

---

## Digital technologies as linguodidactic tools for enhancing English communication skills in non-linguistic students

**Raxmatova Rayhona Raxim qizi**  
[raxmatovarayhona77@gmail.com](mailto:raxmatovarayhona77@gmail.com)

Master's degree students,  
Samarkand State Institute of Foreign Languages

**Husinov Akobir A'zam o'g'li**  
[husinovakobir18@gmail.com](mailto:husinovakobir18@gmail.com)

Assistant of the Department of Internal  
Medicine No. 1,  
Samarkand State Medical University

---

### Annotation

*This article explores how digital technologies can be used as linguodidactic tools to improve English communication skills among non-linguistic university students. As well as, drawing on communicative and learner-centered approaches, the study discusses the use of digital platforms, mobile applications, multimedia resources, and online learning environments in foreign language teaching. These tools create more interactive and engaging learning experiences and allow students to practice English in meaningful, real-life contexts. Moreover, the article highlights how technology supports the development of speaking, listening, reading, and writing skills while increasing students' motivation and confidence. In addition, digital technologies encourage learner autonomy by enabling students to take greater responsibility for their learning and progress at their own pace. Practical examples of technology-based classroom activities are presented to show how digital tools can be effectively integrated into higher education. The article concludes with recommendations for using digital technologies purposefully to enhance communicative competence in non-linguistic students.*

### Keywords

*Digital technologies, linguodidactics, communicative competence, English as a foreign language, non-linguistic students, higher education, technology-enhanced learning, communicative skills development*

---

## Цифровые технологии как лингводидактические средства повышения коммуникативных навыков английского языка у студентов нелингвистических специальностей

**Рахматова Райхона Рахим кизи**  
[raxmatovarayhona77@gmail.com](mailto:raxmatovarayhona77@gmail.com)

Магистрант,  
Самаркандский государственный институт  
иностранных языков

**Хусинов Ақобир Аъзам угли**  
[husinovakobir18@gmail.com](mailto:husinovakobir18@gmail.com)

Ассистент кафедры внутренних  
болезней №1,  
Самаркандский государственный  
медицинский университет

---

### Аннотация

*В данной статье рассматривается использование цифровых технологий в качестве лингводидактических инструментов для развития коммуникативных навыков английского языка у студентов неязыковых*

специальностей вузов. Опираясь на коммуникативный и личностно-ориентированный подходы, в исследовании анализируется применение цифровых платформ, мобильных приложений, мультимедийных ресурсов и онлайн-образовательных сред в обучении иностранным языкам. Эти технологии способствуют созданию более интерактивной и мотивирующей образовательной среды и позволяют студентам практиковать английский язык в значимых, приближенных к реальной жизни ситуациях. В статье подчеркивается, что использование цифровых технологий поддерживает развитие навыков говорения, аудирования, чтения и письма, а также повышает мотивацию и уверенность обучающихся. Кроме того, цифровые инструменты способствуют формированию учебной автономии студентов, позволяя им брать на себя большую ответственность за процесс обучения. В заключение приводятся рекомендации по целенаправленному использованию цифровых технологий для развития коммуникативной компетенции студентов неязыковых направлений.

**Ключевые слова**

Цифровые технологии, лингводидактика, коммуникативная компетенция, английский язык как иностранный, студенты неязыковых специальностей, высшее образование, обучение с использованием технологий, развитие коммуникативных навыков

---

**Raqamli texnologiyalar nolingvistik  
yo'nalish talabalarda ingliz tilida  
kommunikativ ko'nikmalarini  
rivojlantirishning lingvodidaktik  
vositasi sifatida**

**Raxmatova Rayhona Raxim qizi**

[raxmatovarayhona77@gmail.com](mailto:raxmatovarayhona77@gmail.com)

Magistrant,

Samarqand davlat chet tillar instituti

**Husinov Akobir A'zam o'g'li**

[husinovakobir18@gmail.com](mailto:husinovakobir18@gmail.com)

1-son ichki kasalliklar kafedrasida assistenti,

Samarqand davlat tibbiyot universiteti

---

**Annotatsiya**

Mazkur maqolada raqamli texnologiyalarning oliy ta'lim muassasalarida tahsil olayotgan nofilologik yo'nalish talabalari uchun ingliz tilida kommunikativ ko'nikmalarini rivojlantirishda lingvodidaktik vosita sifatida qo'llanilishi yoritib beriladi. Tadqiqot kommunikativ va o'quvchiga yo'naltirilgan yondashuvlarga asoslanib, chet tilini o'qitishda raqamli platformalar, mobil ilovalar, multimediyaga resurslari hamda onlayn ta'lim muhitlaridan foydalanish masalalarini tahlil qiladi. Ushbu texnologiyalar o'quv jarayonini yanada interaktiv va qiziqarli qilish bilan birga, talabalarga ingliz tilini real hayotga yaqin, mazmunli vaziyatlarda amaliy qo'llash imkonini beradi. Maqolada raqamli texnologiyalar nutq, tinglab tushunish, o'qish va yozish ko'nikmalarini rivojlantirishga xizmat qilishi, shuningdek, talabalar motivatsiyasi va o'ziga bo'lgan ishonchini oshirishi ta'kidlanadi. Bundan tashqari, ular talabalarda o'quv avtonomiyasini shakllantirib, ta'lim jarayonida mustaqil ishlash ko'nikmalarini rivojlantiradi. Maqola yakunida nofilologik yo'nalish talabalari uchun kommunikativ kompetensiyani rivojlantirishda raqamli texnologiyalardan maqsadli foydalanish bo'yicha tavsiyalar beriladi.

**Kalit so'zlar** *Raqamli texnologiyalar, lingvodidaktika, kommunikativ kompetensiya, chet tili sifatida ingliz tili, nofilologik yo'nalish talabalari, oliy ta'lim, texnologiyalar asosida o'qitish, kommunikativ ko'nikmalarni rivojlantirish*

### **Introduction**

The rapid expansion of digital technologies has significantly transformed educational practices across the world, influencing both teaching strategies and students' learning behaviors. In higher education, digitalization has become an integral part of instructional processes, particularly in the field of foreign language learning. For non-linguistic students, whose primary area of study is not philology English proficiency, is increasingly viewed as an essential component of academic success, global mobility, and future employability. As contemporary labor markets require graduates who possess strong communicative abilities and can collaborate effectively across cultures, universities are encouraged to implement linguodidactic approaches that align with current technological developments.

In Uzbekistan and many other educational contexts, non-linguistic students often face challenges developing English communication skills due to limited exposure, insufficient practice opportunities, and focus on passive knowledge rather than active use. Digital tools, however, offer a powerful means to overcome these barriers. When integrated thoughtfully, they create interactive learning environments that support meaningful communication, increase motivation, and promote learner autonomy (Chapelle, 2017). These tools also expand access to authentic language input, real-time feedback, and global communication platforms. The purpose of this article is to analyze the linguodidactic potential of digital technologies in enhancing English communication skills among non-linguistic students. Using the IMRAD framework, this study reviews relevant

theoretical foundations, evaluates educational practices, and provides recommendations for effective integration. Although the article is conceptual and not based on empirical data, it synthesizes current scholarship to offer a structured academic contribution suitable for publication.

### **Literature review**

The role of technology in language education has been extensively discussed within the framework of Computer-Assisted Language Learning (CALL). Scholars such as Levy and Stockwell highlight that CALL tools enhance language acquisition by providing interactive and personalized learning pathways (Levy & Stockwell, 2013). Digital platforms enable multimodal input, student-centered tasks, and real-time communication, all of which contribute to communicative competence. Communicative competence, as conceptualized by Canale and Swain, includes grammatical, sociolinguistic, discourse, and strategic components (Canale, & Swain, 1980). For non-linguistic students to achieve functional proficiency, instruction must incorporate opportunities to activate all components. Technology-enhanced learning environments facilitate such opportunities by combining synchronous and asynchronous interaction modes. Several authors argue that digital tools support communicative language teaching (CLT). For instance, Godwin-Jones states that mobile-assisted language learning encourages authentic interaction, peer collaboration, and reflective learning (Godwin-Jones, 2018). Similarly, Hampel and Stickler note that virtual classrooms create conditions for spontaneous oral communication comparable to face-to-face conversation (Hampel, & Stickler, 2015).

A growing body of research also emphasizes learner autonomy as a crucial outcome of technology-enhanced education. According to Benson, digital tools promote autonomous learning through self-paced modules, feedback systems, and independent exploration of language resources (Benson, 2011). The existing literature confirms that digital technologies contribute to communicative language development; however, implementation strategies vary widely. This article attempts to systematize effective linguodidactic practices that benefit non-linguistic students specifically.

### Methodology

This article employs a qualitative, descriptive, and conceptual methodology, following established approaches for theoretical research in applied linguistics. Instead of collecting empirical data, it synthesizes academic literature to explore how digital technologies function as linguodidactic tools. The methodology consists of the following steps:

1. Thematic analysis of current academic sources on CALL, digital pedagogy, and communicative language teaching.
2. Identification of key digital tools used in non-linguistic university contexts.
3. Evaluation of pedagogical benefits related to communication skill development.
4. Synthesis of practical recommendations for educators.

This approach ensures that the analysis is grounded in scholarly work while offering practical value for university instructors. The conceptual nature of the article aligns with the requirements of academic publications that do not mandate original field research.

### Results and Discussion

Digital technologies offer several linguodidactic advantages crucial for the development of communication skills. They create multimodal instructional environments where learners engage with visual, auditory, and interactive content. Such modes improve

comprehension, retention, and motivation, particularly for students whose primary majors are unrelated to languages. Digital tools also increase exposure to authentic content, enabling students to interact with real-life English through podcasts, videos, online forums, and social networks. Authenticity is central to developing communicative competence, as it mirrors the linguistic and cultural contexts in which English is used globally.

For non-linguistic students, speaking is often the most challenging competence due to anxiety, lack of practice, and fear of making mistakes. Digital technologies address these issues in several ways:

- *Video-conferencing platforms* such as Zoom, Google Meet, and Microsoft Teams simulate real-life communication and allow teachers to organize pair or group speaking tasks.
- *Voice-recording tools* enable students to practice pronunciation and fluency autonomously, with the ability to compare their performance over time.
- *Artificial intelligence chat tools*, when used ethically, provide conversational practice and immediate feedback on grammar and vocabulary.

These tools create low-pressure environments where learners can practice oral communication more frequently and confidently.

Listening comprehension improves significantly when students engage with diverse, authentic digital materials. Platforms such as YouTube, TED-Ed, and news websites provide content at different levels and topics. Listening tasks can be scaffolded through subtitles, speed control functions, and pause-and-repeat features. Listening through digital media exposes learners to natural speech patterns, accents, intonation, and discourse structures, which are vital for real-world communication.

Reading skills benefit from online articles, blogs, and e-books. Vocabulary-learning

applications with built-in dictionaries. Annotation and note-taking tools that support comprehension and critical thinking. Digital writing platforms promote collaborative and interactive writing. Tools such as Google Docs allow real-time peer review, teacher feedback, and group writing tasks that encourage communicative writing. Discussion forums and online journals also motivate students to express ideas in written English.

Digital tools contribute to all four components of communicative competence:

- *Grammatical competence* – interactive exercises, automated correction tools.
- *Sociolinguistic competence* – exposure to authentic cultural contexts.
- *Discourse competence* – analysis of real conversational structures.
- *Strategic competence* – use of communication strategies during online interactions.

For non-linguistic students, such integration modernizes language instruction, making learning more relevant and practical.

Technology supports learner-centered methodologies by shifting responsibility from the teacher to the student. Gamification elements (badges, scores, progress tracking) increase motivation, while personalized learning paths allow students to progress at their own pace. Research shows that students are more actively engaged when tasks require interactive participation rather than passive listening (Godwin-Jones, 2018).

Despite numerous advantages, several challenges should be considered:

- Digital divide, unequal access to devices or stable internet.

- Teacher digital competence, educators need continuous professional development.
- Cognitive overload, too many tools can distract rather than support learning.
- Academic integrity and AI dependence, students must be guided to use technology ethically.

Linguodidactic effectiveness depends on strategic planning, teacher expertise, and alignment with learning outcomes.

### Conclusion

Digital technologies have immense linguodidactic potential for enhancing English communication skills among non-linguistic university students. They create interactive, authentic, and student-centered learning environments that support speaking, listening, reading, and writing development. When implemented thoughtfully, digital tools align with communicative language teaching principles and contribute to all components of communicative competence. To maximize their effectiveness, educators must adopt a balanced pedagogical approach, maintain ethical standards, and continuously update their digital skills. The integration of technology should serve as a means of expanding communication opportunities rather than replacing foundational language learning processes. This conceptual analysis demonstrates that digital transformation can significantly enhance English proficiency in higher education, preparing non-linguistic students for academic, professional, and global communication demands.

---

### References:

1. Benson, P. (2011). *Teaching and Researching Autonomy in Language Learning*. Routledge.
2. Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics*, 1(1), 1-47.
3. Chapelle, C. A. (2017). Technology and language learning: Expanding methods and agendas. *Language Learning & Technology*, 21(1), 1-23.

4. Godwin-Jones, R. (2018). Using mobile technology to develop language skills and cultural understanding. *Language Learning & Technology*, 22(3), 3-17.
5. Hampel, R., & Stickler, U. (2015). *Developing Online Language Teaching: Research-Based Pedagogies and Reflective Practices*. Palgrave Macmillan.
6. Levy, M., & Stockwell, G. (2013). *CALL Dimensions: Options and Issues in Computer-Assisted Language Learning*. Lawrence Erlbaum.