

DEVELOPMENT OF ACADEMIC LYCEUM STUDENTS' COMMUNICATIVE COMPETENCE IN A FOREIGN LANGUAGE THROUGH MICRO-TEACHING TECHNOLOGY

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ABSTRACT

The article examines the effectiveness of micro-teaching technology in developing communicative competence in foreign languages among academic lyceum students. Micro-teaching, as a learner-centered approach, provides opportunities for students to engage in short, structured teaching sessions, receive constructive feedback, and improve their speaking, listening, reading, and writing skills. The study highlights that integrating micro-teaching activities into the language learning process fosters confidence, critical thinking, and active participation. The results demonstrate that micro-teaching not only enhances linguistic knowledge but also develops essential 21st century skills such as collaboration, creativity, and problem-solving.

Keywords: *Micro-teaching, communicative competence, academic lyceum, foreign language teaching, learner-centered approach.*

INTRODUCTION

In the modern educational landscape, the ability to communicate effectively in a foreign language is considered a fundamental skill for students aiming to succeed in both academic and professional environments. For academic lyceum students, foreign language proficiency goes beyond mastering vocabulary and grammar it involves the development of communicative competence, which integrates linguistic accuracy, fluency, and the ability to interact appropriately in various social contexts.

Micro-teaching technology, originally designed as a training tool for prospective teachers, has recently been recognized as an effective instructional method for enhancing language learning. By providing learners with short, focused teaching or presentation sessions, micro-teaching encourages active participation, critical thinking, and peer-to-peer interaction. This learner-centered approach aligns with contemporary pedagogical trends, emphasizing the need for practical application of language skills rather than passive memorization.

MAIN BODY

In practice, micro-teaching sessions for foreign language learning should focus on realistic and engaging situations that mirror everyday communication. For example, instead of reading a scripted dialogue from the textbook, a student might act as a hotel

receptionist while another plays the role of a tourist asking about room availability, check-in times, and local attractions. The rest of the class observes and later gives feedback on pronunciation, clarity, and the use of polite expressions.

Rotating classroom roles ensures a richer learning experience. In one session, a student may present a short three-minute talk on “My Favorite Place in the City,” using pictures on a slideshow. The next time, the same student could be the listener, asking questions to clarify details such as location, transport, or special features. As an observer, they might comment that the presenter used good visual support but spoke too quickly. This multi-angle involvement strengthens not only speaking but also listening and analytical skills.

The use of multimedia tools makes micro-teaching more dynamic. A learner explaining a cooking recipe in English can bring real ingredients to class, show short video clips of preparation steps, and then engage classmates in asking about measurements, cooking times, and serving suggestions. This blend of verbal and non-verbal communication helps reinforce vocabulary and sentence structures related to food and instructions.

The application of micro-teaching technology in foreign language classes at academic lyceums works best when it simulates authentic situations that students might encounter outside the classroom. Instead of practising isolated grammar points, learners immerse themselves in realistic communicative tasks where accuracy and fluency are developed together.

One practical example is a “Travel Agency” simulation. The classroom is rearranged so that one student becomes the travel agent and others are customers seeking advice on destinations, costs, and travel arrangements. The travel agent prepares brochures in English, either printed or displayed digitally, and presents different tour packages. Customers ask questions such as, “Is breakfast included in the hotel price?” or “What activities are available near the beach?” During the feedback stage, peers comment on the use of polite question forms, correct tense usage, and the ability to handle unexpected questions. For instance, if a customer asks, “What happens if my flight is delayed?” the travel agent must improvise an answer, which strengthens spontaneous speaking skills.

A second deep application is the “Mini-Newsroom” activity. Students form small editorial teams, and each is responsible for reporting on a current event it could be a sports result, a cultural festival, or a new technology trend. They gather information in English from online sources, write a short script, and present the news in front of the class as if they were on live television. The micro-teaching component lies in the short, rehearsed presentation (about three to five minutes) followed by immediate peer and teacher feedback. This activity integrates reading, writing,

speaking, and listening skills while fostering the ability to summarise and deliver information clearly.

Role-reversal micro-teaching brings even more depth. For example, during a lesson on health and lifestyle, a student might act as the “teacher” explaining the importance of a balanced diet to their classmates. They could use PowerPoint slides with visuals of healthy and unhealthy meals, ask the class to sort foods into categories, and then lead a brief Q&A session. This not only requires the presenter to use accurate vocabulary such as “nutrients,” “vitamins,” and “processed foods,” but also demands classroom management and interaction skills. Peers, acting as students, might intentionally ask tricky questions such as, “Is coffee healthy?” forcing the presenter to think critically and respond in real time.

Micro-teaching can also be deeply personalised. A student interested in sports might design a mini-lesson teaching classmates how to commentate a football match in English. They could play a short clip of a match, pause it, and encourage peers to describe the action using sports commentary phrases like “What an incredible save!” or “The striker is moving into position.” The feedback here focuses on intonation, excitement in voice, and correct use of action verbs.

Another immersive example is the “Problem-Solving Meeting.” In this scenario, students are divided into teams representing different departments of a fictional company facing a crisis, such as a product defect or a drop in sales. Each team prepares a short presentation suggesting solutions. The micro-teaching element comes when each team’s representative stands up and delivers their proposal, trying to persuade the others. This encourages the use of persuasive language, modal verbs for suggestions (“We should...” / “We could...”), and negotiation skills. The peer review focuses on clarity, persuasiveness, and the ability to respond to counterarguments on the spot.

Activity Name	Scenario Description	Practical Communicative Goal	Example Language Use
Travel Agency Role-Play	Student acts as a travel agent, classmates as customers choosing a holiday package	Asking and answering questions, providing detailed information, using polite forms	“Is breakfast included?” / “The tour includes three nights in a seaside hotel.”
Mini-Newsroom	Students work in groups to present a news report in English, acting as TV anchors	Summarising, reporting facts, using formal news language	“Today’s top story...”, “According to the latest reports...”

Activity Name	Scenario Description	Practical Communicative Goal	Example Language Use
Healthy Lifestyle Mini-Lesson	One student becomes the “teacher” and explains healthy eating to the class	Explaining concepts, answering spontaneous questions, using topic-specific vocabulary	“A balanced diet should include...”, “Is coffee considered healthy?”
Sports Commentary Practice	Student teaches classmates how to commentate a football match	Using action verbs, intonation for excitement, descriptive language	“He shoots... and scores!”, “The goalkeeper makes a brilliant save!”
Problem-Solving Meeting	Groups represent company departments solving a business crisis	Persuasion, negotiation, making suggestions	“We should reduce prices to attract more customers.”
Hotel Reception Simulation	One student as receptionist, others as guests checking in	Polite service language, confirming details, giving information	“Could I have your booking reference?”, “Check-out is at 12 p.m.”
Cooking Show Demonstration	Student presents a recipe step-by-step, using visuals or real ingredients	Sequencing, giving instructions, using imperative forms	“First, chop the onions. Then, heat the oil in a pan.”
Lost and Found Office	One student works at the desk, others report lost items	Describing objects, asking for details	“I lost a black leather wallet with a silver button.”
Cultural Festival Presentation	Students introduce a festival from their country	Presenting cultural information, answering audience questions	“Navruz is celebrated on the 21st of March...”
Emergency Situation Drill	Students act out calling emergency services	Describing situations, giving location and details	“There has been an accident near the library. Please send an ambulance.”

CONCLUSION

The integration of micro-teaching technology into foreign language classes at academic lyceums provides a powerful framework for developing students' communicative competence. By engaging learners in short, structured, and scenario-based activities, it creates opportunities for authentic language use, active participation, and peer-to-peer interaction. Practical tasks such as role-plays, mini-presentations, and problem-solving meetings encourage students to apply linguistic knowledge in realistic contexts, which significantly enhances fluency, accuracy, and confidence.

Moreover, the reflective element of micro-teaching enables learners to identify their strengths and areas for improvement, fostering self-directed learning. The collaborative nature of the process not only strengthens communication skills but also develops essential soft skills such as teamwork, critical thinking, and adaptability qualities that are indispensable in academic, professional, and intercultural settings.

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