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THE ROLE OF DIGITAL PEDAGOGY IN DEVELOPING COMMUNICATIVE COMPETENCE AMONG UNIVERSITY STUDENTS

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Abstract: Digital pedagogy provides new opportunities for developing students communicative competence through online collaboration, multimedia resources and interactive learning platforms. The aim of this study was to analyze the role of digital pedagogical tools in improving oral and written communication skills among university students. The results show that digital discussions, video presentations, collaborative documents and feedback platforms increase student participation, confidence and communicative accuracy.

Keywords: digital pedagogy, communicative competence, online learning, interactive methods, higher education

Introduction

Communicative competence is one of the key educational outcomes in modern higher education. It includes the ability to express ideas clearly, participate in discussions, interpret information and interact effectively in academic and professional contexts. The rapid development of digital technologies has changed the way communication is taught and practiced. Online platforms, virtual classrooms and multimedia tools make it possible to create authentic communicative situations and provide students with immediate feedback. Digital pedagogy does not replace traditional teaching but expands its possibilities. It supports multimodal learning, peer

interaction and flexible communication practice. Therefore, examining the role of digital pedagogy in communicative competence development is important for improving the quality of university education.

Materials and Methods

The study was based on analysis of pedagogical literature and observation of digital learning activities. The reviewed methods included online discussions, video-based assignments, collaborative writing, electronic portfolios and interactive presentations. Student participation, communicative accuracy, fluency, collaboration and self-confidence were considered as evaluation indicators. Comparative analysis was used to determine the advantages of digital tools over traditional classroom communication only.

Results

The findings showed that digital pedagogy has a positive influence on communicative competence. Online discussions encouraged students to formulate arguments and respond to peers. Video presentations improved pronunciation, public speaking and self-monitoring. Collaborative documents supported written communication and peer editing. Electronic portfolios helped students track their progress. Digital feedback increased correction speed and allowed learners to improve language use. Students also demonstrated higher motivation because digital tasks were closer to real communication environments.

Discussion

Digital pedagogy enhances communicative competence by creating frequent and varied opportunities for interaction. Unlike traditional classroom practice, digital platforms allow communication beyond time and place limitations. Students can prepare, revise and reflect on their language output. However, effective digital pedagogy requires methodological planning. Tools should be selected according to learning objectives rather than used only for technological novelty. Teachers need to balance online and face-to-face communication, ensure inclusiveness and provide clear assessment criteria.

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Conclusion

Digital pedagogy is an effective means of developing communicative competence among university students. Online discussions, video tasks, collaborative writing and digital feedback improve interaction, confidence and communication quality. The integration of digital tools into higher education should be purposeful, systematic and supported by teacher guidance.

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