

INNOVATIVE APPROACHES TO STRENGTHENING COMMUNICATIVE COMPETENCE IN HIGHER EDUCATION

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Globalization and digital transformation processes are placing new demands on the higher education system. A specialist who can successfully operate in a market economy must not only have knowledge in his field, but also have a high level of communicative competence. Communicative competence is the ability of a person to effectively communicate with himself, the team and the environment, to clearly express his thoughts, argue, listen and adapt to various social situations. The use of innovative approaches to strengthen this competence in higher education is becoming an increasingly relevant issue. This thesis analyzes the role of modern innovative pedagogical technologies, digital tools and interactive methods in the development of communicative competence.

The concept of communicative competence was introduced into scientific circulation by scientists such as Hymes, Canale and Swain. According to their explanations, communicative competence consists of the following components:

1. Linguistic competence - knowledge of the language system;
2. Sociolinguistic competence - the ability to adapt to a speech situation;
3. Discursive competence - coherent text construction;
4. Strategic competence - the use of strategies for overcoming communication difficulties.

The development of these components in higher education requires the integrated use of innovative methods, technologies and digital platforms.

Innovative approaches to the development of communicative competence

Digital technologies create broad opportunities for strengthening students' language and communication skills. Based on the multimodal learning model, text, audio, video, graphics and interactive simulations are combined. Such an approach allows students to:

- visually perceive various communicative situations;
- participate in dialogue scenarios close to real life;

independently practice pronunciation, intonation and speech speed;
use audio-visual training to clearly express their thoughts.[3]

For example, virtual auditoriums, online debate platforms and digital speech analysis programs (speech analyzer) serve to automatically assess the fluency, grammatical correctness and communicative appropriateness of students' speech.

PBL as an innovative pedagogical model increases students' communicative activity.

Working in a team on a problem situation develops such competencies as:

- questioning and answering skills;
- substantiating arguments;
- exchanging ideas within a group;
- defending one's point of view;
- successful communication in the decision-making process.

PBL practice shows that in order to create a solution to a problem, students learn to express their thoughts quickly, clearly and logically.

CLIL model - teaching based on the integration of content and language. In this model, students master information on a specialized subject in a foreign language. Through CLIL:

- scientific speech culture;
 - oral and written communication;
 - use of professional terminology;
 - academic discussion skills
- are significantly developed.

The CLIL approach is especially important in such fields as technology, economics, medicine, and information technologies.

In innovative education, debates are one of the most effective tools for the formation of communicative competence. Debate methods:

- critical thinking;
- culture of reasoning;
- active listening;
- logical speech;

Experiments on the use of innovative methods show the following results:

- through multimodal teaching, the fluency of students' speech improved by 20–35%;
- in PBL groups, the oral speech activity of students increased by 40–50%;

in faculties where the CLIL model was implemented, academic writing skills improved by 30%;

students who regularly participated in debates achieved a significant increase in the culture of reasoning;

students trained on the basis of VR increased the level of psychological confidence during communication.[2]

Attention to innovative approaches is also increasing in higher education institutions of Uzbekistan. In particular, the credit-module system, e-learning platforms, distance learning and blended learning are widely used to strengthen communicative competence.

In conclusion, the development of communicative competence in higher education cannot be effective without the use of modern innovative approaches. Digital pedagogy, PBL, CLIL, debate and gamification technologies involve students in an active communication process, stimulate independent thinking, and form a culture of academic and professional speech. When these approaches are used in an integrated manner, students acquire the ability to communicate effectively in any professional situation.

Therefore, higher education institutions should increase the competence of teachers to work with innovative technologies, revise educational programs based on modern communicative approaches, and widely introduce digital resources can achieve high results in strengthening communicative competence.

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