

ENHANCING COMMUNICATIVE COMPETENCE OF NON-PHILOLOGICAL UNIVERSITY STUDENTS THROUGH AI-ASSISTED INTERACTIVE ENGLISH LANGUAGE TEACHING

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Abstract: This article explores the role of AI-assisted interactive technologies in enhancing the communicative competence of non-philological university students. It examines how AI-powered tools, including intelligent chatbots, virtual language tutors, speech recognition systems, adaptive learning platforms, and generative AI applications, can support the development of linguistic, sociolinguistic, discourse, and strategic competencies. These technologies provide learners with immediate feedback, personalized learning pathways, and opportunities for authentic communication in diverse contexts, thereby promoting greater learner engagement, confidence, and autonomy.

Key words: Enhancing Communicative Competence of Non-Philological University Students through AI-Assisted Interactive English Language Teaching.

Introduction. In the era of digital transformation, Artificial Intelligence (AI) has become one of the most influential technologies shaping educational practices worldwide. The integration of AI into language education has created new opportunities for enhancing teaching effectiveness, personalizing learning experiences, and improving student outcomes. In particular, English language teaching (ELT) has witnessed a growing adoption of AI-powered tools, including intelligent tutoring systems, chatbots, speech recognition software, adaptive learning platforms, and generative AI applications. These technologies have the potential to support learners in developing language skills through interactive, engaging, and individualized learning experiences (Zawacki-Richter et al., 2019; Chen et al., 2020).

Communicative competence is widely recognized as a primary goal of foreign language education. The concept, originally proposed by Hymes (1972), extends beyond grammatical knowledge and encompasses the ability to use language appropriately and effectively in various social and cultural contexts. Later models developed by Canale and Swain (1980) and Canale (1983) identified several components of communicative competence, including grammatical, sociolinguistic, discourse, and strategic competence. These dimensions enable learners to communicate meaningfully and successfully in real-life situations. For non-philological university students, communicative competence is particularly important because English serves as a tool for academic study, professional development, and international communication rather than as their primary field of specialization.

Despite the growing importance of English proficiency in higher education and the global labor market, many non-philological students face difficulties in developing effective communication skills. Traditional language instruction often focuses on grammar, vocabulary

acquisition, and examination performance, providing limited opportunities for authentic interaction and communicative practice. Consequently, students may possess theoretical knowledge of the language while lacking confidence and fluency in real-life communication situations (Richards, 2006). These challenges highlight the need for innovative teaching approaches that promote active participation, meaningful interaction, and learner-centered instruction.

Recent advancements in AI technologies offer promising solutions to these challenges. AI-assisted interactive learning environments can provide immediate feedback, personalized instruction, and authentic communication opportunities that support language acquisition. For example, AI-powered chatbots and virtual conversational agents enable students to practice speaking and writing skills in low-anxiety environments, while speech recognition systems help improve pronunciation and oral fluency. Generative AI applications can facilitate vocabulary development, content creation, and interactive dialogue, encouraging learners to engage more actively in the language learning process (Kohnke, Moorhouse, & Zou, 2023). Furthermore, adaptive learning systems can tailor instructional materials to individual students' proficiency levels and learning preferences, thereby enhancing motivation and engagement.

The increasing integration of AI into English language education has also prompted discussions regarding its pedagogical implications. Researchers argue that AI should be used not as a replacement for teachers but as a complementary tool that enhances classroom interaction and supports communicative language teaching principles (Godwin-Jones, 2022). Effective implementation requires educators to develop digital and AI literacy skills while ensuring that technological tools are employed ethically and responsibly. Issues such as data privacy, technological dependence, and equitable access to AI resources must also be considered when designing AI-supported learning environments. Given the growing significance of AI in higher education, it is essential to examine its role in developing communicative competence among non-philological university students. This article explores how AI-assisted interactive English language teaching can contribute to the enhancement of communicative competence by fostering meaningful interaction, personalized learning, and increased learner engagement. It also discusses the opportunities and challenges associated with AI integration and offers pedagogical recommendations for the effective use of AI technologies in English language instruction.

Literature review. Communicative competence has long been regarded as a central objective of foreign language education. The concept was first introduced by Hymes (1972), who argued that effective communication requires not only grammatical knowledge but also an understanding of how language is used appropriately in different social contexts. Expanding on this idea, Canale and Swain (1980) proposed a model consisting of grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Later, Canale (1983) further refined these components, emphasizing the importance of learners' ability to use language effectively in real-world communication. In

the context of higher education, communicative competence is particularly important for non-philological students who require English for academic, professional, and intercultural communication purposes. Researchers have highlighted that communicative language teaching (CLT) remains one of the most effective approaches for developing students' communicative abilities because it emphasizes meaningful interaction, authentic language use, and learner participation (Richards, 2006). However, traditional classroom practices often face limitations such as insufficient interaction time, large class sizes, and varying learner proficiency levels, which may hinder the development of communicative competence.

Artificial Intelligence in Language Education

The rapid advancement of Artificial Intelligence (AI) has transformed educational practices and introduced innovative opportunities for language learning. AI refers to computer systems capable of performing tasks that typically require human intelligence, including language processing, pattern recognition, decision-making, and problem-solving. In educational contexts, AI technologies have been applied through intelligent tutoring systems, adaptive learning environments, automated assessment tools, virtual assistants, and conversational agents (Zawacki-Richter et al., 2019). According to Chen et al. (2020), AI technologies have the potential to enhance learning experiences by providing personalized instruction, immediate feedback, and data-driven insights into student performance. These features are particularly valuable in language education, where learners require continuous practice and individualized support. AI-powered systems can analyze learner performance in real time and adapt instructional materials to meet specific learning needs, thereby facilitating more effective and efficient language acquisition. Recent developments in natural language processing (NLP) and machine learning have further expanded the capabilities of AI-assisted language learning. Modern AI tools can understand, generate, and evaluate human language with increasing accuracy, creating opportunities for more interactive and communicative learning experiences. As a result, AI is becoming an increasingly important component of contemporary English language teaching.

AI-Assisted Interactive Learning and Communicative Competence

One of the most promising applications of AI in language education is the development of interactive learning environments that support communicative competence. AI-powered chatbots, virtual conversational agents, and intelligent tutoring systems allow students to engage in authentic communication activities beyond the traditional classroom setting. These technologies provide opportunities for learners to practice speaking and writing skills in a supportive and low-anxiety environment. Research suggests that AI-assisted interaction can significantly improve learners' confidence and willingness to communicate in a second language. Virtual conversational partners enable students to engage in repeated communication practice without fear of negative evaluation, thereby reducing language anxiety and encouraging active participation (Godwin-Jones, 2022). Furthermore, AI systems can provide immediate corrective feedback, helping learners identify and address linguistic errors during communication tasks.

Conclusion. The integration of Artificial Intelligence (AI) into interactive English language teaching has opened new possibilities for enhancing the communicative competence of non-philological university students. As English continues to serve as a global language for academic, professional, and intercultural communication, higher education institutions face increasing pressure to equip students with effective communication skills that extend beyond grammatical knowledge. AI-assisted technologies provide innovative solutions to this challenge by creating personalized, interactive, and learner-centered educational environments that support the development of communicative competence. The review of the literature demonstrates that AI-powered tools, such as intelligent tutoring systems, chatbots, speech recognition applications, adaptive learning platforms, and generative AI technologies, can significantly contribute to language learning. These tools offer immediate feedback, authentic communication opportunities, individualized instruction, and increased learner autonomy. Through continuous interaction and personalized support, students can improve their linguistic, sociolinguistic, discourse, and strategic competencies, which are essential components of effective communication.

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