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DEVELOPING MANAGEMENT STUDENTS' COMMUNICATIVE COMPETENCE THROUGH DEBATE-BASED TECHNOLOGY IN ENGLISH LANGUAGE TEACHING

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ABSTRACT: The development of communicative competence has become one of the leading priorities in modern foreign language education. Despite the widespread implementation of communicative approaches, many management students continue to experience difficulties in professional communication, argumentation, critical thinking, and participation in academic discussions conducted in English. This study aims to substantiate and improve a debate-based methodology for developing communicative competence among management students in higher education institutions. The research is grounded in Design-Based Research (DBR), the theory of the Zone of Proximal Development, Collaborative Learning Theory, and the communicative competence model proposed by Canale and Swain. The proposed methodology integrates argument mapping, Socratic seminar, Debate Ladder, Fishbowl discussion, Oxford-style debate, case-based debate, peer assessment, video-based feedback, and structured reflection into a coherent pedagogical framework. The findings suggest that debate technology contributes significantly to the development of linguistic, sociolinguistic, pragmatic, and strategic competencies while simultaneously enhancing critical thinking, professional communication, and learner autonomy. The study demonstrates that debate-based instruction can serve as an effective tool for preparing future managers for communication in international professional environments.

Keywords: communicative competence, debate technology, English language teaching, management students, higher education, professional communication, collaborative learning, critical thinking, communicative approach.

INTRODUCTION

The increasing globalization of education and business has transformed English into an essential tool of international communication. As a result, higher education institutions are expected to prepare graduates who possess not only linguistic knowledge but also the communicative competence required for successful professional interaction. This requirement is particularly relevant for management students whose future careers involve negotiation, decision-making, leadership, persuasion, presentation, and intercultural communication. Although communicative language teaching has become one of the dominant paradigms in foreign language education, numerous studies indicate that students frequently experience difficulties when applying language knowledge in authentic communication. Traditional instructional approaches often prioritize grammatical accuracy and

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vocabulary acquisition while paying insufficient attention to argumentation, critical thinking, and professional discourse skills. Consequently, many graduates demonstrate limited ability to participate effectively in professional discussions conducted in English. Recent educational research increasingly emphasizes the role of debate-based learning as a means of integrating language development with higher-order cognitive skills. Debate creates authentic communicative situations in which learners are required to formulate arguments, analyze evidence, defend viewpoints, evaluate opposing perspectives, and persuade an audience. Such activities promote active participation and transform students from passive recipients of information into active constructors of knowledge. However, despite the growing interest in debate pedagogy, existing studies primarily focus on general language learning contexts. Insufficient attention has been devoted to developing a comprehensive debate-based methodology specifically designed for management students studying English as a foreign language. Moreover, limited research has explored the systematic integration of debate formats, reflective assessment practices, and competency-based evaluation within a unified methodological framework. The purpose of this study is to develop and theoretically substantiate a debate-based methodology aimed at enhancing the communicative competence of management students in English language education. The study seeks to identify pedagogical conditions that facilitate the development of linguistic, sociolinguistic, pragmatic, and strategic competencies through structured debate activities and reflective learning practices.

The theoretical significance of the study lies in the expansion of communicative language teaching theory through the integration of debate technology, collaborative learning principles, and competency-based assessment. The practical significance of the research is determined by the possibility of implementing the proposed methodology in English language courses for management students and other non-philological specialties. The proposed methodological framework is grounded in Design-Based Research, which emphasizes iterative development and continuous refinement of educational interventions. The model also draws upon Vygotsky's concept of the Zone of Proximal Development, according to which learning occurs most effectively through collaborative interaction and instructional support. Furthermore, the study is informed by Collaborative Learning Theory and the communicative competence model developed by Canale and Swain, which identifies linguistic, sociolinguistic, pragmatic, and strategic competence as essential components of successful communication. Within this framework, debate technology is viewed not merely as a classroom activity but as a comprehensive pedagogical system capable of promoting communicative competence, professional discourse skills, critical thinking, learner autonomy, and reflective practice. Through the systematic integration of argument mapping, Socratic seminar, Debate Ladder, Fishbowl discussion, Oxford-style debate, case-based debate, peer assessment, video-based feedback, and structured reflection, the methodology creates favorable conditions for meaningful language use and professional development.

CONCLUSION

The study confirms that debate-based technology represents an effective pedagogical approach for developing communicative competence among management students studying English as a foreign language. The proposed methodology integrates contemporary theories of language learning, collaborative education, and reflective practice into a coherent instructional framework. The systematic implementation of debate activities promotes the development of linguistic, sociolinguistic, pragmatic, and strategic competencies while simultaneously strengthening critical thinking, analytical reasoning, professional argumentation, and communication skills. Furthermore, the integration of peer assessment, video-based feedback, and structured reflection contributes to learner autonomy and

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continuous self-improvement. The findings indicate that debate technology can effectively bridge the gap between theoretical language instruction and authentic professional communication. Therefore, its implementation in higher education institutions may significantly enhance the quality of foreign language education and contribute to the preparation of competitive specialists capable of functioning successfully in international academic and professional environments.

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