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METHODOLOGY FOR DEVELOPING STUDENTS' COMMUNICATIVE COMPETENCIES BASED ON DIGITAL PEDAGOGY

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Abstract: This article highlights the theoretical foundations and methodological opportunities for developing the communicative competencies of higher education students in the context of digital transformation. The role of digital pedagogy in the modern education system and its significance in the formation of communicative competencies are analyzed from a scientific and pedagogical perspective. During the study, factors for developing students' communication culture were identified based on competency-based, systemic, and activity-oriented approaches. Additionally, methodological recommendations have been developed for developing communicative competencies through the use of digital educational platforms, interactive methods, and artificial intelligence tools. The research results will serve to improve the quality of education in higher education institutions, enhance students' professional training, and effectively apply modern pedagogical technologies.

Keywords: digital pedagogy, communicative competence, higher education, digital educational environment, competency-based approach, interactive methods, artificial intelligence, digital technologies.

Introduction. In recent years, the digital transformation of the global education system has significantly influenced the content and methodology of pedagogical activity. The rapid development of information and communication technologies, the introduction of artificial intelligence tools into the educational process, and the widespread use of distance and hybrid forms of education pose new tasks for higher educational institutions. Now, a future specialist must possess not only deep professional knowledge but also competencies for effective communication in a digital environment, teamwork, information analysis, and the rational use of modern communication tools.

Communicative competence is currently considered one of the important professional qualities of an individual. It includes skills in the correct use of oral and written speech, the effective organization of the communication process, the establishment of cooperation in various social and professional situations, and the proper management of information exchange. Especially in the digital educational environment, the content of communicative competence is expanding, enriching with components such as virtual cooperation, online communication ethics, digital culture, and media literacy.

Digital pedagogy serves to prepare students for active participation in the modern digital environment, develop their independent learning skills, and increase educational efficiency through innovative technologies. From this perspective, the development of a scientifically grounded methodology for developing communicative competencies in higher educational institutions is one of the most pressing scientific and pedagogical problems.

The reforms being implemented in our country to digitalize education, improve pedagogical technologies, and improve the quality of higher education further increase the relevance of this study. The development of students' communicative competencies based on digital pedagogy is an important factor in strengthening the readiness of future specialists for professional activity, increasing their competitiveness in the labor market, and forming lifelong learning competence.

The purpose of this study is to develop the methodological foundations for developing the communicative competencies of higher education students based on digital pedagogy and to propose practical recommendations. The objectives of the research are to determine the content of communicative competence, analyze the possibilities of digital pedagogy, generalize existing scientific approaches, and develop methodological recommendations for higher education practice.

Literature analysis: In recent years, issues of digital pedagogy and the development of communicative competence have become one of the priority areas of pedagogical science. The digitalization of the educational process requires not only updating teaching methods but also forming students' competencies in communication culture, information exchange, teamwork, and effective collaboration in the digital environment. For this reason, domestic and foreign scholars have extensively studied the theoretical and methodological foundations of the competency-based approach, digital pedagogy, and communicative competence.

Domestic scholar N.A. Muslimov characterizes pedagogical competence as an integrated system of a person's theoretical knowledge, practical skills, and professional qualities. According to the scholar, a modern educator must effectively use information and communication technologies in their professional activities and be able to develop students' independent thinking and communication skills[1]. This approach reveals the methodological possibilities of digital pedagogy in the development of communicative competence.

U.K. Tolipov, evaluating pedagogical technologies as an important factor in increasing educational efficiency, emphasizes the need for scientific design of the learning process, the use of interactive methods, and increasing student engagement. In his opinion, the correct selection of pedagogical technologies serves to develop students' communicative activity and independent thinking[2].

In his scientific works, B.Kh. Khodjaev substantiates that the use of innovative pedagogical technologies, along with improving the quality of education, develops students' competencies for collaborative work, communication, and joint problem-solving. In his opinion, modern pedagogical activity is closely linked to the use of digital tools, which ensure the interactivity of education[3].

In foreign scientific literature, the concept of communicative competence was first introduced into scientific discourse by Dell Hymes. He defines communicative competence as the ability to use language effectively in various social situations, rather than being limited to grammatical knowledge. Later, Canale and Swain developed this theory, distinguishing the grammatical, sociolinguistic, discursive, and strategic components of communicative competence.

Additionally, recent scientific studies emphasize that artificial intelligence, virtual learning platforms, and the digital learning environment are effective tools for developing students' communicative competence. However, although most existing studies highlight the general pedagogical aspects of developing communicative competence, the methodology for forming this competence based on digital pedagogy has not been sufficiently systematized. This circumstance determines the scientific novelty of this study.

Scientific research in the field of digital pedagogy indicates that the development of communicative competence in the modern educational process is not limited to the use of information and communication technologies alone. An important factor in this is the organization of the educational process based on a student-centered approach, the use of collaborative learning technologies, and the support of students' independent educational activities. The digital educational environment not only teaches students to search, analyze, evaluate, and effectively use information but also develops their professional communication culture.

According to the results of pedagogical research, interactive methods play a special role in the effective formation of communicative competence. In particular, problem-based learning, the project method, "case-study," "debate," "brainstorming," "flipped classroom," and collaborative learning technologies serve to develop students' skills in exchanging ideas, justifying arguments, working in a team, and making decisions. When these methods are integrated with digital platforms, their effectiveness increases further, as students have the opportunity to continuously communicate, exchange ideas, and complete tasks in collaboration even outside of the classroom.

In recent years, the penetration of artificial intelligence technologies into the education system has created new opportunities for developing communicative competence. ChatGPT, Copilot, Gemini, and other artificial intelligence platforms allow students to create text, analyze scientific information, develop communication strategies, and improve their communicative skills in foreign languages. At the same time, adhering to the principles of academic integrity, verifying the reliability of information, and developing critical thinking when using such tools remains a pressing issue.

The analyzed scientific sources show that in domestic research, the didactic possibilities of pedagogical technologies, the competency-based approach, and information and communication technologies have been primarily studied. In foreign studies, the influence of the digital educational environment, digital competencies, artificial intelligence, and online cooperation tools on communicative competence has been extensively analyzed. However, the development of a methodology for the comprehensive development of students' communicative competencies based on digital pedagogy, as well as the determination of its stages, criteria, and effectiveness indicators, still requires in-depth scientific research.

Therefore, this research work summarizes existing scientific views and develops a methodological system for developing students' communicative competencies based on modern approaches to digital pedagogy. The proposed methodology serves the consistent development of students' communicative activity, professional communication culture, and digital communication skills through the mutual integration of digital educational platforms, interactive pedagogical technologies, artificial intelligence tools, and reflexive assessment methods.

An analysis of the aforementioned scientific sources shows that the development of communicative competence is one of the strategic tasks of modern higher education. The effective formation of this competence is directly linked to the systematic implementation of digital pedagogy principles into the educational process, the targeted application of innovative technologies, and the organization of students' active, independent, and collaborative educational activities. These conclusions serve as a theoretical basis for the methodological approaches to be developed at the next stage of the research.

Conclusion. In conclusion, developing students' communicative competencies based on digital pedagogy is an important condition for improving the quality of higher education, enhancing the professional training of future specialists, and ensuring their adaptability to modern labor market requirements. The results of this research serve as a theoretical and methodological basis for improving digital pedagogical technologies in higher education practice and for further scientific research in this direction.

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