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FORMING YOUNG LEARNERS' COMMUNICATIVE COMPETENCE WITH THE HELP OF SMART GADGETS

ANNOTATION

A fast pace of information technology has become the main tool of education, particularly in the area of language acquisition and communicative competence. The essence and widely usage of information technology is fostering communicative competence among learners, emphasizing the role of digital tools and resources in enhancing language skills.

Through a comprehensive analysis of existing literature, this study identifies effective strategies and methodologies that leverage technology to promote interactive and engaging learning environments. The findings suggest that when effectively implemented, information technology not only supports traditional teaching methods but also facilitates collaborative learning, critical thinking, and real-world communication skills essential for success in a globalized society.

Key words: communicative skills, Information technology, Smart phone apps, online survey.

ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ МЛАДШИХ ШКОЛЬНИКОВ С ПОМОЩЬЮ ИНТЕЛЛЕКТУАЛЬНЫХ ГАДЖЕТОВ

АННОТАЦИЯ

Стремительное развитие информационных технологий стало основным инструментом образования, особенно в области овладения языком и коммуникативной компетентности. Суть и широкое использование информационных технологий заключается в развитии коммуникативной компетентности учащихся, подчеркивая роль цифровых инструментов и ресурсов в совершенствовании языковых навыков.

На основе всестороннего анализа существующей литературы в этом исследовании были определены эффективные стратегии и методологии, которые используют технологии для создания интерактивной и увлекательной среды обучения. Полученные результаты свидетельствуют о том, что при эффективном внедрении информационные технологии не только поддерживают традиционные методы обучения, но и способствуют совместному обучению, развитию критического мышления и навыков общения в реальных условиях, необходимых для успеха в глобализованном обществе.

Ключевые слова: коммуникативные навыки, информационные технологии, приложения для смартфонов, онлайн-опрос.

ЁШ ЎҚУВЧИЛАРНИНГ КОММУНИКАТИВ КОМПЕТЕНЦИЯСИНИ ШАКЛЛАНТИРИШ АҚЛИ ГАДЖЕТЛАР ЁРДАМИДА

АННОТАЦИЯ

Ахборот технологияларининг тез суръатлари таълимнинг асосий воситасига айланди, айниқса тилни ўрганиш ва коммуникатив компетенция соҳасида. Ахборот технологияларининг моҳияти ва кенг қўлланилиши ўқувчилар ўртасида коммуникатив компетенцияни ривожлантириш, тил кўникмаларини оширишда рақамли воситалар ва ресурсларнинг ролини таъкидлашдир.

Мавжуд адабиётларни ҳар томонлама таҳлил қилиш орқали ушбу тадқиқот интерфаол ва қизиқарли ўқув муҳитини ривожлантириш учун технологиядан фойдаланадиган самарали стратегия ва методологияларни аниқлайди. Топилмалар шуни кўрсатадики, самарали амалга оширилганда, ахборот технологиялари нафақат анъанавий ўқитиш усуларини қўллаб-қувватлайди, балки глобаллашган жамиятда муваффақият қозониш учун зарур бўлган ҳамкорликда ўрганиш, танқидий фикрлаш ва Реал мулоқот қобилиятларини осонлаштиради.

Калит сўзлар: коммуникатив кўникмалар, ахборот технологиялари, ақли telefon иловалари, онлайн-тадқиқот.

Introduction

In today's interconnected world, the ability to communicate effectively across cultures and languages is more crucial than ever. Communicative competence, which encompasses not only linguistic proficiency but also the social and contextual aspects of communication, is essential for personal and professional success. The advent of information technology has opened new avenues for language learning, offering innovative tools that can enhance traditional pedagogical approaches. This article aims to investigate how information technology can help to develop communicative competence among learners, focusing on the pedagogical implications and practical applications of digital tools in language education.

As educators seek to prepare pupils for a rapidly evolving in interesting English lessons, the integration of technology into language teaching becomes imperative. Digital platforms, online resources, and interactive applications provide opportunities for immersive learning experiences that foster engagement and collaboration. By examining current trends and methodologies in the use of information technology for language learning, this study seeks to contribute to the ongoing discourse on effective teaching practices that align with the needs of 21st-century learners.

Literature Review

The concept of communicative competence was first introduced by linguist Dell Hymes in the 1970s, emphasizing the importance of context and social factors in effective communication (Hymes, 1972). Since then, various frameworks have emerged to define and measure communicative competence, including linguistic, sociolinguistic, discourse, and strategic competencies (Canale Swain, 1980). As the field of language education has evolved, so too has the understanding of how technology can play a pivotal role in developing these competencies.

Recent studies highlight the effectiveness of technology-enhanced language learning (TELL) in promoting communicative competence. For instance, Chapelle (2003) argues that technology can provide authentic contexts for language use, allowing learners to practice communication skills in meaningful ways. Moreover, research by Godwin-Jones (2018) emphasizes the potential of mobile applications and social media platforms to facilitate peer interaction and collaborative learning, which are essential components of communicative competence.

Additionally, the use of multimedia resources-such as videos, podcasts, and interactive software-has been shown to engage learners and improve their listening and speaking skills (Stockwell Hubbard, 2013). These resources not only cater to diverse learning styles but also encourage learners to take an active role in their education. Furthermore, the integration of gamification elements in language learning applications has proven effective in motivating students and enhancing their communicative abilities (Deterding et al., 2011).

Despite the promising benefits of integrating information technology into language education, challenges remain. Issues such as unequal access to technology, varying levels of digital literacy among learners, and the need for teacher training are critical factors that must be addressed (González-Lloret Ortega, 2014). As this literature review demonstrates, while information technology presents significant opportunities for developing communicative competence, its successful implementation requires careful consideration of pedagogical strategies and learner needs.

Methods

This study followed by the earliest proponents of utilizing technology for language learning was Robert Taylor, who, in the 1980s, explored the potential of computer-assisted language learning (CALL) as a means to enhance communicative skills. Taylor's research emphasized the importance of interactive software that allowed learners to engage in authentic communication scenarios, laying the groundwork for future developments in the field.

Following Taylor, notable contributions from scholars such as Warschauer (1996) further established the significance of IT in fostering communicative competence. Warschauer's work highlighted how computer-mediated communication (CMC) could facilitate real-time interaction among learners, promoting collaborative learning experiences that mirror authentic language use. This early recognition of technology's role in language acquisition set the stage for subsequent research exploring various digital tools and platforms, including multimedia resources, online discussion forums, and social media applications.

Process

For current research an appropriate school and grade were chosen. During a week the background knowledge of pupils of experimental and control groups were studied and organized several communicative activities such as “Choose and speak”, “Excellent ideas showcase”, “Ask and answer”. The next step was conducting surveys for both, teachers and pupils of.

First, survey with pupils was held. The target school was Steam Plaza private school. 16 pupils of 4th B and 15 pupils of 4th A participated in the survey. The survey consisted of six essential questions about their communicative competence and a usage of modern gadgets during the lessons. The second step was teachers' survey as an online quiz form in Google Docs. The quiz included 10 questions about pupil's IT literacy and possessing of smart gadget conditions.

Two mentioned procedure took four weeks, started in November, 13 and ended in December, 5.

Tools

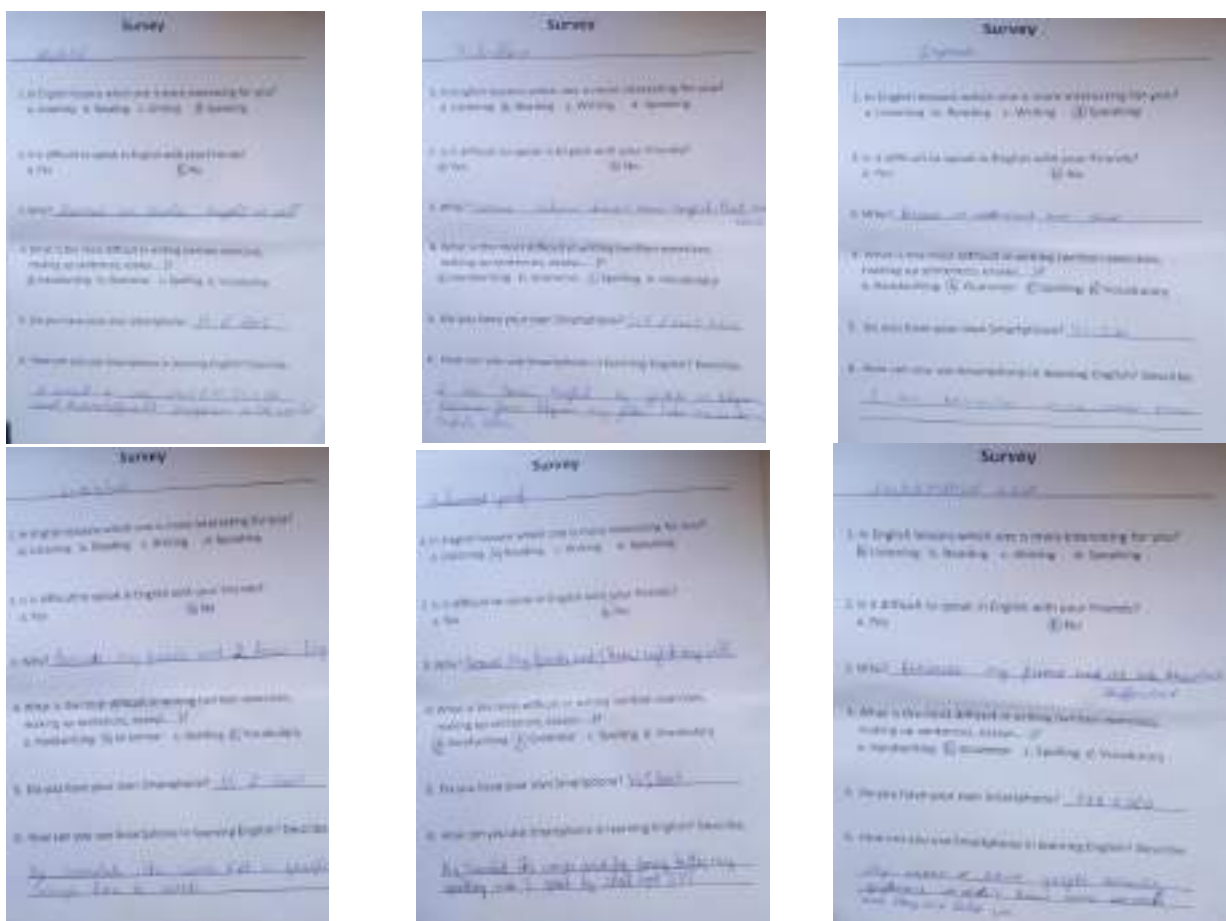
In the research study several tools were used. After identifying the background knowledge of pupils' surveys materials were distributed and analyzed. To check the teacher's opinions the teachers were asked to participate in online quiz and submit their answers.

Link is provided:
https://docs.google.com/forms/d/e/1FAIpQLSdJwg4jNShrIjPb5xWYRmlPypYUr9P03X_c0ltzhIaN2U-QQ/viewform?usp=sf_link

To find out the pupils’ perceptions and opinions about the usage of the visuals and multimedia paper-based questions were used.

Essential questions were given to pupils and teachers, results were analyzed.

Some evidences from pupils’ survey:



Analyzing data

In the study, the data was analyzed by comparing general background knowledge of English and survey results of both groups, and teachers’ answers were given in the bar, pie chart form.

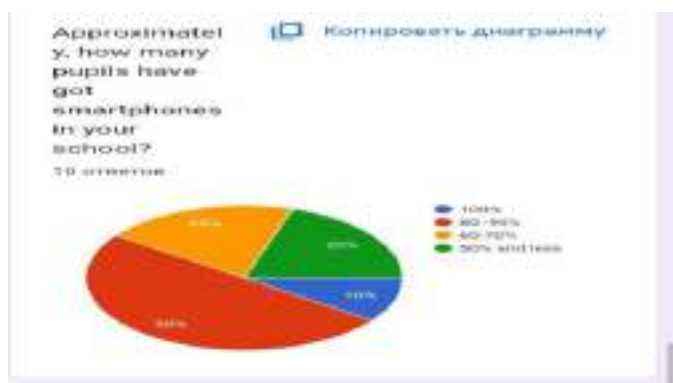
Results (4th B)

Owning smartphones	Difficulty with writing	Difficulty with writing	The best skill
10%	50% (Grammar)	20%	Speaking 40%

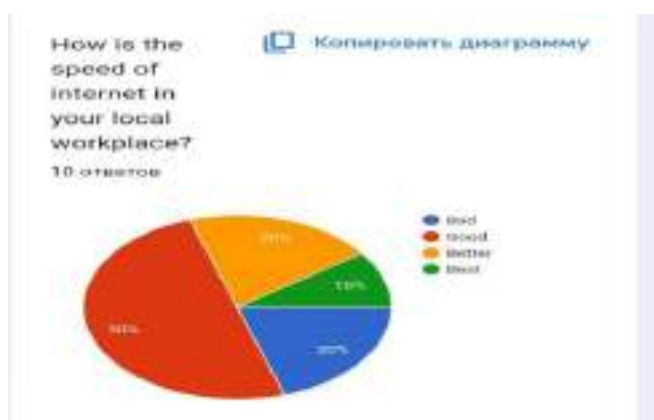
Results (4th A)

Owning smartphones	Difficulty with writing	Difficulty with speaking	The best skill
30%	80% (Grammar/Vocabulary)	70%	Reading 40%

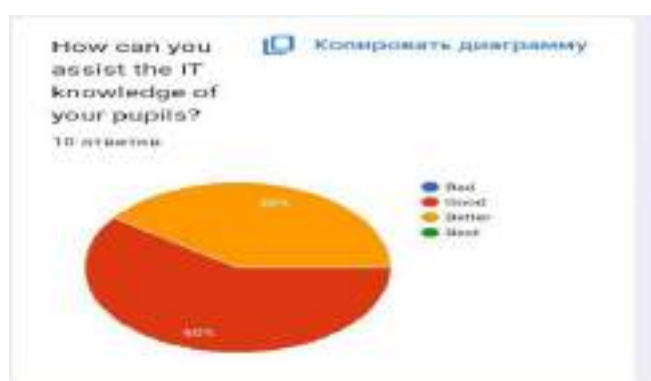
Results (Teacher Survey)



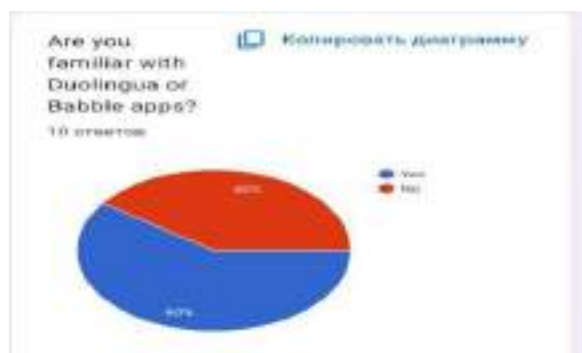
From given pie chart one can easily notice that 80-90 percent of pupils own smartphones in 5 schools from ten. The highlighted point is that there is only (10%) one school which each pupil has got own phone.



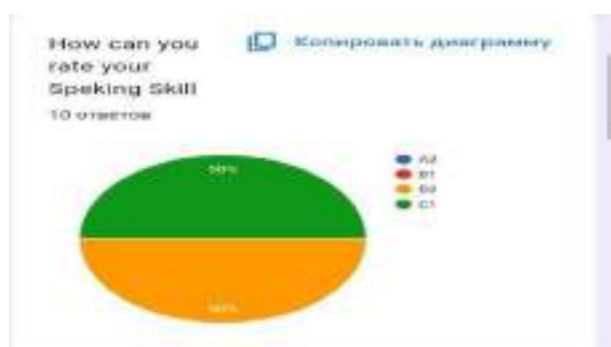
This chart indicates that pupils' IT literacy is good with 60%.



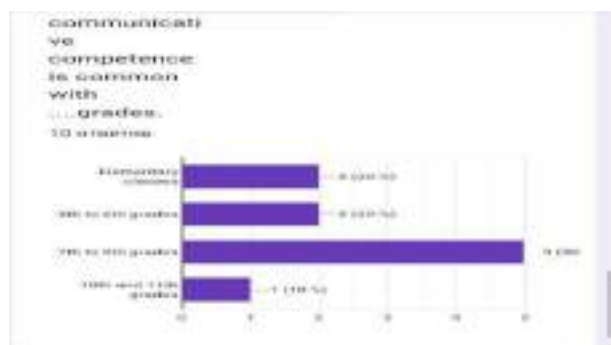
This pie chart shows the result of the survey question about internet speed. The option "Good" dominates with 50% and the "Best" points out only 10%.



This pie chart reveals the familiarity of teachers with modern apps which is very handy for communicative skills. 60% present of teachers do not know about Duolingo and Babble apps.



According to the pie chart 50 percent of teachers' speaking skill is excellent and 50% of them have got B2 level speaking skill.



Teachers highlighted that communicative skills are common with 7th to 9th grades with 50% and less familiar grades are 10th and 11th grades with only 10%.

Discussion

The findings of this research highlight the challenges and opportunities presented by integrating smart gadgets into the educational environment, specifically in enhancing learners' communicative competence. The study focused on two groups of 4th-grade students: the control group (4th A) and the experimental group (4th B). While the intent was to utilize smartphones and relevant applications to support speaking and writing lessons, both groups ultimately faced the limitation of not being provided with personal devices.

This lack of access to smartphones for both groups raises significant implications for our understanding of how technology can be leveraged in language learning. In the experimental group, where the expectation was to integrate smart gadgets actively into the curriculum, the absence of these tools may have hindered the potential benefits that could have been derived from their use.

Research suggests that when students have access to technology, they are more engaged and can utilize various applications to practice language skills in dynamic and interactive ways (Kukulska-Hulme, 2009).

Conversely, the control group also faced similar limitations, which allowed for a more balanced comparison between traditional teaching methods and those that incorporate technology. The results indicate that while both groups developed their communicative competence, the methods employed in the absence of smart gadgets may have led to different learning experiences. This scenario emphasizes the importance of instructional strategies and teacher facilitation in promoting language skills, even when technological resources are limited.

Conclusion

To conclude, the study analyzed the effectiveness of communicative skills via IT: smartphones and apps of young learners in central part of Namangan.

The findings indicated learners have lack of IT tools such as smart phones to use during English lessons, especially for improving speaking and writing skills. This one may have several reasons including their young age and financial conditions as well. Smart phone apps are not available in the school for each pupil and it led to the failure of the research.

The recommendation for English language teachers can be to use another IT tools such as smart board, speaker, TV and PC which the school owns.

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