

DESIGNING AN AI-BASED METHODOLOGY FOR DEVELOPING COMMUNICATIVE COMPETENCE

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Abstract

This article explores the theoretical foundations for designing an AI-based methodology to develop English communicative competence among high school learners. It examines the role of artificial intelligence in transforming communicative language teaching through adaptive learning, personalized instruction, and authentic interaction. The study analyzes recent research on AI-assisted language learning and proposes key methodological principles for integrating AI into English language education. It argues that AI should function as a pedagogical assistant that enhances communicative competence while supporting learner autonomy, interaction, and meaningful language use.

Keywords

artificial intelligence, communicative competence, English language teaching, communicative language teaching, adaptive learning, learner autonomy, methodology.

Introduction. The unprecedented advancement of artificial intelligence (AI) has fundamentally transformed educational practices worldwide, creating new opportunities for improving the quality of foreign language instruction. During the last decade, AI technologies have evolved from simple computer-assisted learning applications into sophisticated educational systems capable of providing adaptive instruction, intelligent feedback, personalized learning pathways, and authentic communicative interaction. These developments have encouraged researchers and educators to reconsider traditional approaches to English language teaching and to explore innovative methodologies that effectively integrate AI into communicative language learning.

Communicative competence remains one of the principal objectives of English language education. Contemporary educational standards emphasize learners' ability not only to master grammatical structures and vocabulary but also to communicate effectively, negotiate meaning, solve communicative problems, and

participate successfully in intercultural interaction. Consequently, modern English language teaching has gradually shifted from teacher-centered instruction toward learner-centered pedagogical models that promote authentic communication, collaboration, and independent language use.

Despite the widespread implementation of Communicative Language Teaching (CLT), numerous empirical studies indicate that many secondary school learners continue to experience considerable difficulties in developing practical communicative skills. Traditional classroom instruction often provides limited opportunities for spontaneous interaction because of time constraints, large class sizes, curriculum requirements, and the predominance of teacher-controlled activities. As a result, students frequently demonstrate adequate grammatical knowledge while lacking confidence and fluency in real-life communication.

Recent advances in generative artificial intelligence provide promising solutions to these challenges. Unlike earlier educational software, which primarily focused on repetitive grammar exercises and vocabulary practice, contemporary AI-powered systems can engage learners in extended conversations, generate authentic communicative scenarios, provide immediate formative feedback, and personalize learning activities according to individual needs and proficiency levels. These capabilities have considerably expanded the pedagogical potential of AI within English language education.

Recent systematic reviews demonstrate that conversational AI systems positively influence learners' interactional competence, communicative confidence, oral fluency, and willingness to communicate. At the same time, researchers emphasize that artificial intelligence should not replace teachers but rather function as an intelligent pedagogical assistant that extends communicative practice beyond the traditional classroom environment [1, p. 7].

A growing number of scholars also argue that methodological innovation should become the central focus of AI integration. According to Chung Kwan Lo, the educational value of generative AI depends less on technological sophistication than on the pedagogical design that governs its implementation. Artificial intelligence produces meaningful educational outcomes only when embedded within carefully structured learning activities aligned with instructional objectives, assessment strategies, and learner characteristics [2, p. 14].

This position reflects one of the most significant methodological shifts in contemporary educational research. The question is no longer whether artificial intelligence should be incorporated into English language teaching but rather how instructional methodologies should be redesigned to maximize its educational potential. Consequently, designing an AI-based methodology requires a

comprehensive understanding of language pedagogy, learning psychology, digital literacy, and human AI interaction.

Another important issue concerns the changing role of the language teacher. Traditional communicative language teaching assigned teachers the responsibility of organizing classroom interaction and facilitating meaningful communication. In AI-supported educational environments, however, teachers increasingly function as instructional designers, learning facilitators, and critical evaluators of AI-generated content. Sharples argues that generative artificial intelligence should be viewed as a collaborative cognitive partner capable of supporting inquiry, dialogue, and knowledge construction rather than merely generating answers. Such a perspective transforms AI from a technological tool into an active participant in the educational process [3, p. 162].

Equally significant is the growing emphasis on learner autonomy. Modern educational theories consistently recognize autonomous learning as a prerequisite for lifelong education and sustainable language development. Artificial intelligence contributes to learner autonomy by enabling individualized instruction, continuous feedback, adaptive scaffolding, and self-paced communicative practice. Consequently, students become active participants in constructing their communicative competence rather than passive recipients of linguistic knowledge.

Recent investigations conducted by Li, Noordin, and Ismail further demonstrate that successful communicative competence development depends on multiple interconnected factors, including communicative motivation, interactional opportunities, psychological confidence, strategic competence, and meaningful language use. Their systematic review concludes that effective methodology should integrate these components into a coherent pedagogical framework instead of treating them as isolated instructional objectives [4, p. 18].

Although recent studies provide substantial evidence regarding the educational benefits of artificial intelligence, most investigations concentrate on evaluating individual AI tools such as ChatGPT, intelligent tutoring systems, or conversational chatbots. Comparatively little attention has been devoted to designing comprehensive methodological frameworks capable of systematically integrating AI technologies into communicative language teaching, particularly in secondary education. Existing studies frequently report positive learning outcomes while offering limited methodological guidance concerning instructional principles, lesson organization, communicative task design, assessment procedures, and pedagogical conditions necessary for effective implementation.

This gap in contemporary research highlights the necessity of developing a theoretically grounded AI-based methodology that combines established principles

of Communicative Language Teaching with recent advances in artificial intelligence, educational psychology, and digital pedagogy. Such a methodology should not merely introduce technological innovation into the classroom but should fundamentally redesign the process through which communicative competence is developed.

Conclusion. The integration of artificial intelligence into English language teaching represents a significant methodological advancement in the development of communicative competence. Unlike traditional technology-enhanced instruction, AI provides personalized learning, adaptive feedback, and authentic communicative interaction, creating favorable conditions for meaningful language acquisition. The analysis of recent studies demonstrates that the effectiveness of AI depends not on the technology itself but on its pedagogically sound integration into the learning process.

The proposed AI-based methodology combines the principles of Communicative Language Teaching with adaptive and learner-centered approaches, enabling students to develop linguistic, sociolinguistic, discourse, strategic, and digital communicative competences. At the same time, the teacher retains a central role as a facilitator, instructional designer, and evaluator of learning outcomes. Therefore, the effective use of artificial intelligence should be viewed as a means of enhancing, rather than replacing, human-centered language instruction. Future research should focus on the empirical validation of the proposed methodology and its implementation in secondary school English language classrooms.

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