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ENGLISH LANGUAGE AS A MEANS OF DEVELOPING LEARNERS' COMMUNICATIVE ABILITIES IN THE SYSTEM OF MODERN EDUCATION

Annotation. The article examines the role of English as a means of developing learners' communicative abilities in modern education. Particular attention is paid to communicative interaction, learner-centered approaches, authentic tasks, collaborative learning, and digital educational technologies. The study emphasizes that effective English language education should develop not only linguistic knowledge but also the ability to use language appropriately in real communication.

Keywords: English language, education, communicative abilities, communicative competence, language learning, learner-centered education, digital technologies.

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АҒЫЛШЫН ТІЛІ ҚАЗІРГІ БІЛІМ БЕРУ ЖҮЙЕСІНДЕ БІЛІМ АЛУШЫЛАРДЫҢ КОММУНИКАТИВТІК ҚАБІЛЕТТЕРІН ДАМЫТУ ҚҰРАЛЫ РЕТІНДЕ

Андатпа. Мақалада қазіргі білім беру жағдайында білім алушылардың коммуникативтік қабілеттерін дамыту құралы ретінде ағылшын тілінің рөлі қарастырылады. Коммуникативтік өзара әрекетке, білім алушыға бағытталған оқытуға, шынайы тапсырмаларға, бірлескен оқу мен цифрлық білім беру технологияларына ерекше назар аударылады. Ағылшын тілін нақты қарым-қатынас жағдайларында қолдана білу қабілетін қалыптастырудың маңыздылығы көрсетіледі.

Түйінді сөздер: Ағылшын тілі, білім, коммуникативтік қабілеттер, коммуникативтік құзыреттілік, тілді үйрену, оқушыларға бағытталған білім, сандық технологиялар.

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АНГЛИЙСКИЙ ЯЗЫК КАК СРЕДСТВО РАЗВИТИЯ КОММУНИКАТИВНЫХ СПОСОБНОСТЕЙ ОБУЧАЮЩИХСЯ В СИСТЕМЕ СОВРЕМЕННОГО ОБРАЗОВАНИЯ

Аннотация. В статье рассматривается роль английского языка как средства развития коммуникативных способностей обучающихся в условиях современного образования. Особое внимание уделяется коммуникативному взаимодействию, личностно ориентированному обучению, аутентичным заданиям, сотрудничеству и цифровым образовательным технологиям.

Подчеркивается необходимость формирования способности использовать английский язык в реальных коммуникативных ситуациях.

***Ключевые слова**:* Английский язык, образование, коммуникативные способности, коммуникативная компетентность, изучение языка, образование, ориентированное на учащихся, цифровые технологии.

The development of communicative abilities has become one of the important objectives of contemporary education. Modern society requires learners to be able not only to acquire and reproduce theoretical knowledge but also to apply this knowledge in different social, academic and professional situations. Communication has therefore become an essential component of educational development, while foreign language education provides particularly favourable conditions for its formation. English occupies a significant position in this process because it is widely used in international communication, education, science, professional cooperation and digital environments. The increasing role of English in global communication makes the development of learners' ability to communicate in English an important objective of modern educational systems.

The contemporary understanding of English language education goes beyond the traditional transmission of grammatical rules and vocabulary. Successful language learning involves the development of the ability to understand other people, express ideas, ask and answer questions, participate in discussions, explain opinions, negotiate meaning and adapt communication to a particular context. The British Council emphasizes that communicative competence includes not only linguistic knowledge but also interpersonal, strategic, discourse and sociolinguistic dimensions of communication.

The growing international role of English also changes the purposes of language education. English is increasingly used between speakers with different first languages and cultural backgrounds. Consequently, learners need to develop flexibility, tolerance of linguistic variation and the ability to communicate effectively rather than simply reproduce a particular model of native-speaker English. Research on Global Englishes demonstrates the importance of adapting language teaching to the contemporary sociolinguistic reality in which English functions as an international means of communication.

The purpose of this article is to examine the potential of English language education for the development of learners' communicative abilities and to identify pedagogical conditions that contribute to effective communication-oriented language learning. The article considers the relationship between language knowledge and communicative performance, the importance of interaction, learner-centered approaches, authentic communicative tasks, collaborative learning and digital educational environments.

Language is fundamentally connected with human interaction. In educational contexts, English should therefore be regarded not only as an academic subject but also as

a practical means of communication. Learners study a foreign language in order to use it for meaningful purposes, and this requires the integration of linguistic knowledge with communicative action. Grammar, vocabulary, pronunciation, reading and writing remain essential components of language proficiency, but they acquire greater educational value when learners can apply them in meaningful situations.

Communicative abilities can be understood as a complex set of skills that enables a person to participate effectively in interaction. These abilities include the capacity to formulate understandable messages, interpret information, maintain a conversation, respond appropriately, express agreement or disagreement, clarify meaning and overcome communication difficulties. They also involve social and pragmatic awareness because successful communication depends on the relationship between speakers, the purpose of communication and the specific context.

Contemporary research in language learning emphasizes the importance of interaction and contextualized learning. The Cambridge Handbook of Language Learning presents interaction, skill development, pedagogical interventions and learning contexts as interconnected dimensions of second language learning. This perspective is particularly relevant to modern education because learners require opportunities to use the language rather than merely study descriptions of the language.

The communicative orientation of English teaching changes the role of the teacher and the learner. The teacher becomes not only a source of linguistic information but also an organizer of meaningful communication. The learner, in turn, becomes an active participant in the educational process. This transformation creates opportunities for learners to take responsibility for their own language development and to develop confidence in using English.

A communicative approach also requires attention to the relationship between accuracy and fluency. Excessive concentration on grammatical accuracy may restrict learners’ willingness to communicate, while insufficient attention to linguistic form may result in persistent errors that interfere with understanding. Effective English language education therefore seeks an appropriate balance between meaningful communication and focused attention to language form. Research on pedagogical interventions in second language learning confirms the continuing importance of instruction while recognizing the value of contextualized language use.

Interaction is one of the central conditions for communicative development. A learner can memorize a considerable amount of vocabulary and understand grammatical rules but still experience difficulties when required to participate in spontaneous communication. Regular interaction provides learners with opportunities to transform linguistic knowledge into practical communicative performance.

Classroom interaction may take place between teacher and learner, between individual learners and in small groups. Each type of interaction contributes to communicative development in a different way. Teacher-learner interaction can provide linguistic support, clarification and corrective feedback. Pair work creates opportunities for repeated speaking practice and reduces the psychological pressure associated with speaking in front of the entire class. Group work allows learners to exchange different opinions, negotiate meaning and solve problems collaboratively.

Task-based language teaching provides a particularly relevant framework for developing communicative abilities. In task-based instruction, learners use language to achieve a specific objective rather than simply demonstrate knowledge of a grammatical structure. Such objectives may involve solving a problem, making a decision, obtaining information, planning an activity or reaching an agreement. Nina Spada notes that communicative tasks occupy a central position in task-based language teaching, linking instructional activity with meaningful language use.

The value of communicative tasks lies in their ability to create situations in which language becomes a tool for action. When learners need to exchange information in order to complete a task, they have a genuine communicative reason to speak and listen. This can increase the meaningfulness of language learning and support the development of communicative confidence.

Another important characteristic of effective interaction is the opportunity to negotiate meaning. In real communication, speakers sometimes fail to understand each other and must ask for clarification, repeat information or reformulate an idea. These processes are educationally valuable because learners develop strategies for maintaining communication despite linguistic limitations. Consequently, communicative ability should not be reduced to the production of grammatically perfect sentences. It also includes the ability to manage communication when difficulties arise.

The transition from teacher-centered to learner-centered education is another important factor influencing the development of communicative abilities. Learner-centered education places the learner’s needs, experiences, interests and educational objectives at the center of the teaching process. In English language education, this approach can create more meaningful opportunities for communication because learners participate actively in selecting, performing and evaluating communicative activities.

Learner-centered English teaching requires an educational environment in which learners feel that their contributions have value. If students are afraid of making mistakes, they may avoid speaking and reduce their participation. The teacher therefore has to establish an atmosphere in which mistakes are considered a natural part of language development. Constructive feedback should help learners understand how their

communication can be improved without undermining their confidence.

Learner autonomy is closely related to communicative development. When learners are encouraged to set goals, monitor their progress and evaluate their communicative performance, they become more conscious of the strategies they use during language learning. Autonomous learners are more likely to seek opportunities to communicate outside the classroom, use digital resources and engage with authentic English-language materials.

The digital transformation of education has created new possibilities for English language learning. Digital technologies can support communication through video conferencing, collaborative documents, online discussion platforms, multimedia materials, virtual exchanges and interactive learning applications. These resources can increase the amount of English learners encounter and create additional opportunities for interaction.

Virtual exchange is particularly relevant because it can connect language learners with other learners or speakers in different geographical locations. Dooly and Vinagre describe virtual exchange as an area in which second language acquisition research can be translated into teaching practices based on communication and interaction. Such activities can provide learners with opportunities to use English for genuine interpersonal purposes.

Digital learning can also support individualized language practice. Learners can choose materials appropriate to their proficiency level, repeat activities, record their speech and monitor their progress. This flexibility is especially useful in heterogeneous educational groups where learners have different levels of English proficiency.

The increasing availability of artificial intelligence also creates new possibilities for language learning. AI-based tools can provide conversational practice, generate language exercises, support vocabulary development and offer immediate feedback. Nevertheless, learners need to develop the ability to evaluate automatically generated information critically and use technological tools responsibly. The primary educational objective should remain the development of human communicative abilities rather than technological dependence.

The development of communicative abilities requires appropriate forms of assessment. Traditional language tests often focus on vocabulary, grammar and reading comprehension. Although these components are important, they do not always demonstrate whether learners can communicate effectively in real situations.

Communicative assessment should therefore include tasks that require learners to use English for meaningful purposes. Speaking activities, interviews, presentations, discussions, role plays and problem-solving tasks can provide information about learners' ability to communicate. Assessment criteria may include comprehensibility, fluency, vocabulary use, grammatical control, interactional ability, pronunciation and

appropriateness of language.

The use of communicative assessment is also consistent with international approaches to language proficiency. The British Council notes that communicative assessment tasks can be designed around real-life interaction and mapped to the Common European Framework of Reference for Languages. Such approaches make it possible to evaluate not only what learners know about English but also what they can do with English.

An important principle of communicative assessment is the provision of constructive feedback. Feedback should identify successful aspects of performance as well as areas requiring improvement. When learners receive specific information about how to improve their communication, assessment becomes part of the learning process rather than simply a mechanism for assigning grades.

Self-assessment can also contribute to communicative development. Learners can reflect on their ability to participate in conversations, express opinions, understand others and use appropriate vocabulary. Such reflection promotes learner autonomy and helps students develop realistic goals for further language learning.

The importance of English for professional communication is also reflected in current international initiatives aimed at improving English language education. The British Council’s programmes in Central Asia, for example, emphasize teacher development, curriculum improvement, English language development and educational quality. Such initiatives demonstrate the continuing relevance of English language education to broader educational development.

The analysis demonstrates that the development of communicative abilities should be regarded as a central objective of modern English language education. Effective communication requires the integration of linguistic, sociolinguistic, pragmatic, strategic and interpersonal dimensions. Learners need not only knowledge of English but also opportunities to apply this knowledge in situations that resemble real communication.

The contemporary educational environment provides significant opportunities for this development. Communicative tasks, collaborative learning, learner-centered instruction, authentic materials, virtual exchange and digital technologies can increase the quantity and quality of learners’ interaction with English. However, these approaches are most effective when they are integrated into a coherent pedagogical system.

The role of the teacher remains essential. The teacher determines the objectives of instruction, selects appropriate materials, creates communicative situations, provides feedback and supports learners who experience difficulties. Digital tools can expand the learning environment, but they cannot independently determine whether communication is meaningful or educationally valuable.

Another important issue is the balance between language accuracy and communicative fluency. Learners should be encouraged to communicate even when their language contains errors, while systematic instruction should help them gradually improve accuracy. Communication-oriented teaching should therefore not reject grammar or vocabulary instruction. Instead, linguistic knowledge should be integrated with meaningful language use.

The modern role of English as a global language also requires an expanded understanding of communicative competence. Learners may communicate with speakers from different countries and with different varieties of English. Therefore, successful communication depends increasingly on intelligibility, adaptability, intercultural awareness and the ability to negotiate meaning. The future of English education is consequently connected not only with linguistic proficiency but also with learners' capacity to function effectively in diverse communicative environments.

English language education has considerable potential for developing learners' communicative abilities in the system of modern education. Its educational value is determined not simply by the amount of vocabulary or grammatical knowledge that learners acquire but by their ability to use English purposefully, appropriately and confidently in different situations.

The development of communicative abilities requires an educational environment based on interaction, active participation, meaningful tasks and learner involvement. Communicative activities should give learners opportunities to speak, listen, negotiate meaning, express opinions, solve problems and cooperate with others. Authentic materials and professionally relevant situations can make communication more meaningful, while digital technologies can expand opportunities for language practice beyond the traditional classroom.

At the same time, technology should serve pedagogical objectives rather than replace human interaction. The teacher remains a central figure in designing communication-oriented instruction, providing guidance and creating a supportive learning environment. The combination of communicative pedagogy, learner-centered education, authentic tasks and carefully selected digital resources can contribute to the comprehensive development of learners' English language abilities.

Thus, English can be considered not only an academic discipline but also an important educational instrument for developing communication, cooperation, intercultural awareness and professional interaction. The communicative orientation of English language education corresponds to the demands of contemporary society and creates conditions for learners to use language as a practical means of participating in academic, social and professional life.

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