DIGITAL TOOLS AND COMMUNICATIVE COMPETENCE DEVELOPMENT IN MODERN EFL CLASSROOMS

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Annotation: This article examines the development of students' communicative competence in modern EFL classrooms through the use of digital tools. It analyzes methods to enhance speaking, listening, and writing skills via online platforms, mobile applications, and interactive resources. Examples from Uzbekistan and international practices are included.

Keywords: digital tools, EFL, communicative competence, interactive teaching, online platforms, mobile applications, effectiveness, educational technology

Annotatsiya: Ushbu maqola zamonaviy EFL (Ingliz tili chet til sifatida) sinflarida raqamli vositalardan foydalanish orqali talabalarning kommunikativ kompetensiyasini rivojlantirishni o'rganadi. Maqolada onlayn platformalar, mobil ilovalar va interaktiv resurslar yordamida nutq, tinglash va yozma ko'nikmalarni oshirish usullari tahlil qilinadi. O'zbekiston va xalqaro tajribalar misol keltiriladi.

Kalit so'zlar: raqamli vositalar, EFL, kommunikativ kompetensiya, interaktiv o'qitish, onlayn platformalar, mobil ilovalar, samaradorlik, ta'lim texnologiyalari

Аннотация: В статье рассматривается развитие коммуникативной компетенции студентов в современных EFL-классах с использованием цифровых инструментов. Анализируются методы повышения навыков говорения, аудирования и письма с помощью онлайн-платформ, мобильных приложений и интерактивных ресурсов. Приводятся примеры из Узбекистана и международной практики.

Ключевые слова: цифровые инструменты, EFL, коммуникативная компетенция, интерактивное обучение, онлайн-платформы, мобильные приложения, эффективность, образовательные технологии

The use of digital technologies in the acquisition of languages has changed EFL classrooms by providing learners with engaging, independently driven, and personalized learning experiences (Godwin-Jones, 2018, p. 42). Developing the ability to communicate necessitates not just understanding terms such as vocabulary and grammar, but also using them in relevant, real circumstances (Canale & Swain, 1980, p. 12).

In Uzbekistan, institutions are increasingly embracing instructional technology, with lecturers utilizing digital platforms, smartphone applications, and multimedia tools to improve engagement among pupils and linguistic competency (Abdullaev, 2021). This article looks at strategies and best practices for using digital technologies to improve students' communicative ability in EFL contexts.

Grammatical, sociolinguistic, discourse, and strategic components all contribute to communicative competence (Bachman, 1990, p.78). Digital technologies can help the development of each component:

Grammatical proficiency: interactive grammar exercises and online tests.

Sociolinguistic competence: video-based role-plays that simulate real-life circumstances.

Discourse competency: collaborative writing and discussion forums.

Strategic competency: feedback systems and self-correction tools.

Technology-enhanced learning theories emphasize student autonomy, involvement, and adaptation, allowing for a wide range of learning styles and skill levels (Harmer, 2015, p. 118).

Digital Tools and Applications

1. Online Platforms.

Lessons, assignments, and assessments are organized using learning management systems (LMS) such as Moodle or Google Classroom, which improves communication and teamwork.

Discussion boards and forums enable students to communicate ideas asynchronously, which improves writing and reading abilities (Godwin-Jones, 2018,

p. 45).

2. Mobile Applications

Apps like Duolingo, Quizlet, and Kahoot offer interactive activities to help with vocabulary, grammar, and pronunciation.

Mobile systems provide self-paced learning, allowing students to practise outside of the classroom.

3. Multimedia Resources.

Videos, podcasts, and interactive simulations all offer realistic language input and scenario practice (Larsen-Freeman, 2000, p. 72).

Digital storytelling and presentation tools promote creativity and engagement.

Teachers at Uzbek institutions have effectively integrated

Project-based digital projects in which students develop English presentations or films.

Virtual interactions with peers from various nations improve intercultural competency.

Use online quizzes and gamified workouts to stay motivated and measure progress.

These approaches have been shown to improve fluency, confidence, and strategic use of language (Islomov, 2022, p. 28).

Combining digital tools with active learning strategies maximizes communicative competence development:

Hybrid classes: blending face-to-face teaching with online activities supports differentiated learning.

Peer feedback in digital platforms encourages reflection and strategic improvement.

Gamification and competitions boost motivation and engagement.

Creative use of technology allows educators to tailor learning experiences to students' interests, increasing participation and retention of skills (Richards, 2017, p. 60).

Conclusion

In today's EFL classes, technological products are critical for improving communicative skills. Educators may improve learners and their abilities in languages, motivation, and autonomy by combining online platforms, mobile applications, and multimedia resources with interactive and project-based learning approaches. The combination of Uzbek and worldwide experiences shows that digitally supported education efficiently promotes language competency and engagement among students.

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