

THEORETICAL FOUNDATIONS FOR DEVELOPING COMMUNICATIVE COMPETENCE IN FOREIGN LANGUAGE EDUCATION IN THE CONTEXT OF MODERN PEDAGOGICAL TECHNOLOGIES

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Abstract: This article explores the theoretical foundations for developing communicative competence in the process of foreign language education at the higher education level. The study traces the evolution of information technologies and their influence on teaching methods — from early computer-assisted instruction based on behaviorist theory to Web 2.0-enabled, interactive and learner-centered environments. The pedagogical shift toward integration of digital technologies has led to the creation of new educational models that promote critical thinking, self-directed learning, and active participation in communication. The concept of “Education 2.0,” emerging alongside the Web 2.0 paradigm, is discussed as a transformative approach to language education in the digital era.

Keywords: communicative competence, foreign language education, information society, Web 2.0, pedagogical technologies, higher education

The modern objectives of higher education are increasingly defined by the demands of the labor market and the need for socially adaptive, communicatively competent graduates. In particular, foreign language teacher training programs must equip students not only with linguistic knowledge, but also with a high level of communicative competence that includes mastery of information and communication technologies (ICT).

The development of communicative competence in language education is closely tied to the informatization of society. The evolution of ICT in education can be divided into four major stages:

In the first stage, teaching was influenced by behaviorist theory, where language learning was focused on repetition and drills. Early software provided exercises for grammar and writing, with a structure based on “presentation–practice–control.” Computers partially replaced the teacher’s role, functioning mainly as content delivery tools.

The second stage was marked by the emergence of personal computers and intelligent tutoring systems in the 1970s. These systems allowed for more adaptive and diagnostic approaches, enabling learners to interact with content. The communicative approach started to replace behaviorist principles, encouraging learner autonomy, interaction, and task-based learning.

In the third stage, multimedia tools and the rise of the Internet significantly impacted language education. Learners were now able to engage in real-world communication contexts using authentic resources. Teaching focused on integrating all four language skills and fostering speech-based interaction, supporting the holistic development of communicative competence.

The fourth stage began with the appearance of Web 2.0 technologies in 2001. Unlike previous stages, learners became active participants in generating content. Blogs, wikis, RSS feeds, AJAX, XML, and other tools allowed for interactive, personalized, and socially networked learning experiences. In education, this was termed “Education 2.0,” focusing on learner agency, personalization, interactivity, and socialization.

Each phase in the technological development of society has reshaped how communicative competence is approached in foreign language teaching. From passive knowledge reception to dynamic co-creation of meaning, the pedagogical role has evolved significantly. Web 2.0 in

particular has enabled personalized learning environments, fostering learners' responsibility, creativity, and intercultural awareness. In this context, communicative competence is no longer just linguistic — it involves socio-pragmatic, digital, and cognitive skills.

The transformation of society through digital technologies has had a profound effect on foreign language education. Communicative competence must now be understood as a dynamic, multi-layered concept that incorporates technological literacy and intercultural communication. Modern pedagogical approaches must continue to evolve in parallel with digital society, offering students the tools to succeed in a global, multilingual, and information-rich environment.

Several scholars, including V. P. Bepalko, O. K. Tikhomirova, I. V. Robert, A. V. Khutorsky, B. S. Gershunskiy, E. S. Polat, and A. A. Verbitsky, have extensively explored the transformations in education associated with the informatization of society. They consider informatization as a crucial path to overcoming educational crises through the development of new models, the implementation of innovative technologies, and pedagogical systems. Methods based on information resources, associative learning, and ICT-integrated instructional models are regarded as key innovations in the modernization of education.

According to B. S. Gershunskiy, the computer plays several essential roles in the learning process:

- an object of study;
- a tool for education and upbringing;
- a component of the pedagogical management system;
- a means of enhancing the effectiveness of scientific and pedagogical research [24].

These functions reflect the core dimensions of using ICT in the educational process. E. I. Mashbis focuses on the general theoretical foundations of informatizing education. He identifies the need to develop solid computer-assisted teaching technologies and address the psychological and pedagogical issues of software design. According to him, the theory of computer-based learning must align with the logic of educational activity and may be implemented in the following ways:

- **penetrating technology:** computer use is limited to solving specific didactic tasks;
- **core instructional technology:** computer use is central to managing the learning process;
- **monotechnology:** instruction, control, and management are carried out exclusively via computer systems [66].

In the context of English language teaching, the potential of computers is categorized into several key functionalities:

- **Communicative:** enabling information exchange in various formats and contexts;
- **Information-combinatorial:** storing, organizing, and retrieving large volumes of data efficiently;
- **Computational:** processing numerical, textual, graphical, and animated information with speed and accuracy;
- **Graphical:** visually presenting learning outcomes in appropriate formats;
- **Modeling:** constructing dynamic and realistic simulations of phenomena and real-world scenarios [87, 44, 92].

The process of informatization has significantly transformed the goals, tools, and methods of modern education. As evidenced by the research of V.P. Bepalko, B.S. Gershunskiy, A.V. Khutorsky, and others, the integration of information and communication technologies into the educational process offers not only technical advancement but also methodological innovation. Computers have evolved from being supplementary devices to becoming central components in instructional design, pedagogical management, and learner-centered environments.

In the context of foreign language education, particularly English language instruction, computer-assisted technologies play a vital role in enhancing communicative competence, promoting interactive learning, and supporting cognitive development. Functional areas such as communication, modeling, data management, and visualization empower students to actively participate in the learning process and apply knowledge in authentic contexts.

Furthermore, the emergence of Web 2.0 and Education 2.0 paradigms has redefined the learner's role, encouraging autonomy, collaboration, and creativity. These changes necessitate a shift in pedagogical thinking—where educators are not mere transmitters of knowledge but facilitators of a dynamic, student-centered learning environment supported by modern technologies.

In conclusion, the informatization of education serves as a foundation for developing innovative teaching models and fostering the communicative, technological, and intellectual competencies required in the 21st century.

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