education institutions should prioritize interactive pedagogical approaches to prepare graduates for the communicative demands of the twenty-first century.

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