



INTERACTIVE GAMES AND DIGITAL TOOLS IN DEVELOPING COMMUNICATIVE COMPETENCE IN ENGLISH LESSONS: IN THE EXAMPLE OF 8TH–9TH GRADE STUDENTS

Beknazarova Nigina Abdiqodir qizi

Master Student at Termez University of Economics and Service

Phone: +99893 787-27-97

E-mail: niginabeknazarova97@gmail.com

Madiyeva Madina Yusupovna,

Scientific Advisor, Termez University of Economics and Service, Senior

Teacher of the Department of Foreign Languages and Literature (PhD)

Phone: +998 93 794-50-00

E-mail: madinayusupovna1984@gmail.com

Abstract

In English language teaching, interactive games and digital tools play a transformative role in enhancing communicative competence. This paper explores how technology-integrated methods foster active language use, student engagement, and collaborative learning. Drawing on current research and practical classroom applications, it examines the effectiveness of various digital resources such as educational games, apps, and virtual platforms in developing learners' speaking, listening, reading, and writing skills. The study underscores the importance of integrating meaningful, context-driven activities that simulate real-life communication, thereby supporting a learner-centered approach to language education.

Keywords: Communicative competence, English language teaching, digital tools, interactive games, language learning, student engagement, educational technology.



Introduction:

Defining Communicative Competence.

The term “communicative competence” was first used by Dell Hymes in 1966 in his lecture delivered in a conference on “Developing the Language of the Disadvantaged Children”, then it was published as a paper entitled “On Communicative Competence” in 1972 and republished in 2001[1:P.268]. Effective communication is a cornerstone of academic, personal, and social success, especially during the critical developmental years of middle school. For 8th and 9th-grade students, acquiring communication competence is not only essential for excelling in school but also for navigating the complexities of adolescence and preparing for the future.

Communicative competence includes four main components: grammatical, sociolinguistic, discourse, and strategic competence [2:P.4]. In modern classrooms, the development of these skills requires active, meaningful interaction something that interactive games and digital tools can facilitate effectively.

The ability to communicate effectively in English has become a critical skill in today’s globalized world. Traditional language teaching methods, often focused on grammar and vocabulary drills, are no longer sufficient to prepare learners for real-world communication. In response, educators are increasingly turning to interactive games and digital tools to create dynamic, student-centered learning environments. These innovations not only motivate learners but also provide authentic contexts for language use, encouraging the development of communicative competence a holistic integration of linguistic, sociolinguistic, and strategic skills.

Role of Interactive Games in Language Learning

Interactive games offer an engaging way to practice English in a low-stress, motivational environment. Games such as word puzzles, role-playing simulations, and real-time quizzes (e.g., Kahoot!, Quizizz) encourage learners to use the language communicatively. Role-playing games, in particular, foster spontaneous use of English in contextualized settings, promoting fluency and confidence. Research by Gee highlights that games provide a risk-free space for



experimentation, repetition, and social interaction, all vital for language acquisition [3:P.80].

Digital Tools as a Medium for Communication

A variety of digital tools are now available that support communicative language teaching. Platforms like Duolingo, BBC Learning English, and interactive video lessons allow learners to improve all four language skills: listening, speaking, reading, and writing. Tools such as Zoom or Microsoft Teams can host virtual discussions, while collaborative apps like Padlet or Google Docs encourage group writing tasks and peer feedback, key to building discourse and strategic competence. These tools also support differentiated learning, where activities can be tailored to learners' individual levels and preferences [4:P.6].

Challenges and Considerations

Despite the clear benefits, integrating digital tools comes with several challenges: Accessibility: Not all students have access to devices or stable internet connections [5:P.96].

Digital literacy: Both teachers and students may lack the skills to use tools effectively

Assessment limitations: Some tools may offer limited ability to assess deeper communicative skills like tone, nuance, and cultural appropriateness.

Conclusion

The integration of interactive games and digital tools in English language teaching represents a significant advancement in promoting communicative competence among learners. These resources provide engaging, authentic, and learner-centered experiences that support the development of grammatical, sociolinguistic, discourse, and strategic skills. Through platforms that encourage real-time interaction, collaboration, and feedback, students are more motivated and better equipped to use English in meaningful contexts.



However, effective implementation requires careful planning, pedagogical alignment, and ongoing teacher training. Challenges such as unequal access to technology, varying levels of digital literacy, and the need for purposeful instructional design must be addressed to maximize the benefits of these tools. When used thoughtfully and inclusively, interactive games and digital technologies can transform traditional language classrooms into dynamic environments that foster genuine communication and lifelong language skills.

References:

1. Sabri Thabit Saleh Ahmed., Dr. Sunil V. Pawa. Communicative Competence in English as a Foreign Language: Its Meaning and the Pedagogical Considerations for its Development. The Creative Launcher. 2018. P. 267-276.
2. M.Canale, & M. Swain. Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. Applied Linguistics. 1980. P. 47.
3. James Paul Gee. What Video Games Have to Teach Us About Learning and Literacy. Palgrave Macmillan. 2003. P. 232
4. Godwin-Jones, R. Using mobile technology to develop language skills and cultural understanding. Language Learning & Technology. 2018. P. 2–11.
5. Warschauer, M. Technology and Social Inclusion: Rethinking the Digital Divide. MIT Press. 2004. P. 275