

## IMPROVING METHODOLOGY FOR DEVELOPING COMMUNICATIVE COMPETENCE IN FUTURE ENGLISH LANGUAGE TEACHERS

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**Annotation:** Developing robust communicative competence in future English language teachers is critical for effective language education in an increasingly global and digital world. This article examines theoretical foundations of communicative competence and analyzes modern pedagogical approaches that can enhance teacher training methodologies. A comprehensive overview of communicative competence models is provided, highlighting linguistic, sociolinguistic, pragmatic, and intercultural dimensions. The paper then proposes improvements in teacher education curricula and practices – including the integration of communicative language teaching (CLT) principles, task-based and experiential learning, reflective practice, and technology-enhanced training – to better prepare English language teaching (ELT) trainees for real-world communication challenges. Practical strategies such as role-playing simulations, spoken reflection tasks, and content-integrated learning are detailed, illustrating how these approaches can build future teachers' confidence and skills in communication. Potential challenges are discussed, including curricular constraints, trainee anxiety, and resource limitations, along with suggestions to mitigate these issues. By addressing both theoretical and practical aspects, this article aims to inform curriculum developers and teacher educators on how to systematically strengthen the communicative competence of ELT trainees, ultimately fostering more effective English language teaching and learning.

**Keywords:** communicative competence; English language teacher education; communicative language teaching; teacher training methodology; technology integration; intercultural communication; ELT pedagogy

The ability to communicate effectively in English is an indispensable skill for both learners and educators in today's interconnected world. In language education, communicative competence – the capacity to use the language fluently and appropriately in various contexts – has become a primary goal. For future English language teachers, developing high communicative competence is doubly important: not only must they attain proficiency in English, but they also need to model and foster communicative skills in their own students. However, traditional teacher education programs have often been criticized for emphasizing theoretical knowledge and grammar over practical communication skills. Many graduates of such programs struggle to engage learners in authentic communication, and a significant number of students in ESL/EFL contexts remain communicatively incompetent despite years of instruction. This situation underscores the need to improve the methodologies used in training English language teachers, aligning them with modern communicative approaches.

Over the past few decades, global shifts in language education policy and practice – from grammar-translation methods to Communicative Language Teaching (CLT) – reflect the recognition that teaching should prioritize meaningful interaction. In countries worldwide, including those where English is taught as a foreign language, reforms have introduced CLT into curricula with the aim of producing more fluent and functional speakers. Yet, implementing communicative approaches in classrooms has met with challenges, such as limited time for speaking practice and teachers' uncertainty about how to apply CLT in contexts like grammar teaching. These challenges often stem from the way teachers themselves were trained. If their

training lacked a strong practical and communicative orientation, new teachers may fall back on traditional, teacher-centered techniques that do not effectively develop learners' speaking and listening skills. Therefore, strengthening the development of communicative competence in pre-service English teachers is a critical step toward improving English language teaching outcomes broadly. This article explores how teacher training methodologies can be enhanced, examining both the theoretical underpinnings of communicative competence and innovative, practical strategies for fostering it in future educators.

#### Theoretical Background

The concept of communicative competence originated from the work of Dell Hymes and colleagues in the early 1970s, who argued that knowing a language involves more than mastering grammatical rules – it includes knowing how to use the language appropriately in social contexts. In Hymes' view, a competent language user can effectively communicate in culturally meaningful situations, reflecting a view of language as social action. This idea was further developed by researchers such as Canale and Swain, who outlined communicative competence as comprising multiple components: linguistic competence (knowledge of grammar and vocabulary), sociolinguistic competence (ability to use language appropriately in different social contexts), discourse competence (cohesion and coherence in longer texts or conversations), and strategic competence (using communication strategies to overcome gaps or breakdowns). Later models also emphasized pragmatic competence (using language to achieve communicative goals) and other sub-skills. In essence, communicative competence integrates both accuracy and fluency – not only knowing the rules of language, but also when, where, and how to use those rules in real interaction.

Communicative Language Teaching (CLT) emerged as a pedagogical approach grounded in these theoretical insights. CLT posits that communication is both the means and the ultimate goal of language learning, encouraging instruction that immerses students in meaningful interaction. In CLT, language is viewed “as a dynamic resource for creating meaning,” with classroom activities designed to simulate real-life communication tasks. This represented a shift away from previous methods that prioritized grammatical drills and translation, towards activities like dialogues, role-plays, problem-solving tasks, and group discussions that require learners to use language actively. CLT also gave rise to Task-Based Language Teaching (TBLT), which organizes learning around communicative tasks rather than discrete language items. Through tasks that involve information exchange, negotiation of meaning, and authentic outcomes, TBLT provides structured opportunities for learners to develop communicative skills with guidance from the teacher. The underlying principle is that language competence develops through use – practicing genuine communication builds the capacity to communicate effectively.

Modern perspectives on communicative competence have further expanded to include intercultural and digital dimensions. In an era of globalization, intercultural communicative competence has become essential: future teachers must be able to navigate and teach the cultural nuances of communication, preparing students for multicultural environments. Researchers note that foreign language communicative competence is closely linked with intercultural competence, as effective communication often requires cultural understanding and sensitivity. Consequently, teacher education programs are increasingly encouraged to integrate intercultural communication training, so that novice teachers can help their learners not only speak English, but do so in culturally appropriate ways. Additionally, the proliferation

of online communication and educational technology has introduced new contexts for language use. Digital platforms, social media, and virtual classrooms are now common mediums for interaction, which means communicative competence now extends to digital communication skills. Studies indicate that the very structure of communicative competence is evolving due to digitalization – for example, partly online learning environments replace some traditional face-to-face sociocultural contexts with virtual ones. This evolution has implications for teacher training: future educators need preparation in managing communication both in-person and through digital media. In summary, the theoretical foundation underscores that developing communicative competence in teachers involves a broad spectrum of knowledge and skills, from mastery of language forms to sociocultural insight, pragmatic finesse, strategic flexibility, and adaptability to new communication channels.

#### Proposed Improvements in Methodology

To better cultivate communicative competence in future English teachers, teacher education programs should undergo strategic enhancements. One key improvement is aligning the curriculum more closely with communicative pedagogy. This means that pre-service teachers' learning experiences should mirror the student-centered, interaction-rich approach expected in modern language classrooms. For instance, coursework in language teaching methodology should actively model communicative techniques rather than relying solely on lectures. By participating in interactive tasks and discussions during their own training, teacher candidates internalize the practices of CLT first-hand. Research emphasizes that the teaching methods and strategies used in teacher education can directly influence the development of communicative competence – appropriate materials, interactive methods, and thoughtful instructional planning in training programs all support the goal of improving communicative skills. Thus, an improved methodology would ensure that every component of a teacher training program (from language improvement classes to pedagogy seminars and teaching practicums) consciously integrates opportunities for authentic communication.

Another crucial improvement is the incorporation of reflective practice and feedback mechanisms oriented towards communication skills. Reflective practice – where trainees critically analyze their teaching experiences and language use – has been shown to reinforce professional growth and communicative abilities. In particular, spoken or written reflection tasks can be used to have trainees articulate their challenges and successes in using English communicatively. A recent study found that spoken reflection activities (such as having trainees audio-record their reflections on teaching sessions or language learning experiences) led to increased engagement and speaking competence among participants. Embedding such reflective cycles in the methodology (for example, via weekly journals, video blogs, or guided discussions about classroom communication incidents) encourages future teachers to become more aware of their communicative strengths and areas for improvement. This ties into fostering learner autonomy in teacher candidates – by reflecting and self-assessing, trainees take ownership of their communicative development, an approach highlighted as beneficial in recent pedagogical research.

Integration of technology in teacher training is another methodological enhancement with significant promise. Modern language teaching increasingly employs digital tools (from online conferencing to interactive media), so training programs should provide hands-on experience with these tools in a communicative context. One innovative approach is to use Content and Language Integrated Learning (CLIL) projects or interdisciplinary tasks facilitated

by technology. For example, future English teachers might collaborate with peers in other subject areas (like science or social studies) to design bilingual instructional units, communicating in English while working on subject content. This approach mirrors real-world scenarios where teachers must use English in professional contexts and has been found effective in cultivating foreign language professional communicative competence. Additionally, involving trainees in the creation of digital teaching materials – such as interactive video lessons or online course modules – can transform their pedagogical communicative skills. A study on training teachers to create digital video content for online courses noted that this process helped highlight essential communicative competencies for the digital environment, such as the ability to organize interactive online discussions and facilitate student collaboration [cedtech.net](http://cedtech.net). By practicing these skills during training, future teachers become adept at carrying out effective communication in technology-mediated classrooms. In sum, proposed methodological improvements center on making teacher education more experiential, reflective, and tech-integrated, all with a sustained focus on meaningful communication.

#### Practical Strategies for Developing Communicative Competence

Translating the above methodological principles into concrete practices, teacher educators can employ a variety of strategies to boost ELT trainees' communicative competence. Below are several effective strategies, grounded in current research and practice, that can be implemented in pre-service English teacher training:

**Role-Playing and Simulation Activities:** Incorporate regular role-play exercises where trainees must enact real-life communication scenarios (e.g. handling a parent-teacher meeting in English, simulating a group discussion in a language class, or resolving a misunderstanding). Such experiential learning through simulation enables trainees to practice spontaneous speaking, listening, and pragmatics in a low-stakes setting. Role-playing is an effective gamified technique for modeling and imitating authentic interactions; studies have found that using role-playing games to teach dialogue and conversational skills can significantly foster pre-service teachers' communicative competence. By engaging in these activities, trainees develop not only fluency but also confidence in managing classroom communication and student engagement in English.

**Task-Based Projects and Collaboration:** Use task-based learning projects in teacher training classrooms. For example, assign group projects where trainees must work together to prepare a lesson or solve a problem using only English for all communication. Elements of task-based language teaching – like having clear communicative goals, roles, and outcomes – should be built into such projects. Through collaborative tasks, trainees experience how meaningful interaction drives language use. Joint problem-solving or project work also mirrors the kind of communicative, student-centered activities they are expected to facilitate in their future classrooms. Research suggests that when teachers learn through interactive tasks, they are more likely to transfer those techniques to their own teaching, thereby promoting communicative competence in their students.

**Spoken Reflection and Discussion Groups:** Implement spoken-based reflection sessions, where trainees verbally reflect on their learning experiences, teaching simulations, or language improvement progress. This can be done through recorded audio journals or live small-group discussions guided by a teacher educator. The goal is to make reflection itself a communicative act – trainees practice organizing their thoughts in English and articulating them clearly to

peers or mentors. Recent evidence indicates that spoken reflection tasks are a “fun way to learn” for trainees and can improve their speaking skills, especially when they have the opportunity to record and listen to themselves. One study found that participants became more comfortable expressing themselves in English through recorded reflections, although some initially felt anxiety about speaking directly with instructors. To alleviate anxiety, an instructor might allow trainees to submit audio or video reflections, which can then be used as a springboard for feedback and further discussion. Over time, this practice enhances fluency, self-confidence, and the ability to articulate pedagogical reasoning in the target language.

**Content-Integrated and Intercultural Learning:** Introduce content-based tasks and intercultural communication activities into the training program. For instance, trainees could be tasked with teaching a mini-lesson on a non-language subject (like a geography or science topic) in English – a simplified form of CLIL for teacher training. This not only forces the use of English in a content-rich context but also builds skill in explaining concepts clearly and adjusting language to learners’ level. A comprehensive approach in a study on training science teachers through English demonstrated that with well-designed integrated exercises, students’ foreign language competence developed significantly within their professional domain. Additionally, engaging trainees with intercultural scenarios or case studies (such as analyzing classroom interactions in different cultural settings, or role-playing cross-cultural communication incidents) can heighten their cultural sensitivity. Given the multicultural nature of many English language classrooms today, teachers must be equipped to handle cultural nuances. Emphasizing cultural sensitivity and encouraging discussion of cultural norms in communication helps future teachers integrate intercultural skills with their linguistic proficiency.

In conclusion, improving the methodology for developing communicative competence in future English language teachers is a multifaceted endeavor. It involves rethinking teacher education curricula, embracing interactive and technology-supported training methods, and addressing the practical constraints that trainees and educators face. By grounding these efforts in solid theoretical understanding and current research – as well as by being mindful of the challenges – teacher training institutions can make significant strides in producing graduates who are not only knowledgeable about language teaching, but also truly adept communicators. These future teachers, in turn, will be better equipped to foster communicative competence in generations of English learners, thereby advancing the overall quality and effectiveness of English language education.

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