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INTEGRATING COMMUNICATIVE LANGUAGE TEACHING AND DIGITAL TECHNOLOGIES IN TEACHING ENGLISH TO NON-PHILOLOGICAL STUDENTS: A CONTEMPORARY HIGHER EDUCATION PERSPECTIVE

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Abstract

The article is devoted to the analysis of the integration of a communicative approach and digital technologies in teaching English to students of non-philological specialties. The theoretical foundations of communicative learning are considered, the role of digital educational resources is revealed, and the prospects for the development of language education in the context of the digital transformation of higher education are substantiated.

Keywords: *communicative approach, digital technologies, English, non-philological specialties, higher education, ICT*

The current stage of higher education development is characterized by the active introduction of digital technologies and the rethinking of traditional pedagogical approaches. In the context of globalization and digitalization of society, knowledge of English is becoming the most important tool for professional communication. This is especially true for students of non-philological specialties, for whom a foreign language acts not as a subject of specialization, but as a means of professional interaction.

In this regard, the integration of a communicative approach and digital technologies is of particular importance. Communicative learning is focused on developing the ability to use language in real-world communication

situations, while digital technologies provide access to a variety of educational resources and create an interactive learning environment. Thus, the study of the features of the integration of these approaches is an urgent scientific task.

Theoretical foundations of communicative learning. Communicative approach to teaching foreign languages has emerged as an alternative to traditional grammar and translation methods. Its main goal is to form a communicative competence that includes linguistic, sociolinguistic, discursive and strategic components (Himes D., 1972).

According to modern research, communicative learning involves the use of authentic materials, modeling of real speech situations

and active involvement of students in the communication process (Passov E.I., 1991). An important characteristic of this approach is the focus on the practical use of language, and not just on the assimilation of grammatical rules. In addition, the communicative approach is closely related to the activity-based approach, in which learning is considered as a process of active student interaction (Leontiev A.A., 2003). This is especially important for students of non-philological fields, as it allows them to link language learning with their future professional activities.

Thus, communicative learning creates conditions for the formation of practical language skills and the development of communicative competence. The role of digital technologies in English language teaching. Digital technologies play a key role in modernizing the educational process. They include a wide range of tools: online platforms, mobile applications, e-learning resources, distance learning systems, and multimedia tools. The use of digital technologies in English language teaching makes it possible to implement the principle of individualization of learning, since students can work at their own pace and choose educational resources in accordance with their needs (Semenova T.V., 2019).

In addition, the digital environment helps to increase the motivation of students. Interactive tasks, gamification and multimedia elements make the learning process more attractive and effective (Clark R., Mayer R., 2016). Particular importance is access to authentic materials (videos, podcasts, online articles) that allow students to immerse themselves in the language environment and develop skills in perceiving live speech (Galiskova N.D., 2018).

Consequently, digital technologies significantly expand the possibilities of teaching a foreign language and increase its effectiveness. Integration of communication approach and digital technologies. The integration of a communicative approach and digital technologies is one of the most promising areas for the development of language education. It involves combining traditional communication methods with modern digital tools.

One of the forms of such integration is blended learning, which combines face-to-face classes with online activities (Graham K.,

2006). Under this model, students have the opportunity to practice their language skills both in the classroom and in a digital environment. Digital technologies make it possible to implement communication tasks in an interactive form: online discussions, video conferences, joint projects, and the use of educational platforms. This contributes to the development of real communication skills and the formation of intercultural competence (Bykov V.Yu., 2020).

In addition, an important area is the use of CLIL (Content and Language Integrated Learning) technology, which involves the study of professional disciplines in a foreign language (Coyle D., 2010). This is especially important for students of non-philological specialties, as it allows them to integrate language training with professional training.

Thus, the integration of a communicative approach and digital technologies ensure a more effective formation of linguistic and professional competencies. Development prospects in modern higher education. In the context of the digital transformation of education, the integration of communicative learning and digital technologies is gaining strategic importance.

One of the key trends is the development of adaptive educational systems that use elements of artificial intelligence to personalize learning (Holmes W., 2019). Such systems make it possible to take into account the individual characteristics of students and improve the effectiveness of learning. Another important area is the expansion of distance and blended learning, which is especially important in the context of global challenges and digitalization of education. In addition, there is an increased interdisciplinary approach in which foreign language teaching is integrated with professional disciplines. This contributes to the formation of complex competencies that are in demand in the modern labor market (Zimnaya I.A., 2004).

Thus, the development prospects are linked to the further digitalization of education and the improvement of teaching methods. The integration of a communicative approach and digital technologies is the most important direction for the modernization of English language teaching for students of non-philological specialties. This approach

helps to increase the effectiveness of the educational process, the development of communicative competence and the formation of professional skills. In the future, it is nec-

essary to further study the mechanisms of digital technology integration and develop innovative teaching methods that meet the requirements of modern society.

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