USE OF INTERACTIVE TECHNOLOGIES IN FORMING STUDENTS' COMMUNICATIVE COMPETENCE. (IN THE EXAMPLE OF A2 LEVEL STUDENTS)

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Annotation: This article explores the impact of interactive technologies on the development of communicative competence in A2 level students, highlighting the effectiveness of some methods in fostering language skills and promoting meaningful interactions in language learning environments.

This article examines the use of interactive technologies in language education, focusing on A2 level students at beginner or elementary proficiency levels. It explores how these technologies can facilitate language learning and develop communicative competence. Communication competence is defined as an individual's ability to speak effectively and appropriately in a specific language, including understanding grammar and vocabulary. It was established by linguist Dell Hymes in the 1960s as a response to Chomsky's linguistic competence, which primarily focused on grammatical knowledge. It involves not only linguistic knowledge but also the ability to use language appropriately in different contexts. In language learning, communicative competence is crucial as it allows students to interact with others, express their ideas and opinions, and understand and interpret messages accurately. By developing communicative competence, students can engage in meaningful communication, build relationships, and navigate social and cultural contexts effectively.

Challenges in Communicative Competence

Developing communicative competence in a foreign language can be challenging for students due to various obstacles.These include limited vocabulary and grammar knowledge,

fear of making mistakes, lack of exposure to authentic language use, poor pronunciation and intonation,limited cultural knowledge, limited interaction opportunities, difficulty in retrieving and formulating ideas, low confidence and motivation, cultural background interference, and lack of authentic assessment. To address these challenges, a multifaceted approach is needed, including providing ample opportunities for meaningful practice, exposure to authentic language use, fostering a supportive learning environment, and integrating interactive technologies. Interactive technologies, such as social media, virtual reality, and apps, are educational and age-appropriate tools(Duolingo, Babbel, or Rosetta Stone) that facilitate active and creative use of technology and encourage social engagement. They utilize multimedia elements, simulations, gamification, and real-time communication-online language exchange platforms (Speak Pal or HelloTalk) to enhance the learning experience and foster user engagement. Virtual classrooms and online collaboration tools(Zoom, Skype, or Google Meet), allow students and teachers to communicate and collaborate in real-time, regardless of their physical location. Gamified learning platforms (Kahoot, Baamboozle, Twee, Padlet or Quiz) motivate learners through game-like elements such as points, levels, challenges, and rewards. Interactive multimedia resources cater to different learning styles and engage multiple senses to enhance understanding and retention of information. In conclusion, addressing these challenges requires a multifaceted approach that includes providing ample opportunities for meaningful practice, exposure to authentic language use, fostering a supportive learning environment, and integrating interactive technologies to enhance students' communicative competence effectively. Interactive technologies are crucial in education for promoting active learning, providing immediate feedback, fostering collaboration, and developing essential skills for success in the digital age. They engage users in active participation and hands-on learning through interactive exercises, simulations, games, and real-time communication, unlike traditional passive forms of instruction. This approach encourages active participation and exploration of concepts.

The impact of interactive technologies on A2 level students

Interactive technologies, such as language learning apps, online platforms, and virtual classrooms, significantly enhance communicative competence among A2 level students. These technologies provide engaging and interactive learning experiences, motivating students to practice their language skills. They can simulate real-life communication scenarios, allowing them to develop their communicative competence by applying their

knowledge in practical situations. Interactive technologies offer immediate feedback on students' language use, pronunciation, and comprehension, enabling them to identify and correct mistakes quickly. Collaborative activities, such as group chats, discussion forums, and virtual classrooms, help A2 level students practice their communication skills in a supportive environment. Personalized learning experiences are another advantage of interactive technologies. These technologies can be tailored to meet individual learning needs and preferences, allowing students to progress at their own pace and focus on areas where they need improvement. [1]Real-time feedback on language skills, such as automated grading and instant corrections, helps students track their progress more effectively. Authentic communication practice is another advantage of interactive technologies. A2 level students can engage in conversations with virtual language partners, participate in online group discussions, and interact with native speakers through video calls. These authentic interactions help develop speaking and listening skills in a practical and meaningful way, preparing them for real-life communication scenarios.

This article examines the use of interactive technologies in forming students' communicative competence, highlighting the opportunities and challenges associated with integrating these tools into language learning environments.

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INTERNET SOURCES

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