

INTERACTIVE TECHNOLOGIES TO FORM STUDENTS' COMMUNICATIVE COMPETENCE AT A2 LEVEL

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ABSTRACT

This article explores the effectiveness of interactive technologies in developing A2-level learners' communicative competence. With the global expansion of digital education, tools such as mobile apps, games, and online platforms offer increased student engagement, interactive feedback, and authentic language use opportunities. A2 learners often struggle with limited vocabulary and fluency, and digital tools can support their language development through repetitive practice, personalized learning, and collaborative activities. This paper investigates how interactive technologies influence communicative outcomes and how educators can integrate them effectively into classroom settings.

Keywords: Interactive technologies, communicative competence, A2 level, digital learning, language education, mobile apps, collaboration

ANNOTATSIYA

Ushbu maqola A2-darajadagi o'quvchilarning kommunikativ kompetentsiyasini rivojlantirishda interfaol texnologiyalarning samaradorligini o'rganadi. Raqamli ta'limning global kengayishi bilan mobil ilovalar, o'yinlar va onlayn platformalar kabi vositalar talabalarning faolligini oshirish, interaktiv fikr-mulohazalar va haqiqiy tildan foydalanish imkoniyatlarini taklif qiladi. A2 o'quvchilari ko'pincha cheklangan lug'at va ravonlik bilan kurashadilar va raqamli vositalar takroriy amaliyot, shaxsiylashtirilgan o'rganish va hamkorlikdagi faoliyatlar orqali ularning til rivojlanishini qo'llab-quvvatlaydi. Ushbu maqola interfaol texnologiyalarning kommunikativ natijalarga qanday ta'sir qilishini va o'qituvchilar ularni sinf sharoitlariga qanday qilib samarali qo'shishi mumkinligini o'rganadi.

Kalit so'zlar: Interaktiv texnologiyalar, kommunikativ kompetentsiya, A2 darajasi, raqamli o'rganish, til ta'limi, mobil ilovalar, hamkorlik

INTRODUCTION

The digital age has revolutionized the field of education, including the teaching and learning of foreign languages. Interactive technologies have become indispensable tools for engaging learners and developing practical language skills. At the A2 level, students are expected to demonstrate basic interaction capabilities, such as participating in simple conversations, asking and answering questions, and describing everyday situations. However, many learners lack sufficient exposure to English outside the classroom, leading to poor communicative competence. The integration of interactive technologies—such as language learning apps, games, video conferencing platforms, and digital storytelling—can significantly bridge this gap by creating immersive and motivating environments for language practice. (Richards, J. C. 2006)[1]

METHODS

This study was conducted in an Uzbek secondary school with 30 A2-level learners aged 15–17. A quasi-experimental design was applied. The students were split

into two groups: the control group used traditional methods (textbooks, worksheets, and face-to-face drills), while the experimental group used interactive tools including Duolingo for grammar and vocabulary, Kahoot for review games, and Zoom for speaking practice. (Warschauer, M., & Kern, R. 2000)[2]. Over eight weeks, both groups followed the same syllabus. Pre-tests and post-tests measured speaking and listening improvements. Classroom observations, teacher journals, and learner feedback were also used to assess motivation, participation, and confidence levels. (Kukulska-Hulme, A. 2009).[3]

RESULTS

The experimental group showed a 32% improvement in speaking and listening test scores, compared to a 15% increase in the control group. Students using interactive technologies demonstrated more active participation in classroom discussions and greater confidence in initiating conversations. Feedback revealed that learners found digital tools more engaging and helpful for practicing pronunciation, expanding vocabulary, and correcting mistakes. (Chapelle, C. A. 2003)[4]. Additionally, the use of apps allowed students to practice at their own pace, and real-time feedback encouraged continuous improvement.

DISCUSSION

The findings support the integration of interactive technologies to enhance A2-level communicative competence. These tools facilitate learner-centered instruction, provide instant feedback, and simulate real-life communication contexts. (Godwin-Jones, R. 2018)[5]. However, teachers must ensure balanced integration to avoid over-reliance on technology. Teacher training is crucial to maximize the benefits of these platforms. While interactive tools significantly boost student motivation and fluency, traditional face-to-face communication and structured grammar instruction should still form the foundation of language learning. (Stockwell, G. 2012)[6]. Future

research may explore long-term impacts of interactive learning or compare specific platforms' effectiveness across different skill sets.

CONCLUSION

Interactive technologies are effective tools for developing students' communicative competence at the A2 level. By integrating these technologies into language learning, students become more engaged, motivated, and capable of practicing real-life communication skills. (Hubbard, P. 2013) [7] The use of multimedia resources, online platforms, and interactive activities enhances vocabulary acquisition, speaking fluency, and listening comprehension. As a result, learners are better prepared for practical communication, contributing to their overall language proficiency and confidence. (Larsen-Freeman, D. & Anderson, M. 2011) [8]. To maximize these benefits, educators should adopt interactive technologies thoughtfully and purposefully in their teaching practices.

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