

## DEVELOPING COMMUNICATIVE COMPETENCE THROUGH INTERACTIVE TECHNOLOGIES

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### Abstract

This paper examines the role of interactive technologies in developing communicative competence in foreign language education. Particular attention is given to the use of online communication platforms, multimedia resources, mobile applications, and interactive learning models in improving learners' speaking, listening, and interaction skills. The study also explores the advantages and limitations of technology-based learning environments in modern education. Drawing on recent academic research and classroom-based studies, the paper proposes effective pedagogical approaches for integrating interactive technologies into communicative language teaching.

**Keywords:** communicative competence, interactive technologies, language teaching, online communication, multimedia learning, speaking skills, educational technology, interactive learning

The rapid development of digital technologies has significantly changed the nature of foreign language education. In modern pedagogical practice, communicative competence is considered a key objective because it reflects learners' ability to use language effectively in real-life situations. Interactive technologies have become an essential component of this process, as they provide learners with opportunities for meaningful communication, collaboration, and active participation in the learning process. Savignon emphasizes that communicative competence is achieved through real interaction and meaningful language use rather than mechanical grammar practice [4, 3].

Firstly, interactive technologies enhance learners' speaking and listening skills by creating authentic communication environments. Multimedia tools such as videos, audio recordings, and interactive presentations expose learners to natural language use, pronunciation, and intonation patterns. These resources help students develop fluency and confidence in communication. Harmer explains that effective language teaching must include real-life communication experiences where learners actively participate

in interaction rather than passively receive information [6, 84]. Therefore, multimedia-based instruction plays an important role in improving communicative performance.

Secondly, online communication platforms contribute significantly to the development of communicative competence. Tools such as Zoom, Google Meet, Microsoft Teams, and other virtual learning environments allow students to participate in discussions, group projects, and pair-work activities regardless of physical location. The research on interactive ESL learning models shows that students develop stronger communication skills when they engage in collaborative digital activities and interactive tasks [2]. Such environments increase learner participation, encourage spontaneous communication, and reduce anxiety during speaking practice.

Another important aspect of interactive technologies is the use of collaborative learning activities supported by digital tools. Group discussions, online debates, role-playing exercises, and virtual presentations help learners practice real communication in meaningful contexts. Rakhimova states that interactive methods significantly improve communicative competence by encouraging learners to take active roles in communication-based tasks [3, 44]. These activities also develop critical thinking, teamwork, and problem-solving skills, which are essential for effective communication in real-life situations.

Mobile learning applications also play an important role in communicative competence development. Applications such as Duolingo, Quizlet, and various language exchange platforms allow learners to practice communication skills outside the classroom. Brown explains that language learning becomes more effective when learners are exposed to continuous interaction and meaningful communication practice in different contexts [5, 218]. Mobile technologies provide flexible learning opportunities, enabling students to practice speaking, listening, and vocabulary skills anytime and anywhere.

In addition, artificial intelligence-based tools contribute to the development of communicative competence by providing personalized learning experiences. AI-powered chatbots, speech recognition systems, and virtual assistants help learners practice communication in interactive and adaptive environments. These tools offer immediate feedback, correct errors, and simulate real-life conversations. Thornbury highlights that speaking development requires constant practice and feedback, which interactive technologies can effectively support [7, 36]. As a result, learners gain more confidence and fluency in communication.

Despite these advantages, several challenges exist in implementing interactive technologies in language education. One of the main problems is unequal access to digital devices and internet connectivity. Another challenge is the lack of digital literacy among teachers, which limits the effective use of technology in classrooms. Harmer also notes that poor classroom management of digital tools may reduce the

effectiveness of learning activities. Therefore, proper teacher training and balanced integration of technology are necessary for successful implementation.

### **Conclusion**

Interactive technologies play a crucial role in developing communicative competence in modern foreign language education. They provide learners with opportunities for authentic communication, collaborative learning, and continuous language practice. Although challenges such as technological inequality and limited digital skills remain, research shows that properly integrated interactive technologies significantly improve learners' communicative abilities. Therefore, their effective use should be considered an essential part of modern language teaching practice.

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