



**WORLD BULLETIN
PUBLISHING**

Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X

Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://worldbulletin.org/index.php/1>

TEACHING ENGLISH THROUGH COMMUNICATIVE APPROACH, CRITICAL THINKING, AND INTEGRATION OF DIGITAL TECHNOLOGIES: INNOVATIVE SOLUTIONS THROUGH PROJECT-BASED LEARNING

Sharapova Gulnora Alisher qizi

Senior Teacher of “Integrated Course of English Language №1 Department”

Uzbekistan State World Language University, Tashkent

Gulnorasharapova9@gmail.com

(0009-0003-9643-2915) – My ORCID

<https://orcid.org/my-orcid?orcid=0009-0003-9643-2915&justRegistered=true>

Abstract

This article examines contemporary approaches to English language teaching, with particular attention to integrating the communicative approach, critical thinking, and digital technologies. It underscores the value of developing learners’ functional communicative competence through interactive, learner-centred practices. The study also considers the contribution of project-based learning to student engagement and learner autonomy. Taken together, these strategies may support improved language proficiency, foster more independent forms of thinking, and strengthen learner motivation.

Keywords: Communicative approach, critical thinking, digital technologies, project-based learning, English language teaching, innovation, interactive learning.

Introduction

Annotatsiya:

Ushbu maqolada ingliz tilini o‘qitishning zamonaviy yondashuvlari, xususan kommunikativ yondashuv, tanqidiy fikrlash va raqamli texnologiyalar integratsiyasi masalalari tahlil qilinadi. Unda interaktiv hamda o‘quvchiga yo‘naltirilgan metodlar orqali o‘quvchilarning amaliy kommunikativ kompetensiyasini rivojlantirishning ahamiyati yoritilgan. Shuningdek, loyiha asosida o‘qitishning o‘quvchilar faolligi va mustaqil ta’lim ko‘nikmalarini

 WORLD BULLETIN PUBLISHING Online Publishing Hub	World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X	Volume 2, Issue 6, June 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

rivojlantirishdagi oʻrni koʻrib chiqiladi. Mazkur yondashuvlarning uygʻunligi til kompetensiyasini oshirish, mustaqil fikrlashni shakllantirish va oʻquvchilar motivatsiyasini kuchaytirishga xizmat qilishi taʼkidlanadi.

Kalit soʻzlar: Kommunikativ yondashuv, tanqidiy fikrlash, raqamli texnologiyalar, amaliy loyihalar asosida oʻqitish, ingliz tili oʻqitish, innovatsiya, interaktiv taʼlim.

Аннотация:

В данной статье рассматриваются современные подходы к преподаванию английского языка, в частности интеграция коммуникативного подхода, критического мышления и цифровых технологий. Подчеркивается важность развития практической коммуникативной компетенции учащихся посредством интерактивных и ориентированных на обучающегося методов. Также анализируется роль проектного обучения в повышении активности студентов и развитии их самостоятельности в обучении. Отмечается, что сочетание данных подходов способствует повышению языковой компетенции, формированию независимого мышления и усилению учебной мотивации.

Ключевые слова: коммуникативный подход, критическое мышление, цифровые технологии, проектное обучение, преподавание английского языка, инновации, интерактивное обучение.

English is among the most widely used international languages and plays a central role in global education, communication, science, and technology. In contemporary contexts, learning English is no longer understood primarily as the memorization of grammar rules and vocabulary; rather, it is increasingly oriented toward developing communicative competence and the capacity to use the language effectively in everyday situations. Accordingly, English Language Teaching and Learning (ELT/L) has moved away from teacher-centred instruction toward more interactive, learner-centred, and technology-supported models.

 WORLD BULLETIN PUBLISHING Online Publishing Hub	World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X	Volume 2, Issue 6, June 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

One prominent method in current ELT/L is the communicative approach, which treats communication as the primary objective of language learning. Through tasks such as pair work, discussions, role plays, interviews, and presentations, learners use English in meaningful contexts. This approach can support the development of speaking and listening skills, strengthen learners' confidence, and position students as active participants in classroom interaction. In contrast to grammar-dominant approaches, communicative teaching places greater emphasis on natural language use and sustained interaction. A further key dimension of contemporary English teaching involves fostering critical thinking. Critical thinking enables learners to analyse information, address problems, evaluate ideas, and articulate personal viewpoints in a reasoned manner. In language classrooms, these abilities may be developed through debates, text-based analysis, project discussions, and problem-solving activities. Promoting critical thinking can contribute not only to language development but also to learners' longer-term academic and professional preparedness. Over time, students may become more independent and creative in the ways they apply knowledge in practical contexts.

The incorporation of digital technologies has also reshaped English teaching and learning. Tools such as online platforms, mobile applications, multimedia resources, interactive whiteboards, and virtual classrooms can facilitate more engaging and flexible learning environments. These resources may increase motivation, support self-directed learning, and create opportunities to practise English both within and beyond the classroom. Technology likewise allows instructors to design lessons that are more responsive to learners' needs and that align with current educational realities.

In addition, project-based learning (PBL) has gained prominence in contemporary language education. PBL typically requires learners to collaborate on practical tasks and projects grounded in real-world themes. Through project work, students search for information, communicate ideas, use digital tools, and present outcomes in English. In this way, communication, teamwork, creativity, and critical thinking are brought together within a single learning process. As a result, learners may develop language proficiency alongside broader social and problem-solving skills.

 WORLD BULLETIN PUBLISHING Online Publishing Hub	World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X	Volume 2, Issue 6, June 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

The role of the first language (L1) in learning English is also addressed in current methodological discussions. Whereas some earlier traditions discouraged any use of L1, more recent work suggests that limited and strategic use of the native language may aid comprehension and reduce anxiety, particularly among beginning learners. In multilingual settings, L1 can be used to clarify complex concepts and to support understanding when employed judiciously.

Overall, integrating the communicative approach, critical thinking, digital technologies, and project-based learning offers a coherent framework for contemporary English education. These approaches may help learners become more confident, autonomous, and motivated users of English, while also preparing them for communication across academic, professional, and social domains.

Contemporary English language teaching increasingly requires flexible and innovative methods that address the learning needs of modern students. Traditional approaches centred primarily on grammar translation and memorisation are often insufficient for the development of communicative competence. For this reason, combining communicative practices with critical thinking tasks, digital technologies, and project-based learning is frequently presented as a means of strengthening the quality of English education. The communicative approach plays an important role in enabling learners to use English in more natural and confident ways. Through interactive tasks such as dialogues, role plays, interviews, and group discussions, learners practise language in situations that carry meaning beyond isolated forms. This orientation supports a learner-centred classroom in which communication becomes the principal learning goal. When students participate actively, motivation may increase and fluency may develop more steadily. Communicative tasks can also promote collaboration and may help learners manage anxiety related to making mistakes in spoken interaction. Critical thinking constitutes another central component of contemporary English instruction. Learners today are expected not only to acquire linguistic knowledge but also to think independently and address problems in systematic ways. Activities such as debates, case studies, text interpretation, and analytical discussions can support the development of reasoning and evaluative skills.

 WORLD BULLETIN PUBLISHING Online Publishing Hub	World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X	Volume 2, Issue 6, June 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

Critical thinking further encourages learners to state their views with greater confidence and to justify claims through coherent argumentation. In this respect, students may become more reflective and engaged participants in the learning process.

Digital technologies have substantially altered educational contexts and introduced additional opportunities for English learning. Online platforms, educational applications, videos, podcasts, and interactive games can make lessons more accessible and can diversify classroom input. Technology may also support independent learning by providing access to authentic materials and enabling communication beyond the classroom. Instructors can draw on digital resources to organise collaborative projects, facilitate online discussions, and guide multimedia presentations. Such practices often increase engagement and allow for more dynamic, and potentially more personalised, learning experiences.

Project-based learning offers a practical way to connect communication, collaboration, technology use, and critical thinking. In project work, learners explore topics, collect information, collaborate in teams, and present outcomes in English. This approach encourages sustained participation and helps students link classroom learning to real-world concerns. Projects can also support the simultaneous development of speaking, writing, reading, and listening. In addition, PBL may contribute to broader competencies, including creativity, responsibility, leadership, and teamwork, which are relevant across academic and professional contexts.

The strategic use of the first language (L1) may further support learning when applied appropriately. Although extensive reliance on L1 can reduce exposure to English, limited and purposeful use may facilitate understanding of complex concepts or instructions. For beginner learners and students in multilingual classrooms, L1 may function as a form of cognitive scaffolding that reduces stress and supports confidence during instruction.

Thus, integrating communicative teaching, critical thinking, digital technologies, project-based learning, and a balanced approach to L1 use can contribute to a productive, learner-centred educational environment. Such integration may support language development while also preparing learners for

 WORLD BULLETIN PUBLISHING Online Publishing Hub	World Bulletin of Education and Learning (WBEL)
ISSN (E): 3072-175X	Volume 2, Issue 6, June 2026
	This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1	

real-world communication and continued learning beyond formal instruction. Contemporary English language teaching is increasingly oriented toward developing learners' communicative competence, creativity, and independent thinking through interactive and innovative methods. Integrating the communicative approach with critical thinking, digital technologies, and project-based learning can contribute to an effective and motivating educational environment in which learners participate actively in classroom processes. The communicative approach supports learners in using English in real-life contexts, while activities designed around critical thinking promote analysis, problem-solving, and independent expression. Digital technologies can enhance engagement and provide flexible opportunities for learning outside the classroom. Project-based learning, in turn, offers a setting in which these elements are combined through practical tasks, thereby supporting language development alongside broader capacities such as collaboration, creativity, and responsibility.

In addition, a careful and purposeful use of the first language may facilitate comprehension and reduce learning barriers when applied strategically. For these reasons, teachers may consider combining these approaches to address the needs of contemporary learners and to support communication in global academic and professional environments.

Overall, communicative methods, critical thinking, technology integration, and project-based learning can contribute to English education that is more learner-centred, effective, and meaningful.

References:

1. Harmer, Jeremy. *The Practice of English Language Teaching*. – Pearson Education Limited, 2007.
2. Richards, Jack C., Rodgers, Theodore S. *Approaches and Methods in Language Teaching*. – Cambridge University Press, 2014.
3. Dummett, Paul., Hughes, John. *Critical Thinking in ELT: A Working Model for the Classroom*. – National Geographic Learning, 2019.
4. Beckett, Gulbahar H., Slater, Tammy. *Global Perspectives on Project-Based Language Learning, Teaching, and Assessment*. – Routledge, 2019.



**WORLD BULLETIN
PUBLISHING**

Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X

Volume 2, Issue 6, June 2026



This article/work is licensed under CC by 4.0 Attribution

<https://worldbulletin.org/index.php/1>

5. Schmid, Euline Cutrim., Whyte, Shona. Teaching Languages with Technology: Communicative Approaches to Interactive Whiteboard Use. – Bloomsbury Academic, 2014.
6. Thomas, Michael. Project-Based Language Learning with Technology: Learner Collaboration in an EFL Classroom in Japan. – Routledge, 2017.