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METHODOLOGICAL JOURNAL**<http://mentaljournal-jspu.uz/index.php/mesmj/index>**DIGITAL-COMMUNICATIVE APPROACH TO DEVELOPING SPEAKING SKILLS
OF STUDENTS IN NON-PHILOLOGICAL HIGHER EDUCATION INSTITUTIONS****Munavvarbonu Ilkhomovna Eshnazarova***PhD Student, National Pedagogical University of Uzbekistan named after Nizami**E-mail address: munavvarbonu.eshnazarova@mail.ru**Tashkent, Uzbekistan***ABOUT ARTICLE**

Key words: Digital-communicative approach, speaking skills, non-philological higher education, Communicative Language Teaching, CALL, MALL, blended learning, digital pedagogy, foreign language teaching, learner autonomy, interactive learning, oral communication, communicative competence, technology-enhanced learning.

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Abstract: The article is devoted to the theoretical basis of the digital communicative approach to the development of speaking skills of students of non-linguistic universities. Special attention is paid to the integration of the communicative approach, computer assisted language learning (CALL) and mobile assisted language learning (MALL). The possibilities of digital technologies to improve the speech competence of students in the context of the modernization of higher education in Uzbekistan are analyzed.

Introduction. In the context of globalization and digital transformation, English speaking competence has become an important outcome of higher education [1]. In non-philological universities, the perception of English is shifting towards a practical communication tool rather than an academic discipline, as it is necessary in professional areas such as engineering, economics, medicine, tourism, law, and information technology. Speaking is one of the most difficult language skills to develop, but it is important. Many students know grammar and reading comprehension satisfactorily but have problems in oral communication. This challenge is often related to limited speaking practice, lack of authentic interaction, psychological barriers, and traditional teaching methods that focus on accuracy rather than

communication [2]. In order to surmount these challenges, Communicative Language Teaching (CLT) has developed as a generally embraced methodological framework emphasizing meaningful interaction, learner involvement and authentic language use [3]. At the same time, rapid technological development has increased the possibilities of communicative learning through digital platforms and multimedia tools. In today's higher education context, in which online interaction and digital communication are ever more prevalent in academic and professional life, speaking instruction needs to adjust to new communicative realities. This necessity is particularly relevant in Uzbekistan, where higher education actively undergoes digital modernization. Therefore, the purpose of the article is to study the theoretical foundations of the digital-communicative approach and to study its role in the formation of speaking skills in students of non-philological higher education institutions.

Materials and Methods. The study is based on the theoretical and analytical approach to the digital-communicative method in the foreign language teaching. The study draws on scientific literature on Communicative Language Teaching (CLT), Computer-Assisted Language Learning (CALL), Mobile-Assisted Language Learning (MALL), digital pedagogy, blended learning, and higher education methodology. Richards (2006) defines CLT as an approach emphasizing meaningful communication and interaction among learners in language learning [3].

The methodological framework is based on a descriptive, comparative and interpretative analysis of scholarly sources. According to Levy [10], CALL is about integrating technology into pedagogy to improve learner engagement and performance. Special attention is paid to the relationship between communicative pedagogy and digital educational technologies in the development of speaking competence.

The communicative approach considers language as a tool for meaningful communication rather than as a collection of grammatical rules. Canale and Swain (1980) defined communicative competence as a set of grammatical, sociolinguistic, discourse and strategic competencies that are acquired through interaction [5]. Ellis (2003) stresses that speaking skills are acquired through active involvement in communication, negotiation of meaning, contextual use of language and collaborative interaction [7]. Thus, the teaching of speaking should be organized around communicative tasks simulating real-life and professional communication situations. CALL provides a way to do this by providing structured digital environments for speaking practice. Warschauer [8] concentrates on CALL as a way of fostering collaborative and socially situated language learning. According to Chapelle [9], CALL consists of speaking activities that are supported by multimedia, computer-based interaction

tasks, online conferencing systems and speech recording facilities which allow learners to systematically analyse and improve their oral performance. CALL-based instruction allows teachers to combine guided practice with interactive communication.

The theoretical analysis of the problem under study has proven that the digital-communicative approach is a pedagogically grounded system for developing speaking skills among the students of non-philological higher education institutions. The infusion of CLT with CALL and MALL generates communicative environments, wherein speaking practice becomes more interactive, flexible, and continuous. Unlike the traditional approach, this model brings communicative interaction out of the classroom. When used pedagogically, digital technologies have a positive impact on learner motivation, participation, collaboration and speaking confidence. Synchronous and asynchronous communication tools promote authentic interaction and reflective learning. CALL supports structured communicative instruction, while MALL promotes continuity of language exposure. They improve fluency & accuracy both. The digital-communicative approach is relevant in the context of modernization of higher education of Uzbekistan, as it meets the modern requirements of education and professional communication.

Results and Discussion. Warschauer [8] emphasizes that digital technologies in CALL support collaborative and socially situated learning environments. One of the most significant pedagogical effects of the digital-communicative approach is increased learner motivation and classroom engagement. Hockly [12] emphasizes that digital tools facilitate flexible interaction patterns in language learning environments. Traditional speaking lessons are often characterized by passive participation and limited interaction, whereas digitally supported communicative tasks create more dynamic learning environments. Stockwell [13] notes that mobile and digital tools increase learner participation by making language practice more interactive and flexible. Wang and Vásquez [14] argue that online communication tools help learners perceive language use as socially and professionally meaningful. Digital tools also support multimodal communication by combining speech, visuals, audio, and text materials. Chapelle [16] focuses on CALL as a structured digital environment that supports language learning through interaction and feedback.

Another important factor is the practical relevance of digitally supported communication. When students participate in online presentations, virtual interviews, or collaborative discussions, they perceive speaking activities as professionally meaningful rather than artificially constructed classroom exercises. Therefore, motivation increases because

digital technologies create more interactive, authentic, learner-centered, and socially meaningful communicative environments.

Authentic speaking develops more effectively when students use language to express ideas, solve problems, and communicate meaning rather than simply repeat grammatical structures. Digital platforms support this process by creating situations where learners respond naturally, exchange opinions, clarify ideas, and participate in real communication. At the same time, digital learning environments help students become more independent and reflective speakers, giving them opportunities to listen to their own speech, notice mistakes, and improve their performance gradually. One of the most common difficulties in foreign language learning is speaking anxiety, especially among students who are afraid of making mistakes in front of others. In this regard, digital technologies create a more comfortable atmosphere for communication. For example, recorded speaking tasks allow students to practice, review, and improve their responses before submitting them, which helps increase confidence and fluency over time.

Blended learning also strengthens the digital-communicative approach because it combines the advantages of traditional classroom teaching with the flexibility of online learning. Graham [15] notes that this combination improves the effectiveness of the educational process. Within such learning environments, CALL and MALL technologies complement each other and provide students with more opportunities for continuous speaking practice. As Levy [10] emphasizes, technology itself should not become the main goal of language teaching; instead, it should serve clear pedagogical and communicative purposes. When digital tools are integrated meaningfully into communicative tasks, they encourage active participation, collaboration, and real-life language use. Online discussions, peer feedback, group projects, and interactive tasks help students develop not only speaking skills, but also teamwork, critical thinking, and professional communication abilities.

These opportunities are becoming especially important in the process of modernizing higher education in Uzbekistan. In many non-philological universities, limited classroom hours do not provide enough time for regular speaking practice, therefore digital technologies help extend communication beyond the classroom. Since modern students already use smartphones, messengers, social media, and online platforms in everyday life, integrating these tools into language education makes learning more engaging, practical, and connected to real communication. Video discussions, virtual presentations, online speaking clubs, and interactive applications create additional space for students to practise speaking more actively and confidently. As a result, the digital-communicative approach contributes not only to the

development of speaking competence, pronunciation, and fluency, but also to learner autonomy, motivation, confidence, and effective communication in academic and professional contexts.

Conclusion. The theoretical analysis conducted in this study confirms that the digital-communicative approach represents a pedagogically grounded framework for developing speaking skills among students of non-philological higher education institutions.

The integration of CLT with CALL and MALL creates communicative environments where speaking practice becomes more interactive, flexible, and continuous. Unlike traditional approaches, this model extends communicative interaction beyond classroom boundaries. Digital technologies positively influence learner motivation, participation, collaboration, and speaking confidence when used pedagogically. Synchronous and asynchronous communication tools support authentic interaction and reflective learning. CALL supports structured communicative instruction, while MALL increases continuity of language exposure. Together they strengthen both fluency and accuracy.

In the context of Uzbekistan's higher education modernization, the digital-communicative approach is highly relevant as it aligns with current educational and professional communication demands.

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