

**DIGITAL TECHNOLOGY-BASED TEACHING APPROACHES FOR DEVELOPING  
COMMUNICATIVE COMPETENCE IN PRE-SERVICE ENGLISH TEACHERS:  
INTEGRATED LESSONS AND PRACTICAL IMPLEMENTATION****Alaudinova Dilnoza Rustam kizi**

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<https://orcid.org/0000-0003-0514-7813>[dilnoza.rustamovna.93@bk.ru](mailto:dilnoza.rustamovna.93@bk.ru) +998919059339<https://doi.org/10.5281/zenodo.20002680>**Abstract**

This article explores teaching technologies aimed at developing communicative competence in pre-service English teachers through digital technologies. It focuses on integrated lesson design, interactive methodologies, and practical classroom implementation. The study highlights the role of digital platforms in enhancing linguistic, sociocultural, pragmatic, and strategic competences. The findings demonstrate that the integration of digital tools with communicative and task-based approaches significantly improves students' engagement and communicative performance.

**Keywords:** digital technologies, communicative competence, pre-service teachers, integrated learning, CLT, TBL, digital platforms

**Introduction**

In the era of digital transformation, teacher education programs are increasingly required to integrate innovative technologies into the learning process. For pre-service English teachers, communicative competence is a key professional skill that determines their effectiveness in real classroom situations.

Traditional teaching methods often fail to provide authentic communicative environments. Therefore, the integration of digital technologies into language teaching has become essential. Digital tools create interactive, flexible, and learner-centered environments that foster communication and collaboration.

The aim of this study is to analyze teaching technologies that support the development of communicative competence through digital tools, with a particular focus on integrated lessons and practical implementation.

**Theoretical Background**

Communicative competence, introduced by D. Hymes and further developed by Canale and Swain, includes multiple components:

- linguistic competence
- sociolinguistic competence
- discourse competence
- strategic competence

Modern pedagogy emphasizes that these components should be developed in an integrated way. Digital technologies provide opportunities for such integration by combining content, interaction, and real-life communication.

### Digital Teaching Technologies in Language Education

Digital teaching technologies refer to pedagogical approaches that utilize digital tools to enhance learning outcomes. These include:

- Learning Management Systems (Moodle, Google Classroom)
- Video conferencing tools (Zoom, Microsoft Teams)
- Interactive platforms (Kahoot, Quizlet)
- Collaborative tools (Padlet, Jamboard)

These technologies support both synchronous and asynchronous learning, enabling continuous interaction and feedback.

### Integrated Lesson Design

Integrated lessons combine language skills (listening, speaking, reading, writing) with digital tools and communicative tasks.

#### Structure of an Integrated Lesson

##### 1. Warm-up (Motivation Stage)

Tool: Kahoot

Activity: vocabulary quiz

Goal: activate prior knowledge

## 2. Input Stage

Tool: YouTube / video platform

Activity: watching a short video

Goal: develop listening and comprehension

## 3. Practice Stage

Tool: Google Docs / Padlet

Activity: group discussion and writing

Goal: develop speaking and writing

## 4. Production Stage

Tool: Zoom breakout rooms

Activity: role-play or debate

Goal: real communication

## 5. Reflection Stage

Tool: Google Forms

Activity: self-assessment

Goal: evaluate learning outcomes

## Interactive Teaching Methods

### 1. Task-Based Learning (TBL)

Students complete meaningful tasks using language as a tool. Digital platforms provide real-life contexts for tasks.

### 2. Communicative Language Teaching (CLT)

Focuses on communication rather than grammar. Digital tools enhance interaction.

### 3. Flipped Classroom

Students study materials online before class and use class time for discussion and practice.

## 4. Problem-Based Learning

Students solve real-life problems collaboratively using digital resources.

Practical Implementation in Teacher Training

In teacher education programs, digital technologies can be applied through:

microteaching sessions

online discussions

digital lesson planning

peer teaching

Example Activity: Digital Debate

Platform: Zoom

Topic: "Technology improves education"

Process:

students divided into groups

prepare arguments

present and defend ideas

Outcome: improved speaking and critical thinking

Assessment and Evaluation

Assessment in digital environments should be continuous and formative.

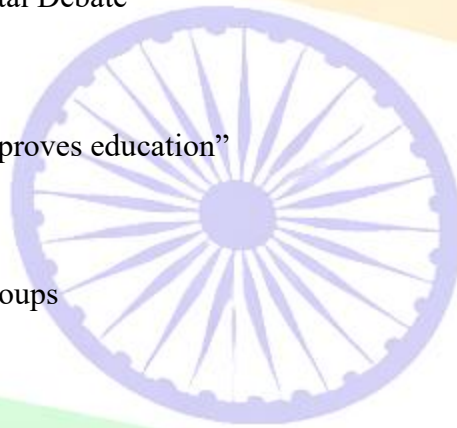
Assessment Criteria:

fluency

accuracy

interaction

coherence



Tools:

Google Forms (tests)

Moodle quizzes

peer assessment

Benefits of Digital Integration

increased motivation

authentic communication

improved language skills

development of digital literacy

Challenges and Solutions

Challenges:

technical issues

lack of teacher training

unequal access to technology

Solutions:

professional development programs

institutional support

blended learning models

## Conclusion

The integration of digital technologies into language teaching significantly enhances the development of communicative competence in pre-service English teachers. Integrated lessons and interactive methodologies create meaningful learning experiences that prepare future teachers for real classroom challenges.

Digital tools not only improve language skills but also foster critical thinking, collaboration, and adaptability, which are essential in modern education.

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