COMMUNICATIVE TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

Uzbekistan State World Languages University

Student : **Abdunabiyeva Shahzoda**

Scientific supervisor: **Azimbayeva D.A.**

Annotation: *This article explains the teaching of communicative technologies to intermediate level students in the process of teaching English as a foreign language. It aims to discuss the role of Information and Communication Technologies in teaching and how engaging students in the classroom through CLT can positively impact their English language proficiency and speaking ability, and the benefits of this, and attempts to find solutions to various problems, such as access to resources and the need for teacher training. The article explores the effectiveness of digital tools such as video conferencing, language learning apps, and collaborative platforms in creating interactive and student-centered environments. The article concludes with practical recommendations for the effective implementation of communicative technologies in language education.*

Key words: *communicative technologies, ICT in education, intermediate students, EFL (English as a Foreign language, interactive methods, motivation for students, student engagement.*

Introduction

In recent decades, education has undergone a digital transformation. Day by day, the world is rapidly adapting to a digitalized teaching and learning system. Especially in teaching English as a foreign language, the use of various technologies has significantly increased student engagement and student-centered teaching during the lesson process. Communicative Language Teaching (CLT), supported by digital technologies, now plays a key role in fostering meaningful

language use and real-life communication skills among learners. Intermediate level students have already mastered grammar and vocabulary, which are the foundation of language learning. But they often face some difficulties in communication, such as a lack of confidence and fluency. Therefore, using communicative technologies offers opportunities to bridge the gap between passive knowledge and active usage. This article investigates how digital tools—ranging from learning apps and multimedia content to virtual interactions—can support communicative competence in foreign language classrooms. Scholars and educators emphasize the importance of ICT in modern classrooms. According to iDream Education (2022), ICT enables personalized and engaging learning experiences, making language acquisition more accessible and relevant. Drexel University (2019) suggests that technologies like online discussion boards, video conferencing, and digital storytelling can create interactive and learner-centered environments.

Research by Nurbaeva (2023) on the use of communicative learning technologies highlights their role in developing speech activities, particularly in younger learners. However, their findings are equally applicable to intermediate-level students, who benefit from structured but dynamic communication tasks. Computer-Assisted Language Learning (CALL), as discussed in a study published on ResearchGate (2019), shows how digital tools such as speech recognition and gamified apps can enhance learners' speaking abilities. Meanwhile, the Unismuh research paper (2021) underlines the value of digital collaboration and project-based tasks in building real-world language competencies.

Despite these advantages, the literature also highlights challenges such as lack of infrastructure, inadequate teacher preparation for teaching students and through technology, and the risk of overreliance on technology without pedagogical direction.

There are some of findings about how communicative technologies affect to teach speaking skills to students:

Enhancing Interaction Through Technology

One key advantage of communicative technologies is their capacity to recreate real-life communication contexts. Tools such as video conferencing, voice messaging, and online forums encourage interactive exchanges, allowing learners to practice spontaneous speaking. For instance, intermediate-level learners who participated in virtual debates or storytelling sessions via platforms like Zoom demonstrated improved fluency and self-assurance compared to those involved in traditional classroom settings.

Moreover, applications like Padlet and Flipgrid offer students the chance to share video responses, engage with peers, and receive prompt feedback—enhancing both engagement and language accuracy.

Fostering Learner Independence and Motivation

Digital resources also contribute to greater learner independence. Personalized apps like Duolingo cater to individual needs, while collaborative tools such as Google Docs support group writing activities with real-time editing. These platforms enable learners to take ownership of their language development and review materials as needed. Observations from actual lessons show that students felt more engaged when they had options—like choosing their presentation topics or working in small virtual teams.

Gamified elements—such as rewards, ranking boards, and scoring systems—also make language learning more enjoyable, especially for students who might find traditional approaches less appealing.

Addressing Challenges and Gaps

Despite their benefits, communicative technologies present certain challenges. Unequal access to digital devices and reliable internet can create a technological

gap among students. Additionally, educators require ongoing training to effectively integrate these tools within communicative frameworks, rather than relying on them

Conclusion

The incorporation of communicative technologies into foreign language teaching for intermediate-level learners represents a significant advancement in modern education. These tools not only support the core principles of communicative language teaching (CLT) but also address many of the challenges faced by learners at this stage—such as the gap between theoretical knowledge and real-world language use. As students transition from beginner to advanced levels, the ability to practice meaningful communication becomes essential. Communicative technologies offer a bridge by providing platforms for interaction, creativity, collaboration, and self-expression. Tools like video chat applications, collaborative documents, and language learning games stimulate learner motivation and foster a sense of autonomy. However, it is important to recognize that technology is not a solution in itself. Without proper pedagogical guidance and integration into a clear instructional framework, even the most advanced tools can fall short. Teachers play a critical role in curating appropriate resources, designing communicative tasks, and monitoring progress. Furthermore, while many students benefit from digital integration, disparities in access to technology and the internet can limit the effectiveness of such methods in some educational contexts.

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