

RESEARCH ARTICLE

Formation Of Communicative Competence Of Secondary School Students Through The Use Of Interactive Teaching Methods

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Abstract

The article examines the problem of forming communicative competence of secondary school students in the process of teaching English. Special attention is paid to the development and implementation of modified interactive teaching methods aimed at activating students' speech activity and increasing their learning motivation. The results of a pedagogical experiment are presented, confirming the effectiveness of the proposed methods.

KEY WORDS

Communicative competence, interactive teaching methods, author's methodologies, English language, secondary school.

INTRODUCTION

Modern educational standards orient foreign language teaching toward the practical mastery of communicative skills. In secondary school, the task of forming students' communicative competence becomes especially relevant, since at this stage the foundations of speech activity and confidence in using a foreign language are laid.

Despite the widespread use of the communicative approach, teaching practice shows that many students experience difficulties in real communication: they are afraid of making mistakes, lack speech initiative, and use a limited lexical range. This indicates the need to search for new, more flexible and motivating teaching methods.

In this regard, interactive teaching methods are considered not only as a means of activating the learning process, but also as a tool for forming stable communicative skills.

Scientific novelty of the research

The novelty of the research lies in:

- the development and testing of modified interactive

methods adapted to the age characteristics of secondary school students;

- the integration of formative assessment elements into interactive learning activities;
- the use of situational communicative micro-scenarios as a means of overcoming the language barrier.

The purpose of the research is to substantiate and experimentally verify the effectiveness of modified interactive teaching methods in forming the communicative competence of secondary school students.

METHODS

Theoretical foundations of communicative competence formation

Communicative competence is understood as the learner's ability to effectively use a foreign language in various communicative situations, taking into account linguistic, sociocultural, and pragmatic norms. The structure of communicative competence includes the following

components:

- linguistic;
- speech;
- sociocultural;
- strategic.

The formation of these components requires the creation of learning situations that model real communicative conditions.

Author's and modified interactive teaching methods (element of novelty)

1. The "Communicative micro-scenarios" method (author's modification)

Main concept of the method:

Students are offered short life-like situations (30–60 seconds of speech) that are максимально close to real communication.

Example:

You are at a school event. You need to invite a foreign student to join your team.

Novelty of the method:

- time limits reduce fear of making mistakes;
- each scenario has different levels of difficulty;
- the principle "one situation – one communicative goal" is applied.

2. The "Rotational dialogic interaction" method

Main concept of the method:

Students work in pairs, changing partners every 2–3 minutes while discussing the same topic with different interlocutors.

Innovative effect:

- repeated use of speech patterns without mechanical memorization;
- development of speech flexibility;
- formation of spontaneous dialogue skills.

3. The "Project with a communicative product" method

Unlike traditional projects, the outcome is a communicative product:

- interview;
- podcast;

- video dialogue;
- interactive presentation.

Novelty:

Not only the content is assessed, but also the student's communicative strategy (initiative, responsiveness, argumentation).

4. The "Communicative error as a resource" method

Main concept of the method:

Students' errors are not corrected immediately but are used as material for collective analysis after the speaking activity.

Novelty:

- reduces psychological tension;
- develops reflective skills;
- enhances language awareness.

Organization of the pedagogical experiment

The experiment was conducted in Grades 7–8 of a general secondary school and included three stages:

- diagnostic (ascertaining);
- formative;
- control.

To diagnose the level of communicative competence, the following methods were used:

- speaking tests;
- observation;
- self-assessment checklists;
- analysis of oral statements.

RESULTS

The analysis of the results showed that in the experimental group:

- the number of spontaneous utterances increased;
- speech became more coherent and logical;
- the level of speaking anxiety decreased;
- interest in oral communication grew.

Quantitative data demonstrated an increase in the average level of communicative competence by 20–25% compared to

the control group.

DISCUSSION

The obtained data confirm that the use of modified interactive teaching methods contributes to the formation of stable communicative skills. Methods focused on short speech acts and frequent changes of communicative roles proved to be particularly effective.

The integration of formative assessment enabled students to approach their own speech development more consciously, which enhanced the educational effect.

CONCLUSION

The present study demonstrates that the formation of communicative competence in secondary school students can be significantly enhanced through the systematic use of interactive teaching methods enriched with authorial modifications. The findings confirm that a learning environment based on active interaction, situational communication, and student-centered tasks creates favorable conditions for overcoming psychological barriers and increasing learners' confidence in using a foreign language.

The implementation of communicative micro-scenarios, rotational dialogic interaction, and projects with a communicative product contributed to the development of key components of communicative competence, including linguistic accuracy, speech fluency, sociocultural awareness, and strategic flexibility. Special attention to communicative errors as a pedagogical resource shifted the focus from error avoidance to meaningful communication, fostering learners' reflective abilities and language awareness.

The integration of formative assessment elements into interactive activities proved to be particularly effective, as it encouraged students to take responsibility for their own learning progress and engage in conscious self-evaluation. As a result, students demonstrated increased motivation, a higher level of speech initiative, and improved coherence and spontaneity in oral communication.

Overall, the results of the pedagogical experiment confirm the effectiveness and practical value of the proposed modified interactive methods in the context of secondary school English language teaching. These methods can be recommended for wider implementation in general education institutions, as well as for further methodological development. Future research may focus on adapting the proposed approaches to other age

groups, educational contexts, and foreign languages, as well as on exploring their long-term impact on learners' communicative competence and academic achievement.

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