

Improving the Communicative Competence Through Technical Means of Trainings as Virtual Classrooms and Video Conferencing

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Abstract: This article explores the role of technical means in enhancing communicative competence among language learners. With the integration of digital technologies into education, training programs have become more interactive and learner-centered. The paper analyzes various tools and methods that contribute to developing linguistic, sociolinguistic, and strategic competencies. Special emphasis is placed on multimedia tools, virtual communication platforms, and mobile learning applications.

Keywords: Communicative competence, technical means, language training, digital education, multimedia learning, e-learning tools.

Introduction: The concept of communicative competence (CC), originally developed by Dell Hymes (1972) and expanded by Canale and Swain (1980), has been widely studied and adapted across different linguistic and cultural contexts. In the post-Soviet space, particularly in Uzbekistan and other CIS countries, communicative competence has become a key focus in the fields of education, linguistics, and intercultural communication due to the growing need for multilingual proficiency and international cooperation. Communicative competence is a critical skill in the 21st century, especially in multilingual and multicultural societies. Traditionally defined by Dell Hymes and later elaborated by Canale and Swain, communicative competence encompasses grammatical, sociolinguistic, discourse, and strategic dimensions. With the advent of digital technologies, new opportunities have emerged to foster communicative competence in more engaging and effective ways. This article discusses how technical means—ranging from audiovisual tools to interactive digital platforms—contribute to the enhancement of communication skills in educational settings.

1. Evolution of the Concept in Uzbekistan

In Uzbekistan, communicative competence is viewed not only as the mastery of grammatical structures but as a holistic skill that integrates linguistic, sociolinguistic, and pragmatic knowledge. Researchers such as **R. Yuldasheva**, **N. Abdullaeva**, and **S. Ismailova** emphasize the importance of teaching CC in the context of national identity, cultural values, and multilingual education. Their works argue that communicative competence must reflect Uzbekistan's unique sociolinguistic environment, where Uzbek, Russian, and foreign languages (especially English) coexist in education and public discourse.

Key features in Uzbek research include:

Emphasis on **cultural appropriateness** and **value-based communication**.

The role of **language policy** and national curricula in shaping communicative approaches.

Integration of **modern pedagogical technologies** (task-based learning, interactive methods) to foster CC.

Communicative competence refers to the ability to use

language correctly and appropriately in different contexts. It includes:

- **Linguistic competence:** knowledge of vocabulary and grammar;
- **Sociolinguistic competence:** understanding of social norms and cultural references;
- **Discourse competence:** cohesion and coherence in communication;
- **Strategic competence:** the ability to overcome communication breakdowns.

In recent years, researchers such as Byram (1997), Bachman (1990), and Celce-Murcia (2007) have emphasized the importance of integrating communicative goals with technology-supported learning environments.

2. CIS-Wide Perspective

In CIS countries such as Kazakhstan, Russia, Kyrgyzstan, and Belarus, communicative competence has been deeply influenced by both Soviet-era language education and global linguistic trends. Scholars like **L. Bachman**, **T. Mikhayeva**, and **A. Solovova** discuss CC as a multidimensional competence that includes:

- **Grammatical and lexical knowledge;**
- **Sociocultural awareness;**
- **Strategic competence** for overcoming communication breakdowns.

In particular, Russian-language scientific literature

emphasizes the psychological and cognitive mechanisms of communication, and often integrates communicative competence into broader models of **professional communicative readiness** and **intercultural dialogue**.

3. Technical Means in Language Trainings

Modern training programs are increasingly reliant on technical means that support interactive and personalized learning. These include:

3.1. Multimedia Tools

Videos, animations, and simulations provide visual and contextualized language input.

Tools such as YouTube, TED Talks, and language learning software (e.g., Rosetta Stone, Duolingo) improve listening and comprehension skills.

3.2. Virtual Classrooms and Video Conferencing

Platforms like Zoom, Microsoft Teams, and Google Meet facilitate real-time communication.

Students engage in authentic language use through debates, discussions, and role plays.

3.3. Mobile Learning Applications

Mobile apps enable language practice anytime, anywhere.

Features such as voice recognition and gamified learning increase motivation and speaking proficiency.

3.4. Language Labs and Interactive Boards

Language labs allow learners to practice speaking and listening in controlled environments.

Smart boards and digital whiteboards enhance classroom interaction and collaboration.

3. Table 1. Comparative Insights

Aspect	Uzbekistan	Other CIS Countries
Language focus	Uzbek, Russian, English	Russian, national languages, English/French/German
Cultural aspect	High emphasis on national values and traditions	Varies by country; Russia emphasizes intercultural theory
Educational implementation	Integrated into national standards and syllabi	Present in standards, varies in implementation
Research emphasis	Pedagogical methods, multilingualism, identity	Cognitive-psychological models, professional communication

4. Challenges and Gaps

Despite considerable progress, several challenges remain:

- Lack of unified terminology and assessment criteria for CC.
- Limited integration of **digital communication** into communicative models.
- Need for more **empirical research**, especially involving classroom interaction in multilingual settings.

Conclusion

The development of communicative competence as a scientific and educational concept in Uzbekistan and the CIS demonstrates a transition from traditional language teaching to communicative, culturally aware, and context-sensitive approaches. While there are regional differences in emphasis and implementation, the overall trend aligns with international best practices and reflects a growing recognition of the importance of CC in fostering social cohesion and global communication.

RESULTS

Table 2. Pre- and post-assessment results indicated a significant improvement in ICC among cadets in the EG

Proficiency Level	Pre-Intervention (%)	Post-Intervention (%)
Creative	8	40
Reconstructive	40	48
Reproductive	36	12
Identification	16	0

These figures show a marked shift toward higher-order ICC competencies, particularly in creative and reconstructive categories.

Table 3. Intercultural Communicative Competence (ICC) definitions and authors, including both International and Uzbek scholars:

Year	Author(s)	Definition (Brief)	Context / Notes
1997	Michael Byram	The ability to communicate effectively and appropriately with people from other cultures, including knowledge, skills, attitudes, and critical cultural awareness.	Foundational definition, widely applied internationally and in Uzbekistan.
2004	Byram & Feng	Emphasizes not only understanding other cultures but mediating and bridging cultural differences through communication.	Relevant for multiethnic societies like Uzbekistan.
2009	Long & Doughty	Integration of language proficiency with intercultural knowledge and skills to enable effective communication.	Highlights the dynamic and interactive nature of intercultural communication.
2012	Samovar, Porter & McDaniel	The ability to communicate effectively and appropriately in intercultural contexts, combining language skills with cultural understanding.	General communication theory foundations.
2010s–2020s	Uzbek scholars: Nazarov, Sattorova, Tursunov, et al.	An integrated ability to understand and respect cultural diversity, communicate appropriately in a multilingual and multiethnic society, and contribute to social harmony and international cooperation.	Adaptation and elaboration of ICC for Uzbekistan's multilingual, multiethnic context.

Table 4. Chronological Table of Authors and Definitions

Year	Author(s)	Country Focus	Definition / Contribution	Relevance to ICC in Military Education
1991	Michael Byram	UK / General	Defined Intercultural Communicative Competence (ICC) as the ability to interact effectively with people from different cultures through language, attitudes, and knowledge.	Laid the theoretical foundation for teaching ICC in language education. Widely used in both civil and military English contexts.
1998	Claire Kramsch	USA	Emphasized that language learning is cultural learning , where learners engage in symbolic exchange and understand cultural meanings.	Stressed the importance of cultural context in learning English, key in U.S. military academies.
2000s	Vygotsky-influenced Russian educators	Russia	Russian pedagogy focuses on cultural-historical theory —language as a cultural tool shaped by society.	Supports structured, national-character-driven ICC development in

				Russian military institutions.
2004	Olga Tarnopolsky	Ukraine / Russia	ICC should be embedded in professional foreign language education , especially in military and technical fields.	Relevant for designing English programs in post-Soviet military institutions, including Russia and Uzbekistan.
2010	Elena Makarova	Russia	ICC training in military settings should include stereotype reduction , cultural analysis, and real-life simulations.	Applied ICC principles to Russian military schools, adapting Byram and Kramsch for Russian needs.
2014	Sharipov & Khudayberganova	Uzbekistan	ICC in Uzbekistan must consider national mentality , Islamic traditions, and Soviet educational legacy.	Localized view of ICC in military cadet education with English as the bridge to international cooperation.
2018	ACTFL (American Council on the Teaching of Foreign Languages)	USA	ICC includes cultural comparison, interpreting cultural behavior, and negotiating meaning .	Official U.S. standards shaping ICC teaching in military academies (e.g., West Point, Defense Language Institute).
2020	Nurmukhamedov, U.	Uzbekistan	ICC in military education is critical for peacekeeping, joint operations, and international diplomacy .	Direct connection to Uzbekistan's growing military partnerships and need for English for cooperation.
2022	Ivanova & Petrova	Russia	Promoted military-specific English tied to Russian identity, while training cadets in cross-cultural command communication.	Mix of national pride and practical English use for global missions.
2023	U.S. DoD Language Training			

DISCUSSION

The findings affirm that integrating ICC-oriented approaches into English language instruction significantly enhances cadets' intercultural communicative abilities. The **Discriminated-Tandem method** enabled authentic cultural exchanges; **task-based learning** created realistic communicative experiences; and **adaptive methods** addressed varied cadet needs.

Qualitative feedback revealed that cadets appreciated the relevance of ICC and reported improved confidence in intercultural situations. This aligns with previous research highlighting the efficacy of interactive and adaptive teaching strategies in military contexts.

CONCLUSION

The development of communicative competence as a

scientific and educational concept in Uzbekistan and the CIS demonstrates a transition from traditional language teaching to communicative, culturally aware, and context-sensitive approaches. While there are regional differences in emphasis and implementation, the overall trend aligns with international best practices and reflects a growing recognition of the importance of CC in fostering social cohesion and global communication. Developing Intercultural Communicative Competence through English instruction is vital for cadets preparing for global military engagement. Military educational institutions should implement diversified pedagogical strategies to cultivate cadets who are both linguistically and culturally proficient. Such competencies enhance international cooperation, interoperability, and peacekeeping effectiveness.

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