

EFFECTIVENESS OF THE METHODOLOGY FOR IMPROVING COMMUNICATIVE STYLE STRATEGIES IN EXPERIMENTAL PRACTICE

Dilorom Sultanova

Senior Lecturer, Department of Foreign Languages,
Journalism and Mass Communications University of Uzbekistan

<https://doi.org/10.5281/zenodo.20444017>

Abstract: This article examines the effectiveness of the methodology for improving communicative style strategies in experimental practice. The study analyzes innovative pedagogical approaches, interactive methods, and communication-based activities aimed at developing students' communicative competence. The results of the experimental practice demonstrate that the proposed methodology significantly enhances learners' speech activity, self-expression, and effective communication skills. Furthermore, the findings confirm the practical importance of systematically applying communicative strategies in the educational process and highlight their role in improving overall language proficiency and interaction skills.

Keywords: *communicative strategies, experimental practice, innovative methodology, communicative competence, pedagogical technologies, effective communication, educational process.*

Introduction: In modern education, the development of communicative competence has become one of the key priorities of the teaching and learning process. The rapid growth of globalization, intercultural interaction, and digital communication requires learners to possess not only linguistic knowledge but also effective communicative style strategies. Communicative style plays an essential role in establishing successful interaction, expressing ideas clearly, and maintaining productive social and academic relationships. Therefore, improving communicative style strategies through innovative methodologies is considered an important issue in contemporary pedagogical research.

Recent educational reforms emphasize student-centered approaches and interactive teaching methods that encourage active participation and meaningful communication. In this context, experimental practice serves as an effective platform for testing and evaluating methodologies aimed at enhancing communicative abilities. Various scholars have highlighted that communicative strategies can significantly improve learners' confidence, fluency, critical thinking, and cooperation skills. However, despite the increasing attention to communicative competence, there is still a need for practical methodologies that

effectively integrate communicative style development into the educational process.

The present study focuses on the effectiveness of a methodology designed to improve communicative style strategies in experimental practice. The research investigates how interactive activities, collaborative learning, and communication-oriented tasks influence students' communicative performance and language interaction. The study also aims to determine the pedagogical value of applying innovative communicative techniques in classroom settings.

The significance of this research lies in its contribution to the improvement of teaching practices and the enhancement of learners' communicative competence. The findings may provide useful recommendations for educators, researchers, and curriculum developers who seek to create more effective communication-based learning environments.

Main part: The concept of communicative style strategies has been widely discussed in pedagogical and linguistic studies. Modern researchers emphasize that effective communication is not limited to grammatical accuracy but also includes the ability to interact appropriately, express ideas confidently, and adapt communication according to different social contexts. In this regard, communicative methodology has become one of the leading approaches in language education and professional training.

According to Dell Hymes, communicative competence includes not only linguistic competence but also sociolinguistic and strategic competencies that enable individuals to use language effectively in real-life situations. Hymes argued that successful communication depends on the speaker's ability to choose appropriate communicative strategies depending on the context and participants of interaction. His theory became the foundation for the communicative approach in education.

Similarly, Michael Canale and Merrill Swain expanded the concept of communicative competence by identifying grammatical, sociolinguistic, discourse, and strategic competences as its essential components. They emphasized that strategic competence helps learners overcome communication difficulties and maintain effective interaction. Their studies demonstrate that communicative strategies improve learners' confidence and participation in educational settings.

The importance of interactive teaching methods in developing communicative style strategies was also highlighted by Lev Vygotsky. Vygotsky's social interaction theory explains that learning occurs through communication



and collaboration with others. He believed that communicative activities such as discussions, role plays, and group tasks support cognitive development and language acquisition. Therefore, collaborative learning environments are considered highly effective for improving communicative competence.

Furthermore, Stephen Krashen emphasized the role of meaningful interaction in language learning through his Input Hypothesis theory. According to Krashen, learners acquire language more effectively when they participate in natural communication and receive comprehensible input in supportive environments. This idea supports the implementation of communication-oriented methodologies in experimental practice.

Experimental studies conducted by David Nunan demonstrated that task-based learning activities significantly increase learners' communicative performance. Nunan stated that authentic communication tasks motivate students to use language actively and develop practical communication skills. In addition, communicative tasks encourage learners to think critically, solve problems collaboratively, and express their opinions freely.

In modern educational practice, innovative pedagogical technologies such as digital communication platforms, interactive simulations, and project-based learning are increasingly used to improve communicative style strategies. Researchers argue that these methods create learner-centered environments where students become active participants in communication rather than passive recipients of information. As a result, students develop fluency, self-confidence, and adaptability in various communicative situations.

The experimental practice conducted within this research confirmed the effectiveness of communicative methodology. During the experiment, students participated in interactive discussions, pair and group work, presentations, and role-playing activities. The results showed noticeable improvement in students' speech activity, communicative confidence, and ability to maintain effective interaction. Moreover, learners demonstrated greater motivation and engagement in the educational process.

Thus, the analysis of theoretical and experimental studies proves that communicative style strategies can be effectively improved through interactive and innovative methodologies. The integration of communicative activities into the educational process not only enhances language proficiency but also prepares learners for successful professional and social interaction in real-life contexts.

In conclusion, the study demonstrated that the methodology aimed at improving communicative style strategies is highly effective in experimental



practice. The application of interactive and communication-oriented teaching methods contributed significantly to the development of learners' communicative competence, speech activity, confidence, and interpersonal interaction skills. The experimental results confirmed that students became more active participants in the educational process and showed greater ability to express their ideas clearly and effectively.

The theoretical analysis of scholars' views and practical findings revealed that communicative strategies play an essential role in modern education. The integration of collaborative learning, role-playing activities, discussions, and task-based approaches creates favorable conditions for meaningful communication and language development. Moreover, innovative pedagogical technologies enhance learners' motivation and support the formation of real-life communication skills.

Therefore, the systematic implementation of communicative methodologies in educational practice can improve the quality of teaching and learning processes. The findings of this research may serve as a valuable resource for educators, researchers, and curriculum developers seeking to strengthen communicative competence and promote learner-centered education. Future studies may further explore the long-term impact of communicative style strategies in different educational and professional contexts.

References:

1. Abdullayeva, Markhabo, and Munira Khabibullayevna Khakimova. "STRATEGIES FOR CONSOLIDATING VOCABULARY ACQUISITION IN FOREIGN LANGUAGE TEACHING. IFSMRC African International Journal of Research in Management, 15 (05), 122-127." 2026.
2. Kamola Xusniddinqizi Abdujabarova. (2025). IMPORTANCE AND DEVELOPMENT OF ENGLISH LANGUAGE COMPETENCES IN MODERN JOURNALISM. International Multidisciplinary Journal for Research & Development, 12(10), 310-315. Retrieved from <https://www.ijmrd.in/index.php/imjrd/article/view/3864>
3. Abdujabborova K. H. Q., Saidova Z. U. TECHNOLOGY OF USING COMMUNICATION EXERCISES TO DEVELOP READING SKILLS IN ENGLISH LANGUAGE LESSON //Oriental renaissance: Innovative, educational, natural and social sciences. – 2024. – T. 4. – №. 24. – C. 11-15.
4. Baxadirovna S. D. THE PRACTICE OF USING COMMUNICATIVE STRATEGIES AND A STRUCTURED SYSTEM OF DRILLS //SHOKH LIBRARY. – 2025.
5. Bakhadirovna S. D. INNOVATIVE APPROACHES TO TEACHING FOREIGN LANGUAGES AT HIGHER EDUCATIONAL ESTABLISHMENTS. – 2022.



6.Saidova Z. U., Sultanova D. B. DEVELOPMENT OF COMPETENCIES FOR STUDENTS'SELF-STUDY IN A CREDIT-MODULE SYSTEM AS A PEDAGOGICAL PROBLEM //Oriental renaissance: Innovative, educational, natural and social sciences. – 2023. – T. 3. – №. 22. – C. 109-112.

7.Siemens G. Connectivism: A Learning Theory for the Digital Age // International Journal of Instructional Technology and Distance Learning. – 2005. – Vol. 2, № 1. – P. 3–10.

8.Sultanova D. B. INNOVATIVE APPROACHES TO TEACHING FOREIGN LANGUAGES AT HIGHER EDUCATIONAL ESTABLISHMENTS //Oriental renaissance: Innovative, educational, natural and social sciences. – 2022. – T. 2. – №. Special Issue 20. – C. 560-565.

9.Sultanova D. A model of communicative strategies in teaching English to non-linguistic students //International Journal of Artificial Intelligence. – 2025. – T. 1. – №. 2. – C. 1165-1168.