BG Pulse Journal USA
ISSN:1947-2536 http://www.bgpulseusa.com/index.php/bg

DEVELOPMENT OF STUDENTS' COMMUNICATIVE COMPETENCE THROUGH DIGITAL TECHNOLOGIES.

Dilnoza Boltaeva
Teacher of Russian language and literature
Department of Uzbek and Russian Philology
Asia International University
Bukhara, Uzbekistan
E-mail: dilnozaboltaeva15@gmail.com

Annotation:
This article examines the role of digital technologies in the development of students' communicative competence in modern educational environments. Based on the analysis of contemporary research and experimental studies, the paper explores the effectiveness of interactive platforms, mobile applications, online communication tools, and artificial intelligence technologies in enhancing communication skills. The findings indicate that digital tools contribute significantly to the development of communicative competence, promote learner autonomy, increase confidence, and create opportunities for authentic interaction. At the same time, the study highlights that the effectiveness of digital technologies depends on their pedagogically sound integration into the educational process. Particular attention is paid to the challenges associated with digital inequality, teacher preparedness, and students' psychological barriers. The article concludes that digital technologies serve as a powerful catalyst for communicative competence development when supported by appropriate teaching strategies and educational design.

Keywords:
communicative competence, digital technologies, higher education, digital learning environment, interactive platforms, artificial intelligence, neural networks, communication skills, student autonomy, educational technology.

Modern research confirms that digital technologies open up new effective opportunities for the development of students' communicative competence, but their implementation requires a systematic and pedagogically thoughtful approach. The analysis of scientific papers shows that the use of digital tools really contributes to the development of communication skills, but the key success factor is not the technologies themselves, but the methodology of their integration into the educational process. The effectiveness of digital tools: what the research says. Controlled experiments demonstrate statistically significant progress when using digital environments. In one study conducted at three Russian universities with the participation of 142 students, an experimental group engaged in the "digital ecosystem" (interactive platforms, mobile applications, asynchronous tools) showed a significantly higher increase in the level of communicative competence compared to the control group ($p<0.01$). A strong correlation was also found between the frequency of use of digital tools and the level of development of communication skills.

These data are consistent with the results of other studies. For example, the use of interactive web platforms has shown positive dynamics in the cognitive and activity components

of communicative competence. However, the motivational component remained relatively stable — only future teachers managed to register a decrease in the fear of rejection . This indicates that technology is effective for developing specific skills, but additional pedagogical strategies are required to work with psychological barriers. The experience of working with medical students also confirms the practical value of technology: the use of Zoom, Padlet and YouGlish has helped to improve pronunciation, increase confidence and develop students' autonomy. And the introduction of the Twee neural network into the process of teaching a foreign language at Ural Federal University has created effective interaction in a digital environment and proved its contribution to the formation of digital communicative competence.

The main directions of technology application

The analysis of the research allows us to identify several key areas where digital technologies bring the greatest benefits:

Interactive platforms and mobile applications: These tools allow you to create learning environments that go beyond the traditional lesson. For example, "virtual urbanism" uses modeling of a real urban environment, where students solve a variety of communicative tasks, thereby immersing themselves in authentic communication situations. Tools for synchronous and asynchronous interaction: Services such as Zoom or online whiteboards allow you to organize the practice of dialogic speech and the exchange of instant feedback, which is especially valuable for practicing spontaneous utterances. Artificial Intelligence and neural networks: Neural networks like Twee provide opportunities for personalized learning, automatic generation of exercises, and creation of speech situations tailored to the student's level and interests. An integrated approach to implementation. [5,p. 3]

Despite the obvious advantages, research also reveals systemic barriers that cannot be ignored. Among them are digital inequality, insufficient teacher training, and ethical issues related to the use of new technologies. Moreover, students may experience anxiety and face digital literacy challenges, which negates the potential benefits of using platforms. Therefore, the success of the introduction of digital technologies directly depends on the pedagogical strategy. It is important for a teacher to act not just as a translator of knowledge, but as a facilitator who competently combines technological innovations with a human-oriented approach, helping students overcome barriers and develop confidence in their communication abilities.

Conclusion

The combination of modern research provides convincing evidence that digital technologies are a powerful catalyst for the development of students' communicative competence. Their use leads to measurable progress, especially in practical skills and cross-cultural understanding. However, the key conclusion is that technology alone is not a panacea. Its effectiveness is fully determined by the quality of pedagogical design, the systematic support of teachers, and consideration of psychological and infrastructural challenges.

References:

1. Dilnoza Boltaeva. (2025). "PHRASEOLOGICAL UNITS IN THE CULTURAL AND LINGUISTIC PICTURE OF THE WORLD". *Journal of Applied Science and Social Science*, *15*(09), 892–894. Retrieved from https://www.internationaljournal.co.in/index.php/jasass/article/view/1901[5,p. 3]
2. Boltayeva, D. (2026). LINGUISTIC PORTRAIT OF THE 'SUPERFLUOUS PERSON': HOW MARKER WORDS (BOREDOM, MELANCHOLY, REFLECTION) FROM

ONEGIN TO OBLOMOV AND WHAT THIS TELLS US ABOUT MODERN LITERATURE. International Journal of Artificial Intelligence, 6(5), 810–812. https://doi.org/10.5281/zenodo.20109424

3. Dilnoza Ruslanovna Boltaeva. (2025). "MIKHAIL BULGAKOV AND HIS WORK". MEDICINE, PEDAGOGY AND TECHNOLOGY: THEORY AND PRACTICE, 3(5), 259–262. https://doi.org/10.5281/zenodo.15524980
4. Dilnoza Ruslanovna Boltaeva. (2025). "THE INFLUENCE OF MIKHAIL AFANASYEVICH BULGAKOV'S WORK ON LITERATURE." MEDICINE, PEDAGOGY AND TECHNOLOGY: THEORY AND PRACTICE, 3(4), 122–132. https://doi.org/10.5281/zenodo.15249147
5. Boltaeva, D. (2024). THE IMPORTANCE OF THE RUSSIAN LANGUAGE IN THE MODERN WORLD. MEDICINE, PEDAGOGY AND TECHNOLOGY: THEORY AND PRACTICE, 2(12), 346–355. https://doi.org/10.5281/zenodo.14553327