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DEVELOPING PROFESSIONAL COMMUNICATIVE COMPETENCE IN ENGLISH AMONG UNIVERSITY STUDENTS THROUGH INNOVATIVE PEDAGOGICAL APPROACHES

OLIY TA'LIM TALABALARIDA INGLIZ TILIDA KASBIY KOMMUNIKATIV KOMPETENSIYANI INNOVATSION PEDAGOGIK YONDASHUVLAR ORQALI RIVOJLANTIRISH

РАЗВИТИЕ ПРОФЕССИОНАЛЬНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ СТУДЕНТОВ НА АНГЛИЙСКОМ ЯЗЫКЕ ПОСРЕДСТВОМ ИННОВАЦИОННЫХ ПЕДАГОГИЧЕСКИХ ПОДХОДОВ

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Abstract. This article examines how innovative pedagogical approaches can develop professional communicative competence in English among university students. It treats professional communication as an integrated ability to use linguistic, pragmatic, intercultural, digital and strategic resources to accomplish authentic field-related tasks. The paper is a conceptual and analytical review rather than an experimental study; it synthesizes evidence on English for Specific Purposes, action-oriented learning, workplace communication, simulations, personalized learning, digital literacy, technology-enhanced language learning, generative AI and professional writing. A practical framework is proposed in which students progress from authentic professional input to collaborative task performance, feedback, digital mediation and reflective transfer. Particular attention is paid to assessment, because innovative instruction is effective only when task completion, communicative appropriateness and professional meaning are evaluated together.

Keywords: professional communicative competence, higher education, English for Specific Purposes, action-oriented learning, simulation, digital literacy, generative AI, professional writing, assessment.

Annotatsiya. Maqolada oliy ta'lim talabalarida ingliz tilida kasbiy kommunikativ kompetensiyani innovatsion pedagogik yondashuvlar orqali rivojlantirish masalasi tahlil qilinadi. Kasbiy kommunikatsiya til, pragmatika, interkultural muloqot, raqamli vositalar va strategik ko'nikmalarni real kasbiy vazifada birlashtira olish qobiliyati sifatida talqin qilinadi. Tadqiqot eksperimental emas, nazariy-tahliliy xarakterga ega bo'lib, ESP, action-oriented yondashuv, ish joyi

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kommunikatsiyasi, simulyatsiya, shaxsiylashtirilgan ta’lim, raqamli savodxonlik, generativ sun’iy intellekt va professional yozuv bo‘yicha ilmiy natijalarni tizimlashtiradi. Muallif autentik input, hamkorlikdagi kasbiy vazifa, fikr-mulohaza, raqamli mediat-siya va reflektiv transferni birlashtiruvchi amaliy modelni taklif etadi.

Kalit so‘zlar: kasbiy kommunikativ kompetensiya, oliy ta’lim, ESP, innovatsion pedagogika, simulyatsiya, raqamli savodxonlik, generativ AI, professional yozuv.

Аннотация. В статье рассматриваются инновационные педагогические подходы к развитию профессиональной коммуникативной компетенции студентов на английском языке. Профессиональная коммуникация трактуется как интегративная способность использовать языковые, прагматические, межкультурные, цифровые и стратегические ресурсы для решения реальных профессиональных задач. Работа носит концептуально-аналитический характер и обобщает данные исследований по ESP, деятельностно-ориентированному обучению, коммуникации на рабочем месте, симуляциям, персонализированному обучению, цифровой грамотности, генеративному искусственному интеллекту и профессиональному письму. Предлагается практическая модель, объединяющая аутентичный материал, совместное выполнение профессиональной задачи, обратную связь, цифровую медиацию и рефлексивный перенос.

Ключевые слова: профессиональная коммуникативная компетенция, высшее образование, ESP, инновационная педагогика, симуляция, цифровая грамотность, генеративный искусственный интеллект, профессиональное письмо.

INTRODUCTION

University language education is increasingly judged by what students can actually do with English in academic and professional settings. Graduates may need to explain a technical process, negotiate responsibilities, write a concise email, present data, participate in an international meeting, mediate specialized information for a non-specialist audience, or collaborate online with colleagues from different linguistic and cultural backgrounds. These activities require more than grammatical correctness. They involve professional purpose, audience awareness, interactional strategy, pragmatic appropriateness, disciplinary knowledge and digital communication practices.

Recent work on inclusive English for Academic Purposes in higher education highlights the importance of curriculum design that responds to diverse learner needs, intercultural communication and equitable assessment [1]. Although EAP and professional English are not identical, the underlying principle is directly relevant: students enter university language courses with different linguistic repertoires, professional aspirations and prior learning experiences. An innovative approach therefore cannot be reduced to adding new technology to a traditional syllabus; it requires a redesign of tasks, interaction, feedback and assessment around meaningful professional outcomes.

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Workplace communication research also shows that students benefit when they learn to identify their own communication needs in authentic professional contexts and connect language learning with work-related goals [2]. This suggests a shift from generic speaking topics toward communicative events that resemble professional life: clarifying requirements, presenting evidence, asking for confirmation, documenting decisions, handling disagreement and adapting information to different audiences.

The aim of this article is to develop a pedagogically grounded framework for fostering professional communicative competence in English among university students. The objectives are to define the competence in operational terms, examine major innovative approaches, identify the conditions under which technology adds pedagogical value, and propose an assessment-oriented model that can be adapted across disciplines. No invented experimental data are presented; all empirical claims are based on cited research, while the integrated framework represents the author's synthesis.

THEORETICAL FRAMEWORK

A useful starting point is the action-oriented view of language learning. The CEFR Companion Volume extends earlier communicative models by giving greater prominence to mediation, online interaction and plurilingual/pluricultural competence [3]. In professional education, this matters because students often need to transform information rather than simply produce isolated language. A future specialist may summarize a report for a client, explain a chart to a colleague, reformulate a technical term for a non-specialist, integrate several sources into a recommendation, or coordinate meaning in an online team. These are communicative actions with identifiable purposes and outcomes.

English for Specific Purposes provides the complementary principle of needs-based course design. Dudley-Evans emphasizes that ESP teaching and materials are shaped by analysis of learners' target situations and practical purposes [4]. Therefore, professional communicative competence should be specified through the genres and events of a discipline. A business student may require pitches, meetings, analytical reports and correspondence; an engineering student may require design explanations, safety briefings and project updates; a medical student may require history-taking, explanation of procedures and interprofessional communication.

This competence can be described through five interrelated dimensions. The linguistic dimension concerns vocabulary, grammar, pronunciation and textual control. The pragmatic dimension concerns intention, politeness, stance, turn-taking and genre expectations. The disciplinary dimension concerns the accuracy and organization of professional content. The interactional dimension concerns clarification, negotiation of meaning, active listening and collaborative problem solving. The digital-intercultural dimension concerns online communication, multimodal resources and adaptation to linguistically and culturally diverse interlocutors. Innovation is pedagogically meaningful when it strengthens several of these dimensions within the same task.

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METHODOLOGY

The article uses conceptual synthesis and focused literature analysis. Sources were selected from peer-reviewed research and authoritative language-education frameworks relevant to higher education, workplace communication, ESP, simulation, personalized learning, digital literacy, English-learning strategies and recent AI-supported communication. The analysis asked three questions: What type of professional communicative action is supported? What learner activity does the method generate? What evidence of performance can be assessed? This procedure makes it possible to compare pedagogical innovations by function rather than by novelty.

Professional simulations provide an important example of this functional perspective. Research with pharmacy students showed that pragmatic features such as indirectness in advice-giving can affect professional communication and that video-supported reflection on simulations can make such issues visible to learners [5]. The pedagogical implication is that simulations should not be assessed only for vocabulary and grammar. They should also capture whether a student's communication is sufficiently clear, appropriately mitigated, responsive to the interlocutor and effective in accomplishing the professional purpose.

Personalized learning adds another dimension. A systematic mapping review of individualized, personalized and adaptive learning in higher education reports that these approaches are widely discussed within student-centred pedagogy but remain conceptually fragmented [6]. For language education, the practical lesson is to personalize goals and support without fragmenting the common professional standard. Students can work toward the same target task while receiving different input, scaffolding, vocabulary support, rehearsal time or extension tasks.

RESULTS AND DISCUSSION

1. Authentic professional tasks as the organizing unit

An innovative professional English course should be organized around recurring professional actions rather than around disconnected language topics. The unit of planning becomes the task: explain, compare, recommend, negotiate, document, persuade, troubleshoot, mediate or present. Language focus is then derived from the task. For instance, a recommendation task naturally requires evaluating options, expressing degree of certainty, supporting claims, acknowledging limitations and responding to questions.

This task-centred design has two advantages. First, it gives students a visible reason for using English. Second, it makes assessment more valid because performance can be judged against the communicative purpose. A grammatically accurate presentation that fails to explain the main professional point is not fully successful; equally, an effective idea expressed with persistent language problems needs targeted linguistic support. Professional competence emerges from the balance between message, form and context.

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2. Digital literacy and multimodal professional communication

Digital communication is now part of professional communication itself. Students may need to combine spoken explanation with slides, annotate a shared document, write short asynchronous updates, interpret visual dashboards, participate in video meetings and manage communication across platforms. A recent systematic review of digital literacy in higher education identifies pedagogical innovation, learner agency, assessment and institutional support among the recurring dimensions of effective digital-literacy development [7]. This reinforces the idea that digital competence should be embedded in meaningful disciplinary tasks rather than treated as a separate technical topic.

In language teaching, a digital tool should be selected according to the interaction it enables. A shared document supports collaborative drafting and visible revision; a discussion board supports asynchronous argument; a video platform supports rehearsal and self-observation; a voice recorder supports repeated fluency practice; a digital whiteboard supports negotiation and visual organization of ideas. The same tool can be pedagogically weak if it merely transfers a worksheet to a screen. Innovation lies in the learning action, not in the device.

3. Strategy instruction, self-regulation and social interaction

Higher-education research on English-learning strategies has identified cognitive, metacognitive, socio-emotional and technological strategies as major areas of current study [8]. For professional communication, these strategies can be made explicit. Before a meeting task, students plan their contribution and predict useful language; during interaction they monitor understanding and ask for clarification; after the task they use a rubric or recording to identify one priority for improvement. This cycle helps students transfer learning beyond the classroom.

Socio-emotional support is equally important because professional speaking tasks involve public performance, uncertainty and evaluation. Pair rehearsal before full-group performance, predictable role structures, preparation notes and criteria known in advance can reduce unnecessary anxiety while preserving authentic challenge. Collaboration should not eliminate individual accountability: each student needs a defined communicative responsibility and evidence of personal performance.

4. Generative AI as a guided communication resource

Generative AI can support professional language learning when the task requires students to evaluate and refine output rather than accept it automatically. A 2026 study of student–faculty email communication found a generate-then-refine pattern in students' use of GenAI and reported that students valued support with tone and clarity, while faculty judgments did not simply equate AI assistance with clearer communication [9]. This is a useful warning for professional English: fluent output is not automatically contextually appropriate or professionally effective.

A responsible AI-supported task can therefore follow four steps. First, the student drafts a message or response independently. Second, an AI tool generates an alternative or provides feedback. Third, the student compares both versions using explicit criteria such as purpose, tone, clarity, evidence and professional convention. Fourth, the student produces a final version and records what

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was changed and why. The learning outcome is not the AI-generated text; it is the student's capacity to judge language in relation to communicative purpose.

5. Professional genres and discourse awareness

Professional competence also requires awareness that students and experienced professionals may organize discourse differently. A 2026 corpus-based study of business correspondence found differences between student and professional writing in the use of interactional metadiscourse, including hedges, engagement markers, boosters and self-mentions [10]. Such evidence supports genre-based comparison tasks in which students examine how professionals manage certainty, reader orientation and interpersonal stance.

Genre analysis should be practical. Students can compare two authentic or carefully anonymized professional messages, identify how purpose is signaled, locate expressions that manage politeness and certainty, and then revise a weaker version. Similar procedures can be used with abstracts, project updates, complaint responses, proposals and technical explanations. The objective is not to impose a single rigid template but to make conventional choices visible so that students can use or adapt them deliberately.

AN INTEGRATED PEDAGOGICAL FRAMEWORK

Based on the reviewed literature, an integrated six-part framework is proposed. It is intended as a flexible design logic rather than a fixed method. Each professional task should move through a sequence that connects authentic input, purposeful interaction, language support, digital mediation, feedback and transfer.

Stage	**Pedagogical focus**	**Example activity**	**Evidence**
1. Target situation	Define real communication need	Analyze job/discipline communication events	Task profile
2. Authentic input	Notice language and professional conventions	Compare emails, meetings, presentations or reports	Annotated model
3. Collaborative task	Perform a meaningful professional action	Case discussion, simulation, negotiation, briefing	Recorded or written performance
4. Digital mediation	Use technology for communication or revision	Shared drafting, video response, AI-assisted comparison	Version history / digital artifact
5. Feedback	Evaluate outcome, language and pragmatics	Rubric, peer review, teacher feedback	Criterion-based comments

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6. Transfer	Repeat in a new context	Revised task with changed audience or constraint	Portfolio evidence

The framework also changes the teacher's role. Instead of being the main source of language explanations, the teacher becomes a designer of target tasks, curator of authentic input, observer of interaction and provider of focused feedback. Direct instruction remains necessary, but it is timed according to communicative need. A short explanation of hedging, signposting or question formation becomes more meaningful when students have just experienced a problem that requires that resource.

Assessment should be aligned with the same framework. A practical analytic rubric can include task achievement, disciplinary meaning, linguistic control, pragmatic appropriateness, interactional strategy and digital/multimodal effectiveness. Not every task requires equal weighting. In a technical briefing, clarity and structure may carry more weight; in a negotiation, interaction and strategic language may be more important; in a professional email, concision, tone and reader orientation become central.

Portfolio assessment is particularly suitable because professional competence develops across repeated performances. A portfolio can include an initial email and its revision, a recorded simulation, a presentation with peer feedback, an AI-assisted comparison task and a reflection explaining the student's development priorities. This provides evidence of both product and learning process and allows students to see progress that a single final examination may not capture.

PEDAGOGICAL IMPLICATIONS FOR UNIVERSITY COURSES

Course designers should begin with a communication map for the discipline. The map can list typical interlocutors, channels, genres and communicative risks. From this map, teachers select a small number of high-frequency or high-stakes tasks for repeated practice. Repetition should not mean identical exercises: the audience, time limit, data, role or communication channel can change, requiring students to transfer strategies rather than memorize scripts.

Classroom time should prioritize interaction and feedback, while some input and preparation can be moved outside class. Short pre-class videos, annotated models or vocabulary sets can prepare students for the in-class professional task. After class, a brief reflective entry or revised product can consolidate learning. This blended design is useful only when the parts are connected; disconnected online homework does not automatically create innovation.

Academic integrity and source use must be integrated into professional communication, particularly when students use AI or online materials. Students should distinguish between assistance, adaptation and authorship, verify factual content, cite sources where required and avoid sending sensitive or personal data to public tools. Professional competence includes responsibility for the reliability and ethical consequences of communication.

Finally, innovation should be feasible for teachers. A course does not need many platforms or complex technologies. A small set of reusable task templates—case discussion, professional email, data commentary, simulation, mini-presentation and reflective revision—can generate substantial

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communicative practice across disciplines. Quality depends more on task authenticity, feedback and alignment than on the number of tools used.

CONCLUSION

Developing professional communicative competence in English requires a shift from teaching language as isolated content to organizing learning around purposeful professional action. The reviewed evidence supports needs-based ESP design, action-oriented tasks, simulations, personalized scaffolding, digital literacy, strategic learning, guided AI use and genre awareness. These approaches are complementary because each addresses a different part of the same competence.

The central pedagogical principle is alignment. Target professional tasks, classroom activities, digital tools, feedback and assessment should point toward the same communicative outcome. When this alignment is achieved, innovation becomes more than technological novelty: it creates repeated opportunities for students to interpret information, interact with others, make professional choices, revise performance and transfer learning to new contexts.

The proposed framework is conceptual and should be empirically tested across disciplinary settings. Future studies can compare its implementation in fields such as economics, engineering, medicine, tourism and information technology, using pre/post performance tasks, analytic rubrics, discourse analysis, learner reflection and workplace feedback. Such research would allow professional communicative competence to be measured as observable performance rather than assumed from general language test scores alone.

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