DEVELOPING PROSPECTIVE ENGLISH LANGUAGE TEACHERS' COMMUNICATIVE COMPETENCE THROUGH AN ADAPTIVE DIALOGIC METHODOLOGY

Ochilova Dilfuza Nematovna
Nukus State Technical University
Department of the state language and
foreign languages, assistant teacher
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Abstract

The development of communicative competence is a fundamental objective of contemporary English language teacher education. Prospective English language teachers are expected not only to possess sufficient linguistic knowledge but also to communicate effectively, initiate and maintain interaction, respond appropriately to interlocutors, employ communication strategies, and use English confidently in professional and classroom contexts. This study addresses this problem by proposing an adaptive dialogic methodology for developing the communicative competence of prospective English language teachers.

Keywords: communicative competence, prospective English language teachers, adaptive methodology, dialogic pedagogy, interaction, teacher education, English as a foreign language.

1. Introduction

The ability to communicate effectively in English has become one of the central requirements for contemporary foreign language teachers. In the context of teacher education, communicative competence cannot be reduced to knowledge of grammar, vocabulary, and pronunciation.

Communicative language teaching has made a substantial contribution to the development of learners' ability to use language for meaningful interaction. Nevertheless, communicative activities may remain insufficiently effective when they are implemented according to a uniform instructional model. Learners entering higher education differ considerably in their linguistic proficiency, confidence, interactional strategies, vocabulary resources, motivation, and ability to participate in spontaneous communication. Therefore, providing identical dialogue tasks and identical levels of teacher support to all learners may not adequately address individual developmental needs. The relevance of this approach is associated with two complementary educational principles. First, dialogic interaction creates conditions for active language use, negotiation of meaning, collaborative problem-solving, and development of interactional competence. Second, adaptation makes it possible to individualize such interaction without abandoning the collaborative nature of language learning.

The purpose of this study is therefore to develop and substantiate an adaptive dialogic methodology for improving the communicative competence of prospective English language teachers and to examine its effectiveness through a pedagogical experiment.

The research objectives are as follows:

1. to clarify the theoretical foundations of communicative competence development in prospective English language teachers;

2. to identify the pedagogical potential of dialogic interaction in foreign language teacher education;

The central research question is:

To what extent can an adaptive dialogic methodology contribute to the development of prospective English language teachers' communicative competence?

The scientific novelty of the study consists in the conceptualization of adaptive dialogic methodology as an integrated pedagogical system in which dialogue-based learning is continuously adjusted according to learners' communicative profiles, performance, and developmental progress. Unlike a fixed dialogic model, the proposed methodology incorporates diagnostic assessment, differentiated communicative tasks, variable scaffolding, formative feedback, and reassessment into a continuous adaptive cycle.

2. Literature Review

The concept of communicative competence has developed considerably since the introduction of the distinction between grammatical competence and broader communicative ability. Subsequent models have emphasized that effective communication requires knowledge of linguistic forms as well as the ability to use language appropriately in particular contexts. For prospective English language teachers, communicative competence has an additional professional dimension. Teachers must use English for explaining concepts, organizing classroom activities, asking questions, eliciting responses, providing feedback, maintaining interaction, and managing interpersonal relationships. Thus, teacher communicative competence involves both general language proficiency and professional interactional ability.

Dialogic pedagogy provides a particularly relevant framework for this development. Dialogue transforms students from passive recipients of linguistic information into active participants in meaning-making. Through dialogue, learners must listen to others, interpret meaning, formulate responses, manage turns, clarify misunderstandings, and adjust their utterances according to the interactional context.

Conclusion

The development of communicative competence among prospective English language teachers requires an instructional model that combines meaningful interaction with systematic pedagogical adaptation. The present study has proposed an adaptive dialogic methodology designed to address this need. The methodology integrates diagnostic assessment, communicative profiling, differentiated dialogue tasks, scaffolding, formative feedback, reflection, and reassessment into a continuous instructional cycle. Its principal theoretical contribution lies in conceptualizing dialogue and adaptation not as separate pedagogical techniques but as mutually reinforcing elements of a unified methodology.

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