

## **INTERACTIVE TEACHING STRATEGIES FOR IMPROVING STUDENTS' COMMUNICATIVE COMPETENCE**

*Student*

*Sharipjonova Mohinur Davronjon kizi*

*Tashkent State University of Economics*

*Supervisor*

*Abdullayeva Aziza Khudaiberganovna*

*Tashkent State University of Economics*

*Department of Foreign Language Teaching*

*aziza.abdullayeva@tsue.uz*

In today's conditions of globalization and rapid development of technologies, one of the main tasks set before the education system is the formation and development of students' communicative competence. Communicative competence includes not only the ability to express one's thoughts fluently, clearly and logically, but also the skills of listening to others, analyzing, arguing, finding solutions in collaboration, and effectively communicating in various social and cultural contexts. Today's labor market requires specialists with developed communicative competence; therefore, the use of interactive teaching strategies in higher education institutions is becoming an increasingly urgent task.

The interactive teaching process involves the involvement of the student in the process not as a passive listener, but as an active participant. This approach encourages interaction between students, further strengthening such competencies as independent thinking, creativity, teamwork, and information processing. This thesis analyzes interactive teaching strategies that are effective in forming and improving students' communicative competence, and justifies their advantages, application mechanisms, and practical effectiveness.

Communicative competence is understood as a person's ability to conduct meaningful, effective, and ethically based communication in various situations, to

correctly convey and receive information. Linguistic, psychological, sociocultural, and cognitive factors constitute the main components of this competence.

Components of communicative competence

Language competence - grammatical, phonetic, and lexical knowledge.

Speech competence - correct expression of thought, ensuring logical continuity.

Sociocultural competence - choosing a communication style appropriate to the requirements of the situation.

Strategic competence - the use of strategies for solving communicative problems, additional explanations, word substitution.[1]

Communicative competence is an important factor for students' adaptation to social life, professional development and personal growth. If a student can communicate effectively, he will achieve success in any professional activity.

Interactive teaching is a teaching process based on two-way communication between the teacher and the student, cooperation between students. In this method, the teacher acts as a guide, facilitator, not a source of knowledge. The main goal of interactive strategies is to strengthen the student's mental activity, critical thinking, creative approach and communicative competence.

Basic principles of interactive teaching

Activity and participation, collaborative learning, teaching through problem situations, communication orientation, reflection[2]

Effective interactive strategies for improving communicative competence

“Brainstorming”. This strategy encourages students to freely express their opinions and demonstrate a creative approach. In the process of exchanging ideas in a group, students enter into dialogue with each other, learn to listen to each other's opinions, conduct discussions, and justify their opinions. Skills such as argumentation, logical consistency, and fluency of speech necessary for communicative competence are formed.

“Role-play”. The role-playing technique involves students in communicative situations close to real life. By playing a certain role, the student learns to defend his point of view, manage the conversation, and use the appropriate communication

style in different situations. This strategy develops speech culture, social competence and elements of non-verbal communication.

“Debate” and “Discussion” methods. Debates form students’ critical thinking, reasoning, objection, and adherence to the rules of cultural debate. Group discussions strengthen students’ skills in independent research, comparison and generalization of information.

In modern conditions, the digitalization of education further increases the effectiveness of interactive processes. For example:

Students can simultaneously exchange ideas interactively through services such as Mentimeter, Padlet, Kahoot, Quizizz.

Platforms such as Google Jamboard, Miro, Zoom Breakout Rooms facilitate group work.

Digital forums and blogs encourage students to be active in written communication.

The digital environment elevates students’ speech, thinking processes and communication culture to a new level.[3]

In conclusion, improving students’ communicative competence is one of the main tasks of modern education. Interactive teaching strategies are among the most effective methods for developing this competency. Brainstorming, role-playing, debate, group work, graphic organizers, and digital platforms are used significantly increases the communication culture, fluency of speech, thinking activity and creative approach of students.

Thus, the full implementation of the interactive learning system in the educational process is a key factor in strengthening not only communicative competence, but also the general professional preparation of students.

### **References**

1. Mavlonova R., Hasanboeva O. Pedagogika nazariyasi va tarixi. — Toshkent: O‘qituvchi, 2019. — 120–145-betlar.
2. Yo‘ldoshev J., Usmonov N. Interfaol o‘qitish metodlari. — Toshkent: Innovatsiya, 2020. — 58–92-betlar.

3. Himmataliev M. Kommunikativ kompetensiya va uni shakllantirish texnologiyalari. — Samarqand: SamDU nashriyoti, 2021. — 33–70-betlar.
4. Richards J., Rodgers T. Approaches and Methods in Language Teaching. — Cambridge University Press, 2014. — 85–120-betlar.
5. Harmer J. The Practice of English Language Teaching. — Pearson, 2015. — 140–188-betlar.
6. Berdiyeva, S. (2025). Challenges and solutions in developing critical thinking via project-based English language teaching. Problems and solutions of scientific and innovative research, 2(10), 204-206.
7. Berdiyeva S., (2025) Teacher strategies for cultivating critical thinking within project-based learning in EFL. Conference on the role and importance of science in the modern world, 2 (10) 222-224.
8. Kholmakhmatova, B. S. (2025). The Importance of the PBL Model in Modern Education in Developing Cognitive and Critical Thinking in English Language Teaching. Spanish Journal of Innovation and Integrity, 48, 102–104. Retrieved from