METHODOLOGY FOR ENHANCING THE COMMUNICATIVE COMPETENCE OF NON-PHILOLOGY STUDENTS IN ENGLISH THROUGH TECHNOLOGY-ENHANCED INSTRUCTIONAL TOOLS

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ABSTRACT

This study examines methodological approaches to enhancing the English communicative competence of non-philology students through technology-enhanced instructional tools. In the context of modern higher education, the development of communicative competence is essential for preparing students to communicate effectively in academic, professional, and intercultural environments. The integration of digital technologies, including interactive learning platforms, multimedia resources, online communication tools, and educational applications, can create opportunities for meaningful language practice and learner engagement.

Keywords: *communicative competence, non-philology students, English language teaching, educational technology, digital learning tools, interactive learning, learner-centered approach, task-based learning, higher education, language skills.*

INTRODUCTION

The development of communicative competence in English has become an important objective of contemporary higher education. In an increasingly interconnected world, English is widely used in academic communication, international cooperation, scientific research, business, engineering, tourism, information technology, and other professional fields. Consequently, university students whose primary specialisations are not philology also need opportunities to

develop the language skills required for effective communication in their future careers.

Non-philology students are learners whose principal academic disciplines are outside language and literature studies. They may study engineering, economics, medicine, agriculture, information technology, education, management, tourism, or other professional subjects. For these learners, English is generally studied as a means of communication and professional development rather than as the main object of linguistic analysis. Therefore, English language instruction should be connected with their academic disciplines, professional interests, and practical communication requirements.

MAIN PART

Communicative competence is a central concept in modern foreign-language education. It refers to a learner's ability to use language appropriately and effectively in different communicative situations. For university students, this includes communicating with lecturers and classmates, understanding lectures, discussing subject-specific issues, presenting research findings, and interacting with colleagues in professional settings.

The Common European Framework of Reference for Languages (CEFR), first published in 2001 and expanded through the CEFR Companion Volume in 2020, provides an internationally recognised framework for describing language proficiency and planning language education. The Council of Europe's 2020 Companion Volume expands the descriptors for mediation, online interaction, and plurilingual and pluricultural competence. These developments are particularly relevant to technology-enhanced language teaching because contemporary communication frequently involves online meetings, digital messages, collaborative documents, and the interpretation of information across languages and cultures.

The primary methodological advantage of such tools is that they can expand the range of learning opportunities available to students. Classroom time is limited,

and students in non-philology programmes often have demanding schedules devoted to their main academic subjects. Digital resources can allow them to revisit explanations, review vocabulary, listen to recordings repeatedly, complete additional exercises, and prepare for classroom discussions at their own pace.

Technology can also support different learning preferences and levels of proficiency. A student who struggles to understand spoken English may replay a recording, use subtitles where appropriate, consult a transcript, and listen again without interrupting the entire class. A student who is more confident may work with authentic interviews, specialist lectures, or professional presentations. Such differentiation should be guided by learning objectives rather than by the assumption that every student benefits from the same tool in the same way.

Nevertheless, digital access alone does not guarantee improved educational outcomes. UNESCO's 2023 Global Education Monitoring Report, titled Technology in Education: A Tool on Whose Terms?, examines educational technology through the dimensions of relevance, equity, scalability, and sustainability. The report emphasises that decisions about technology should prioritise learners' needs and support human interaction rather than assume that digital tools are automatically beneficial. It also discusses the importance of access, appropriate governance, and teacher preparation.

Several official frameworks provide a reliable foundation for examining the relationship between digital technologies and communicative competence.

The Common European Framework of Reference for Languages (CEFR), 2001, established a widely used reference system for describing language proficiency and supporting the development of curricula, learning materials, and assessment. The CEFR Companion Volume, published in 2020, extended the framework's descriptors, including those related to online interaction and mediation. For this research, CEFR descriptors can be used to define the communication students should be able to perform at a given proficiency level. For example, an

instructor may specify whether learners are expected to exchange information in a short online conversation, give a structured presentation, or summarise technical information for a colleague.

The UNESCO ICT Competency Framework for Teachers, Version 3, published in 2018, provides a framework for developing teachers' capacity to integrate information and communication technologies into education. UNESCO's official resource explains that the framework supports teacher education, curriculum design, assessment strategies, and professional development. Its competencies are organised across increasingly sophisticated levels of technology integration. In the context of English language teaching, this framework is relevant because teachers need not only technical familiarity with digital tools but also the ability to use them in pedagogically appropriate ways.

The European Framework for the Digital Competence of Educators (DigCompEdu) offers another relevant reference for the professional development of teachers. It addresses educators' digital competence in areas associated with professional engagement, digital resources, teaching and learning, assessment, empowering learners, and facilitating learners' digital competence. It can inform teacher training for digital English-language instruction, particularly when instructors must evaluate resources, design collaborative activities, and provide digital feedback.

The Digital Competence Framework for Citizens, DigComp 2.2, was published by the European Commission's Joint Research Centre on 17 March 2022. It provides examples of knowledge, skills, and attitudes needed to use digital technologies confidently, critically, and safely, including emerging technologies such as artificial intelligence. For non-philology students, digital competence is relevant because they must evaluate online information, communicate responsibly, protect personal data, and use digital tools to support academic and professional tasks.

UNESCO published Guidance for Generative AI in Education and Research on 7 September 2023. The guidance advocates a human-centred approach and discusses privacy, ethical validation, pedagogical design, and the appropriate use of generative artificial intelligence in education and research. This publication is relevant when considering AI-supported conversation practice, writing feedback, vocabulary explanations, and simulated professional dialogues. It does not establish that AI automatically improves language proficiency; rather, it provides principles for considering how such tools should be evaluated and used responsibly.

These frameworks should be used for their actual purposes. CEFR supports language learning objectives and proficiency descriptors; UNESCO's ICT framework and DigCompEdu support teachers' digital competence; DigComp 2.2 supports the understanding of general digital competence; and UNESCO's 2023 AI guidance informs responsible educational use of generative AI. Taken together, they provide complementary rather than interchangeable foundations for the proposed methodology.

The development of foreign-language education is also relevant to Uzbekistan's higher education system. Students preparing for professional careers may need English to access international research, participate in academic exchanges, communicate with foreign partners, and understand technical and professional materials.

An important official document in this context is Presidential Resolution No. PQ-5117 of 19 May 2021, concerning measures to raise the promotion of foreign-language learning in Uzbekistan to a qualitatively new level. The corresponding government implementation framework is reflected in Cabinet of Ministers Resolution No. 312 of 19 May 2021, concerning measures for the effective organisation of the promotion of foreign-language learning. The official legal database records these documents and provides their text.

CONCLUSION

Technology-enhanced instructional tools can support these objectives by expanding access to language input, facilitating repeated practice, enabling online interaction, supporting collaborative work, and providing opportunities for feedback. Digital platforms, multimedia resources, vocabulary applications, recorded speaking tasks, online discussions, and selected AI-supported activities can each contribute to the learning process when they are aligned with clear educational goals.

The methodological foundation should combine communicative language teaching, task-based learning, discipline-specific content, learner-centred instruction, formative assessment, and responsible digital practice. The CEFR and its 2020 Companion Volume offer a framework for defining communicative outcomes, while UNESCO's ICT Competency Framework for Teachers, the European Commission's DigCompEdu and DigComp 2.2 frameworks, and UNESCO's 2023 guidance on generative AI provide complementary perspectives on digital competence and responsible technology use.

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