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ENHANCING EDUCATIONAL EFFECTIVENESS THROUGH THE COMMUNICATIVE METHOD IN THE CREDIT-MODULE SYSTEM

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Abstract

The communicative approach to teaching English is one of the most important and widely adopted methods in educational institutions today. This approach is particularly effective because it emphasizes the development of students' communicative competence and provides opportunities for authentic language practice in real-life contexts. This article explores strategies to enhance the effectiveness of English language instruction through the communicative approach. The study found that students' language skills improved significantly when taught using this method in the credit-module system.

Keywords: Communicative approach, communication skills, communication environment, games that form communicative competence, creating a real language environment, effectiveness of training, perceptive skills, receptive skills.

Introduction

In recent decades, higher education has undergone significant transformation as institutions shift toward student-centered, competence-based models of teaching and learning. One of the most widely adopted innovations is the credit-module system, which structures curricula into discrete learning units and measures student workload through credit ratings. This system not only promotes transparency and mobility but also encourages learners to take greater responsibility for their academic progress. As universities strive to enhance

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educational effectiveness within this flexible framework, the choice of appropriate teaching methodologies becomes increasingly important.

Parallel to these structural reforms, pedagogical research has emphasized the importance of interactive, learner-focused instruction. Among such approaches, the communicative method—originally developed in the field of language education—has gained recognition for its capacity to foster active participation, critical thinking, and meaningful engagement. The communicative method prioritizes authentic interaction and real-world problem-solving, creating conditions in which students become active constructors of knowledge rather than passive recipients. These characteristics align closely with the goals of the credit-module system, which seeks to develop not only subject-specific knowledge but also transversal competences such as communication, collaboration, and self-regulation.

Despite this conceptual compatibility, many institutions still struggle to integrate communicative strategies effectively into modular curriculum. In some contexts, traditional lecture-based instruction remains dominant, limiting student engagement and reducing the potential benefits of CMS. Furthermore, instructors often report challenges related to time allocation, assessment practices, and the design of communicative tasks within tightly structured modules. As a result, there is a growing need to examine how communicative teaching can be systematically embedded in modular credit systems to improve learning outcomes.

Reading, listening, writing and speaking are the main language skills in English. Harmer emphasizes that reading and listening are perceptive skills, and speaking and writing are receptive skills. Mastering a foreign language involves mastering these four skills. Communication skills are important in language learning because it is this skill that allows students to put their communication skills into practice. The practical and theoretical issues of communicative competence have been studied — and continue to be developed — by many foreign linguists such as A. Harding, Bruner, D. Johnson, D. Wilkins (Jennifer D. Wilkins), J. Hill, M. Long, N. Kerr, Jean Piaget, P. Hartman, and P. Poter.

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Creating a meaningful communication environment among students requires the selection of materials that are considered important in improving this skill. Richards emphasizes that materials, whether provided by an educational institution or prepared by teachers, are considered an important element in language learning. All of these materials are intended to provide students with a basis for language practice during the educational process[1]. Shifrin, reflecting on the rational use of materials in the educational process, emphasizes that traditional books in many cases do not adequately reveal the content of the language being studied and cannot provide students with sufficient communicative knowledge[2].

In revealing students' potential, the role of mass media such as television, radio, and newspapers is invaluable. To create convenience for foreign-language learners and to organize an effective educational system, it is advisable to make greater use of technology in pedagogical processes whenever possible. Applying these technologies and integrating them into the curriculum developed by foreign-language teachers is of great importance. In recent years, especially in the world's educational system, the significance of various video films in teaching foreign languages has been increasing. It is an undeniable fact that video is one of the best materials that gives learners the opportunity to apply what they have learned in practice through various techniques.

Literature review

According to Swafer and Vlaten, the use of video materials in the educational process allows students to immerse themselves in a real environment, allowing them to experience authentic voices and different language dialects in this process[3].

According to our observations, the use of audiovisual materials in the educational process not only improves students' communicative competence, but also plays an important role in enriching their imagination and making the educational process interesting. According to Y.A. Chilikina, "the main purpose of using video clips in the educational process is not only to facilitate the assimilation of learning material, but also to develop students' speech and

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thinking abilities by modeling relevant speech situations. The use of video materials helps create a comfortable learning environment, strengthen students' motivation, organize the learning process effectively, increase their engagement, and develop their independent working skills.”[22] Video films are an effective tool for developing oral communication skills and, without a doubt, help reinforce learned lexical, grammatical, and phonetic material, expand vocabulary, improve students' listening comprehension skills, and serve as an important factor in creating a natural language environment. In his research, Edgar Dale emphasizes that people remember 20 percent of what they hear, 30 percent of what they see, 50 percent of what they both hear and see, and 70 percent of what they say and write. In our opinion, based on this research, the use of methods that develop students' listening, speaking, reading, and writing skills—skills to which particular attention is paid in communicative approaches to teaching foreign languages—not only increases the effectiveness of the lesson, but also significantly improves students' communicative competence.

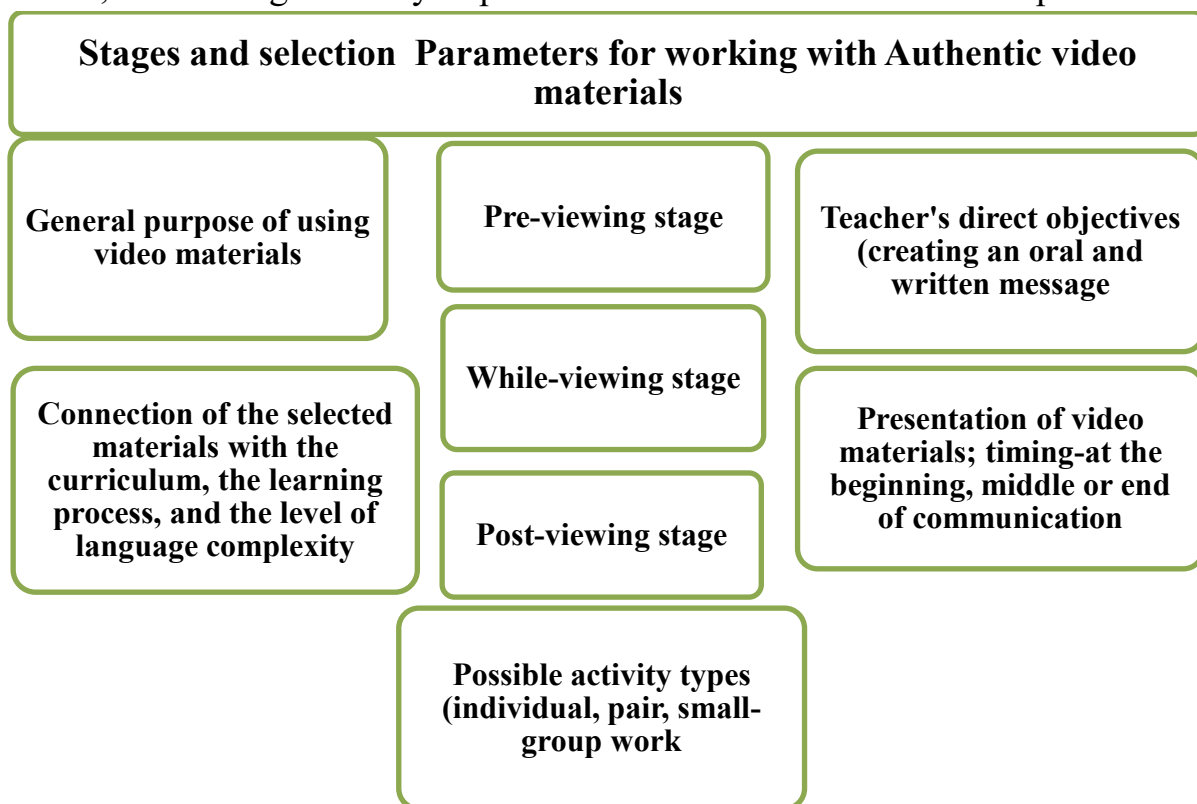


Figure 1.1 Criteria for Selecting Authentic Video Materials

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In our opinion, the main tasks of using authentic video materials in the process of teaching foreign languages include the design and application of modern information technologies, the development of media competence, as well as the improvement of students' knowledge and skills in the field of information, the enhancement of the necessary material and technical base, and thereby increasing the effectiveness of foreign language teaching.

The main goal of teaching English is to teach the use of types of speech activity as a means of communication through authentic video materials in the process of developing socio-cultural competence. This goal cannot be achieved without teaching the types of speech activity, because information is transmitted and received through these types of speech activity.

An analysis of studies conducted in the international community shows that when selecting authentic video materials, their topics must be relevant, the linguistic means used must correspond to the students' level of preparedness, the sound and image quality must meet the required standards, the genre characteristics must match the educational goals and students' interests, and they must also include engaging episodes that reflect various communicative situations.

Japanese scientist Abe emphasizes that group work and individual development, various discussions and presentations are useful in educational processes where a communicative approach is used[4]. In our opinion, the constant use of English among students improves their speech, but can cause some discomfort. Therefore, it is advisable to use effective methods of group work and various types of activities that improve students' communicative competence in teaching English. Jeyasala argues that teachers should constantly support students' communicative competence, providing them with opportunities to engage in speaking activities that improve their ability to connect with people and use the language they are learning.[5]

Muslim, Mustafa, Usman, and Rahman conducted a study to determine whether video clips could improve students' speaking skills. The students were given pre- and post-tests for this study. The students were young learners working in small groups and independently. By evaluating and comparing the pre- and post-test

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results, the researchers concluded that video clips helped students improve their speaking skills in groups rather than improving their individual speaking skills. Based on this research, the authors recommend incorporating video clips into small group exercises, using strategies such as slowing down the videos and repeating key parts of the videos.[6]

Research methodology

Learning foreign languages is a multi-component process that includes a number of skills and competencies. Mastering lexical material is of systematic importance, because vocabulary, along with grammar, forms the foundation of any language. The Chinese scholar Xiao Qing Liao emphasizes the need to maintain a balance when teaching students grammar and communicative interaction, and notes that giving excessive attention to one of these aspects may lead to the following consequences:

- A) insufficient attention to grammar does not reduce students' ability to communicate, but they do so by making mistakes;
- B) when too much attention is given to grammar, students learn grammatical rules well and can construct sentences, but their ability to communicate effectively becomes limited.[23]

The communicative approach to foreign language learning is implemented by creating a real language environment in the lessons. When applying communicative teaching methods to the educational process, teachers select activities that are effective in developing communication skills in the foreign language being studied. In the communicative approach, unlike grammar, reading, and writing exercises, oral activities are more important, as they involve active and creative conversation and responses that are not known to the student in advance. Lessons vary depending on the level of language proficiency of students. Activities organized on the basis of this approach promote cooperation, fluency, and comfort.

According to Michel Rosamond, the following six types of activities are used in communicative methods-based learning[7]: Role-play – students briefly try out imaginary situations.

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Interviews - a communication process consisting of questions and answers

Group work - working together on a task

Information gap - a type of activity in which students

do not have all the necessary information to complete a certain task, and in order to obtain this information, students need to communicate with each other

Opinion sharing - a type of activity carried out through the exchange of opinions

Scavenger hunt - this type of game stimulates students' problem-solving skills as teams compete to solve puzzles, riddles, and codes to learn the location of various objects.

Ways to improve educational effectiveness through a communicative approach

According to research conducted by Sakarkaya, students have the opportunity to improve their speaking skills when working in pairs or groups, students feel confident, comfortable and free, can freely express their thoughts without fear of making mistakes, and correction of errors is carried out among the students in the group[8].

The main purpose of using various games in English lessons is to improve students' various skills, especially their communicative skills.

Below we have provided brief information about eight types of games published in various sources[9,10,11,12,13,14].

Andrew Wright, David Betteridge and Michael Buckby, explaining the word "game", state that language learning is a complex process, and that it is necessary to apply the learned speaking and writing skills in practice. They emphasize that this is a long-term process and requires a lot of effort. Games, they believe, can make this process interesting and encourage learning[18].

They say that games develop all types of skills equally at all stages of learning and in many types of communication, and that students should understand all the rules of the game well when playing language games. Therefore, students improve their writing, reading, speaking and listening skills through language games, and especially have the opportunity to practice speaking and listening skills, which are not given much importance in traditional methods. Guessing game () – The main goal of this game is very simple: one student tries to find information that another student knows. The word that is found based on the

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guesses can be different, it can be a word, an object, a place name or a type of activity. This type of game serves to develop students' logical thinking and questioning skills. The game can ask various questions, such as:

What goes up and down but can't move? Stairs

What goes up but never goes down? Age

What has one eye but can't see anything? Needle

The capital of this country is Tashkent and it is located in Central Asia. -
Uzbekistan

Picture games - specific features of picture games:

Considering differences and similarities in pictures;

Considering the sequence of pictures, for example,
the sequence of story;

The main scientific description of the picture so that other participants in the educational process can get information and find it;

Creating a story based on a given picture;

Most of these picture games facilitate students' relatively free use of language and at the same time allow them to speak and listen.

Sound games - sound effects create images of people, places and actions in the minds of the listeners. The listener is required to use his imagination. This leads to the enrichment of their individual interpretive abilities, that is, the listeners are encouraged to exchange their points of view, express thoughts and ideas. Such games enrich the imagination and thinking of students, and allow them to practice listening and speaking skills. Students can guess the object represented by the sound or create a dialogue, a story.

Mime games - Mime groups and even whole classes can be used. The first group performs a certain action, and the second group finds them. It can be an object, an action or a person. Practical games with mime are important in language learning. In such games, students try to find the word hidden behind the mimicry, and this can be called a real communicative process. The process improves the students' observation and use of improvisation. For example, a doctor comes to a patient who has a bad cold and is sick and tries to help him. Due to a severe sore throat, he expresses the situation through mime. The doctor asks him

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various questions to understand the patient's condition. The process continues until the doctor finishes his work. These games can disappear in pairs.

Fact-finding games - these games are mainly related to general knowledge and are considered practical exercises. Considering that every day a certain important event occurs on Earth, it is appropriate to ask students about the events taking place in English. Such news can include economic and political news, sports news, information related to the lives of famous people, and interesting information about various films. Who are the main heroes in Titanic? (Who are the main characters in Titanic?) Leonardo Dicaprio and Kate Winslet are the main heroes in Titanic Who was the king of football in 2022? Lionel Messi was the king of football in 2022

Such questions are appropriate for organizing practical exercises on the dates of birth of such famous people. Students can be asked what other information they know about the lives of these people, identify typical court images, describe the image and character of the organization. The teacher can ask students why these films became popular and why the characters took a place in people's hearts. Therefore, such games can be played in pairs. Discussions (Discussions) - in this type of game, a certain topic is selected and students are divided into two groups. The first group is assigned to discuss this topic, and the second group is assigned to use the unfavored one. Both groups argue based on their information. The purpose of this type of activity is to involve students in the conversation process, to stimulate legal documents and the spirit of the law. This type of activity is important for students' communication skills. Puzzle games (Jigsaw games) - Puzzle games are in demand among students when working together. Stories, pictures, various texts, puzzles are among these types of games. Working in a group is important in finding a solution to a problem.

Jigsaw games - Students are required to work together in jigsaw games. Stories, pictures, various texts, and puzzles are among these types of games. Working in a group is important in finding a solution to a problem. Through such games, students develop the skills of working together and listening to each other.

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Rabea Ali states that many studies conducted on jigsaw games have had a positive impact on students' English language skills[19]. Meyers emphasizes that jigsaw games have many advantages in the educational process[20].

Role plays - Role plays usually consist of short scenes, in which students try themselves in imaginary situations. Such games can be based on everyday situations or current issues and are usually staged based on texts. After students have learned the texts, they can act them out. These types of games improve students' oral communication and create an opportunity to learn the subject in an easy way. In addition, role-playing games increase students' ability to express themselves freely and prepare for authentic situations in the educational process.

Analysis and Results While studying various research studies on the effectiveness of language games in educational processes, we proposed the following features that are important for teachers when using these games in educational processes: Given that the teaching time allocated to games depends on the content of individual teaching, it is important that they do not cover the entire teaching process, and language games should be used as a motivating factor for students by relieving tension after test processes during the lesson and attracting their attention to a specific topic. Given the existence of a variety of colorful games, it is important for teachers to take into account various factors when determining which game is appropriate for their teaching process:

- A) Students' language proficiency level
- B) The main goal of the game
- C) Students' interests
- D) Finding a convenient time to use the game
- D) Taking into account the availability of tools used in the game

Preparation - language games are a variety of enjoyable activities, but they require careful preparation and organization. First of all, the teacher should choose a type of game that is appropriate for the educational content. Then, the availability of the necessary resources should be taken into account. It is extremely important for the teacher to draw up a game plan and provide the students with the necessary instructions. The ability to organize the game

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effectively is closely related to the individual abilities and organization of the teacher.

Management - In order for the organization of the game to be carried out as quickly and smoothly as possible, the teacher should prepare the students and the classroom in advance. It is advisable to encourage pair and group work, as this significantly increases student activity. It is important for the teacher to monitor students' collaborative activities and encourage inactive students.

One of the main components of the study of the problem of introducing a credit-module system based on communicative methods of teaching in higher educational institutions is the conduct of pedagogical pilot-testing work. Therefore, within the framework of the study, various methodologies were developed to improve the effectiveness of teaching English in higher educational institutions in the credit-module system, including improving it based on communicative methods, improving the forms, methods and means of teaching professional subjects taught in the training of future English teachers, and developing students' communicative competence. In order to determine the level of effectiveness of this developed methodology, pedagogical pilot-testing work was carried out.

Experimental work was conducted at the Silk Road University of Tourism and Cultural Heritage, the Ajinyoz Nukus State Pedagogical Institute, and Navoi State University in the 2021-2025 academic years. A total of 642 students were involved and divided into experimental and control groups. Of these, 322 students were selected for the experimental group and 320 students for the control group. Experimental work was conducted at the diagnostic, formative, and final stages.

The defining stage of the experimental and test work was carried out in the 2021-2022 academic years. At this stage, the scientific and methodological literature of researchers and methodologists on the subject was analyzed. Also, the state of work on the development of students' speech based on the communicative method by introducing the credit-module system into the educational process was studied. Based on these studies, the problems arising in the implementation of the credit-module system based on communicative methods of teaching in

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higher educational institutions were studied, and we came to the conclusion that it is necessary to develop modern approaches to the development of oral speech skills, that is, a methodology for organizing classes (practical) using various communicative methods in teaching a subject. Also, at this stage, students from the above educational institutions were divided into experimental and control groups to conduct experimental and test work. When dividing students into experimental and control groups, oral, written, online open and closed tests were used to assess their knowledge.

Analyzing the average percentage of the results of the survey conducted among professors, 56 percent of the respondents answered “yes”, 29 percent “no” and 15 percent “partially”. The overall distribution of the results of the responses recorded in the survey, according to the table above, can be seen in Figure 5 below:

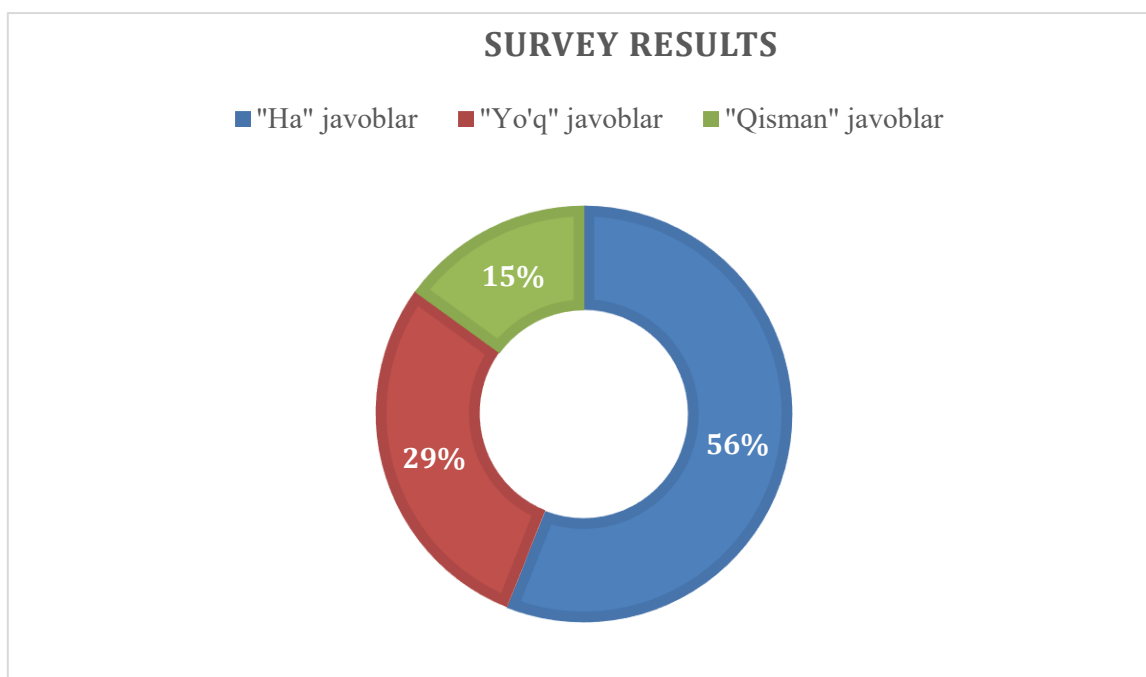


Figure 3.1.1. Results of responses recorded in the questionnaire

If we analyze the results of the survey, then

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The results from question 1: it became clear from the survey results that 100 percent, that is, 28 professors and students, responded that they had the skills to implement the credit-module system in the educational process;

Results from question 2: The survey results revealed that, despite the fact that seminars on the credit-module system and its difficulties have been held several times in higher education institutions, when asked whether they had participated in professional development training, 57.1 percent of professors and teachers responded that they had received professional development training, 35.7 percent of professors and teachers partially participated in the training, and 7.1 percent of professors and teachers did not participate in the seminars at all;

Results from question 3: The survey results showed that 71.4% of respondents said that it would be preferable to introduce the credit module system into the educational process in higher education institutions, 17.8% said that it would achieve partial results, and 10.7% said that it should not be introduced at all. This shows that even though it has been 4 years since the educational process in higher education institutions has been conducted in the credit module system, the results of this survey show that there are still a number of misunderstandings regarding its introduction;

Results from question 4: The survey results showed that 64.2% of the teachers answered “yes” to the question “Do you have any difficulties in implementing the Credit Module System, in particular, in introducing communicative methods?”, 25% of the teachers answered “partially”, and 17.8% answered “no”. The results of the analysis of this question show that due to some factors, there are difficulties in conducting classes using communicative methods. One of the factors that may cause this is the reduction of classroom hours in terms of the subject load. The subjects designated for student communication have been reduced. That is, if we analyze it, there is a big difference between the subjects included in the curriculum of 1st-year students in the full-time education format and the curricula studied by 3rd-year students.

Results from question 5: The survey results showed that 75% of professors and teachers answered “yes”, 10.7% “partially”, and 14.2% of professors and teachers answered “no”. It is unfortunate that despite the fact that the credit

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module system is a student-oriented education, and there are a number of benefits, such as the student's initiative to choose subjects, and the ability of students to study subjects they have not mastered at another higher education institution on the basis of academic exchange, several professors and teachers responded that even in this case there are a number of obstacles to increasing their activity and participation in the educational process. This may be due to a number of factors, but in particular, with the development of information technology, the tasks assigned by professors and teachers may be becoming boring for students, since, considering that professors and teachers also get their resources from the Internet, students have the same Internet access that they use. To prevent this, professors and teachers may have to work harder and allocate 6-7 hours instead of 3 hours for preparing for classes.

Results from question 6: The survey results showed that 50% of professors answered “yes” to the question of whether it is effective to conduct classes using only communicative methods in the successful implementation of the credit module system, 10.7% answered partially, and 39.5% of professors answered no. It is clear from this that the credit module system has fundamentally changed the field of language teaching today, which has led to some debate among professors, and it is no exaggeration to say that the main reason for this is that students are far from grammar. It is worth noting that the integrated course of teaching foreign languages has focused on academic subjects, while neglecting subjects that provide opportunities for improving grammar and vocabulary, which has led to a division among professors and teachers. Most higher education institutions focus only on results, that is, today a student who does not have a language certificate at least at the B2 level cannot enter general secondary schools. From this point of view, the emphasis has become not on the quality of education, but on achieving results by creating various templates using materials, educational literature and resources that are supposed to be quick and easy to learn. The true essence of language learning is not being revealed.

Results from question 7: The survey results showed that when asked whether they believe that independent learning resources are necessary for the effective integration of communicative methods into the Credit Module system, 75% of



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professors and teachers assessed that resources are necessary for students to learn independently, while 10.7% of professors and teachers partially answered the opposite, and 14.2% of professors and teachers considered that resources are not necessary. In fact, today it is considered very effective to provide students with independent learning resources that develop communicative methods. For example, in private training centers, the teacher acts only as a guide, especially since the self-awareness and experience of professors-teachers preparing for various international and national certificates now distinguish them from the students. In the process of teaching language certificates, especially in the process of forming the communicative part, such teachers emphasize independent learning. This situation is also observed in higher educational institutions today, and many tasks are assigned to the students themselves. This, of course, is one of the most effective measures for improving speech.

Results from question 8: The survey results showed that when asked whether they consider it necessary to assess students' learning outcomes, in particular communicative competence, in the Credit Module system, 64.2% of professors answered yes, 25% partially, and 10.7% answered no. Of course, it is natural that most professors would agree with such a question. The reason is that any assessed and valued process provides great motivation. Although the criteria for assessing communicative competence are not clear, the criteria used today by world experience are considered effective. Another point to note is that teaching English through CLT (communicative language teaching) implies 90% participation of students or learners in the lesson process, which means that fair and transparent assessment of students is appropriate in this case.

Results from question 9: The survey results showed that when asked whether they have any concerns or objections to the introduction of a credit module system based on communicative methods in higher education institutions teaching English, 71.4% of professors and teachers indicated that they had no objections, 10.7% of professors and teachers indicated that they had objections, and 17.8% of professors indicated that they had partial objections. It is natural for future teacher students studying in the field of foreign language and literature (English) to use communicative teaching methods today. The development of

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speaking skills and communication based on non-stop speech are very useful for students in round tables. Shadowing, role-plays, group discussions, problem-solving and debates help students develop this skill. This is especially useful in a credit-module system that emphasizes the development of independent skills.

Results from question 10: The survey results showed that when asked whether they had any suggestions for the successful implementation of the credit module system with a focus on communicative methods in higher education institutions, all professors and teachers unanimously answered no.

Based on surveys conducted among professors and teachers on the introduction of a credit-module system based on communicative teaching methods in higher education institutions and an analysis of the current situation, the following conclusions were drawn:

1. Increase the number of subjects taught using communicative methods in higher education institutions and their classroom sessions across semesters, and achieve a 50/50 ratio for independent study sessions; video lessons and communicative methods should be used to effectively organize practical English lessons.
2. In communicative method-based education, the process of using self learning resources should be carried out mainly through the application of information technologies.
3. To improve the mechanisms for introducing the credit-module system based on communicative methods of teaching specialized subjects for students majoring in foreign language and literature (English) at higher education institutions.
4. It is advisable to use various online platforms and discussions to effectively organize practical classes in English — a specialized subject taught through communicative methods — and to develop students' communicative competence.
5. It is necessary to improve the methodology of organizing students' independent learning through the use of information technologies.

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6. Taking into account that communicative competence is a productive aspect, it is necessary to develop students' grammatical skills in the process of speech development.

7. To use modern types of communicative methods in classes — that is, taking into account that the market economy develops, students also develop demands and expectations, it is advisable to apply in-class the methods used in private learning centers instead of sending students there. In particular, to enhance speech development through various functional approaches, role plays, and situational immersion, to use information-sharing techniques and communicative games, to develop speaking skills through authentic materials, to correct errors, and to form communicative competence through the integration of skills.

8. Introducing a transparent and fair type of assessment. In the process of language teaching based on communicative methods, evaluating learners' language proficiency plays an important role. The following types of assessment can be used through the communicative method.

Performance- and efficiency-based assessment:

Performance-based assessment evaluates learners' ability to carry out communicative tasks in real-life situations. This may include role plays, presentations, discussions, or problem-solving tasks. The purpose of performance-based assessment is to evaluate learners' ability to use the language meaningfully and effectively to achieve specific communicative goals.

A portfolio may include written assignments, recordings of oral speech, reflections on learning experiences, and self-assessments. Portfolio assessment provides an opportunity to view learners' language abilities comprehensively and to offer continuous feedback.

Assessment through observation:

Assessment through observation involves monitoring learners' use of language and their interactions in the classroom or other real-life situations. Teachers can use checklists, rubrics, or anecdotal records to note students' participation, activity, and language proficiency during communication. Observation-based

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assessment provides valuable information about learners’ communicative competence and allows teachers to adapt instruction to individual needs.

Self-assessment:

Self-assessment involves learners’ evaluation of their own language skills and achievements in communicative competence. Students can assess their language abilities using self-assessment checklists, rubrics, or reflective journals. Self-assessment encourages learners to take responsibility for their own learning process, identify areas for improvement, and set goals for language development.

The formative stage of the experimental research was conducted during the 2022–2023 academic years. At this stage, assessment criteria were developed to evaluate students’ knowledge, skills, abilities, and competencies acquired during English language classes and extracurricular activities. The assessment criteria were designed separately for university students and for professors and teachers. Additionally, during this stage, practical classes aimed at developing communicative competencies were organized for students assigned to the experimental group at higher education institutions, based on the integrated use of English language video lessons, topic-related video clips, open and closed tests, and programmed learning technologies. Authentic materials were used in organizing practical classes in English as a specialized subject.

In higher education institutions, the effective organization of students’ independent English learning involved the use of the HEMIS information system, the MOODLE platform, and foreign educational environments, platforms, and educational websites. Using these environments, students were given assignments for independent English learning that were linked to practical computer applications and mobile technologies.

In higher education institutions, the control groups were not provided with the above-mentioned resources. For them, classes were conducted in the traditional manner, meaning that lessons were organized using a grammar-focused and teacher-centered approach.

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The final stage of the experimental research was conducted during the 2023–2025 academic years. At this stage, the effectiveness of the recommendations developed for organizing lessons—based on an improved lesson plan model that enhanced educational efficiency in the experimental and control groups through the application of information-educational environments and students’ independent learning—was determined. The effectiveness of students in the experimental and control groups in English was assessed through oral and written questions, online tests, and various practical tasks. Their acquired knowledge, skills, abilities, and communicative competencies were analyzed and summarized. The reliability of the obtained results was confirmed through mathematical and statistical analyses.

Conclusion

During the implementation of the credit-module system based on communicative methods, the study revealed that information-educational environments, educational portals, and educational websites serve as important pedagogical software tools in teaching English and organizing students’ independent learning activities.

In order to increase the effectiveness of teaching English specialty subjects within the credit-module system, lesson plans were developed on the basis of integrating authentic electronic learning resources with modern teaching methods. In addition, experimental work was carried out to determine the effectiveness of using mobile technologies, information-educational environments, educational platforms, and educational websites in students’ independent learning activities.

According to the results of the experiment, the performance indicators of the experimental group increased significantly compared to those of the control group.

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