

ESSENTIAL COMPONENTS OF UTILIZING
EDUCATIONAL RESOURCES TO
FOSTER COMMUNICATIVE COMPETENCE

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ОСНОВНЫЕ КОМПОНЕНТЫ ИСПОЛЬЗОВАНИЯ
ОБРАЗОВАТЕЛЬНЫХ РЕСУРСОВ ДЛЯ РАЗВИТИЯ
КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ

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Abstract: *This paper examines the influence of Massive Open Online Courses (MOOCs) and Information and Communication Technologies (ICT) on foreign language education. It highlights their role in the professional development of educators and in improving students' communicative skills. MOOCs, known for their accessibility and adaptability, are transforming education globally, while ICT tools like Blackboard, Moodle, blogs, and webinars foster dynamic and interactive learning experiences.*

Keywords: *MOOCs, ICT, foreign language education, communicative competence, competency-based education, multimedia tools, interactive learning, professional development, language teaching methods, educational resources.*

Annotatsiya: *Ushbu maqolada ommaviy ochiq onlayn kurslar (MOOCs) va axborot-kommunikatsiya texnologiyalarining (AKT) chet tili ta'limiga ta'siri ko'rib chiqiladi. Bu ularning pedagoglarning kasbiy mahoratini oshirish va o'quvchilarning kommunikativ ko'nikmalarini oshirishdagi rolini ko'rsatadi. O'zining qulayligi va moslashuvchanligi bilan mashhur bo'lgan MOOClar ta'limni global miqyosda o'zgartirmoqda, Blackboard, Moodle, bloglar va veb-seminarlar kabi AKT vositalari dinamik va interaktiv o'rganish tajribasini rivojlantirmoqda.*

Kalit so'zlar: *MOOCs, AKT, chet tili ta'limi, kommunikativ kompetensiya, kompetensiyaga asoslangan ta'lim, multimedia vositalari, interaktiv ta'lim, malaka oshirish, til o'rgatish usullari, ta'lim resurslari.*

Аннотация: *В этой статье рассматривается влияние массовых открытых онлайн-курсов (MOOC) и информационно-коммуникационных технологий (ИКТ) на обучение иностранным языкам. В ней подчеркивается их роль в профессиональном развитии педагогов и улучшении коммуникативных навыков студентов. MOOC, известные своей доступностью и адаптивностью, трансформируют образование во всем мире, в то время как инструменты ИКТ, такие как Blackboard, Moodle, блоги и вебинары, способствуют динамичному и интерактивному обучению.*

Ключевые слова: *MOOC, ИКТ, обучение иностранным языкам, коммуникативная компетентность, образование на основе компетенций, мультимедийные инструменты, интерактивное обучение, профессиональное развитие, методы обучения языкам, образовательные ресурсы.*

INTRODUCTION. MOOCs promote active engagement between learners and educators, offering customizable learning experiences for diverse audiences. These courses, with participants ranging from hundreds to thousands, provide official certifications upon completion. Their rise has reshaped global education trends, with UNESCO reporting a 90% increase in e-learning coverage from 2000-2010.

Prominent MOOC platforms include:

- **edX:** A non-profit collaboration between MIT and Harvard.
- **Coursera:** Developed with leading universities like Stanford and Princeton.
- **Udacity and Udemy:** Widely recognized platforms.
- **Russian Platforms:** Initiatives like “Open Education” and “Intuit”.

In Uzbekistan, the national “Electronic Education” network connects educational institutions, leveraging ICT for language teaching. This has improved interaction, automated processes, and incorporated multimedia tools to simulate real-world linguistic contexts. Any language teaching strategy must prioritize developing communicative competence. Human communication, whether in written or spoken form, is the primary goal of language instruction and the cornerstone of all curricula, course materials, lesson plans, and activity designs. Naturally, there is a lot to be said about the term “communication”, which is used far too broadly when discussing the objectives of teaching and learning English[1]. When the teaching process is conducted in an ESP (English for Specific Purposes) learning environment, the terminological debate becomes more complex. The distinctive characteristics of teaching specialized languages suggest a particular method for practicing communication skills in the professional setting that the students’ profiles demand.

In general, communication is the verbal or written sharing of ideas between individuals. In order for students to develop effective foreign language communication skills, language instructors should take into account the concepts of fluency and accuracy, which are also included in the current paper. It’s challenging to create effective communication exercises for the ESP class. The

general goals of communicative activities for general purposes present a challenge to the teacher on the one hand: students must communicate meaning, occasionally even persuade others, negotiate, build relationships, adapt to unforeseen circumstances, develop critical thinking and comparative skills, and concentrate on elements like fluency, accuracy, coherence, and cohesion.

Additionally, students must learn how to communicate effectively on a range of subjects that are closely related to their field of study[2]. This calls for extensive preparation on the part of the teacher, as well as a suitable selection of specialized vocabulary, professional jargon, and language functions that are typical of the particular discourse being targeted. Designing innovative, alternative tactics to inspire students and promote communication practices requires first identifying these components.

Language instruction in classrooms typically relies on materials that are either selected or specifically designed for teaching purposes. In most cases, the primary resource is the textbook, which often dictates the structure of teachers’ practices. Therefore, it is crucial to evaluate the potential of these materials in fostering communicative competence.

According to Tomlinson (2003), teaching materials facilitate language learning and encompass a wide range of resources. These include “realia” (e.g., actual objects like pencils or erasers), representations (e.g., photographs or illustrations), text-based materials (e.g., textbooks or worksheets), authentic materials (e.g., newspaper articles), teacher-created resources, and learner-generated content (McGrath, 2002).

When it comes to textbooks, it is essential for teachers to critically assess their stated objectives and target audience alongside their actual content.[3] Additionally, it is important to evaluate how well a textbook aligns with the specific context in which it will be used. McDonough and Shaw (1993) describe material evaluation as a two-stage process: external and internal evaluations.

- Analyzing components such as the book’s cover, introduction, and table of contents is part of the external evaluation process. Information regarding the target audience,

level of proficiency, context of use, lesson or unit structure, and the writers' opinions on language and instructional strategies are all identified at this stage.

- **Internal evaluation** focuses on the material's coherence and organization, assessing factors such as the presentation and sequencing of skills, opportunities for extended reading, the nature of tasks and activities, authenticity of dialogues, accommodation of diverse learning styles, and the inclusion of self-study resources.

Cunningsworth (1995) suggests using a checklist for evaluating materials, including aspects such as aims, design, content, skills, methodology, and practical considerations. Similarly, Littlejohn (1998) introduces a framework for evaluating materials by examining three questions:

1. **What is there?** (The objective nature of the material.)
2. **What is required of users?** (What teachers and learners are expected to do with the material.)
3. **What is implied?** (The underlying principles or assumptions reflected in the material.)

Ellis (1998) outlines three stages of material evaluation:

- **Pre-use evaluation**, which ensures the material is relevant and appropriate for the learners and identifies areas that may need adaptation.
- **While-use evaluation**, which focuses on deciding how to adapt specific parts of the material during use.
- **Post-use evaluation**, which assesses the effectiveness of the materials based on learning outcomes, teaching activities, and teachers' reflections on their role in the process.

Tasks and activities, often organized around textbook content, play a central role in achieving the class's goals and objectives[4]. Through these tasks, both teachers and learners work towards meaningful language use and communicative development.

Key Aspects of Educational Resource Utilization.

1. **Motivational:** Encouraging active engagement and interest.
2. **Content-based:** Delivering structured, relevant material.

3. **Instructional-methodological:** Employing effective teaching techniques.
4. **Organizational:** Streamlining resource management and course delivery.
5. **Assessment and Evaluation:** Measuring outcomes through competency frameworks.

Competency-based approaches in higher education prioritize cultural, professional, and language-specific competencies, aligning with state standards.

Smart Technologies in Language Education.

Smart technologies enhance accessibility and functionality but demand advanced technical skills from educators. They facilitate a shift from traditional methods to ICT-driven approaches, ensuring efficient resource use.

Optimizing Learning with Educational Management Systems. Platforms like Blackboard and Moodle offer structured environments for integrating ICT into education, while blogs, webinars, and wiki technologies enable collaborative, interactive learning.

Practical Applications. Students develop practical skills, such as drafting correspondence and utilizing digital templates, during hands-on sessions.

Innovative Methods: "Constructor" Technology. This approach enhances communicative skills and creativity by involving students in theatrical projects. Through role-playing and model creation, students engage with literature in an interactive manner.

METHODOLOGY. This study focuses on communicative competence, a construct that cannot be directly measured but must instead be noted, examined, and explained. Students' written and spoken output serves as the main source of evidence. Data was gathered by analyzing written texts and recording and transcribing oral production.[5] Using a case study methodology and ethnographic techniques for data collection and analysis, the study was carried out within a qualitative framework (Creswell, 2003; Lichtman, 2006; Richards, 2003). Combining the ideas of case study research (Patton, 2002; Richards, 2003; Seliger & Shahomy, 2001) and ethnography (Burns, 2000; Johnson & Christensen, 2008; Lee, 2006; Robson, 2002), the study used an ethnographic-case study design. The case study concentrated on how the teacher applied the learning materials while a group of three students improved their communication skills.

Ethnographic techniques such as classroom observations, interviews with the teacher and students, and document analysis were employed to collect data (Burns, 2000; Drew, Hardman & Hosp., 2008; Lee, 2006; Richards, 2003).

Two interviews were conducted: one with the teacher before the class began and another with the three selected students[6]. The teacher's interview gathered information on their understanding of communicative competence and strategies for its development, while the students' interviews assessed whether the methodology helped improve their communicative competence.

RESULTS. The main source of analysis was Virginia Evans and Jenny Dooley's 2008 Express Publishing book *Access 3. Cursos Libres'* third-level English course uses this textbook. The content uses a task-based, communicative approach and purports to be in line with the Common European Framework of Reference for Languages (CEFR) at level B1. All language skills—speaking, listening, reading, and writing—are integrated, and important language components are methodically recycled. An active, comprehensive, and humanistic learning environment is encouraged by the textbook. It is divided into ten modules, with eight lessons in each[7].

An active, comprehensive, and humanistic learning environment is encouraged by the textbook. It is divided into ten modules, with eight lessons in each. The module's primary vocabulary is introduced in the first lesson, and students can assess their own language development in the final lesson, which also acts as a self-check. "Safety Comes First", the sixth module, was chosen for in-depth examination. For teacher and student engagement, it consists of forty-three assignments spread over seven lessons.

CONCLUSION. Language education has been transformed by ICT and MOOCs, which combine cutting-edge resources with conventional pedagogy to promote creativity, interaction, and the development of useful skills. Both teachers and students are better prepared for changing educational environments thanks to these technologies.

In relation to the materials and the teacher's methodology, both primarily focused on developing linguistic competence[8]. Due to the material's limited approach to communicative competence and

the teacher's restricted understanding of this construct, their efforts were confined to tasks centered on grammar and vocabulary. Other components of communicative competence were not addressed by either the materials or the teacher's practices.

As a result, the opportunities provided for students to develop communicative competence were not effective. According to the student interviews, they viewed the teacher's explanations of grammar and vocabulary as essential for their understanding. However, they did not attribute any significant role to the materials in this regard. Furthermore, the students appeared to be content with receiving linguistic information and did not express a desire for more comprehensive approaches to language use.

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