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DEVELOPMENT OF DIGITAL COMMUNICATIVE COMPETENCE OF FUTURE TEACHERS THROUGH INTERACTIVE EDUCATIONAL TECHNOLOGIES

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Abstract

The article examines modern approaches to the development of digital communicative competence in future teachers within the context of education digitalization. Special attention is given to the role of interactive educational technologies and learning management systems (LMS) - Moodle, Google Classroom, and Microsoft Teams - in fostering students' professional communication skills and digital communication culture. The author demonstrates that e-learning does not replace traditional pedagogical models but serves as an effective tool for their enhancement and for expanding the possibilities of educational communication.

Keywords: digital competence, communication skills, interactive technologies, LMS, media literacy, pedagogical communication, digitalization of education.

Digitalization of education is radically transforming the structure of professional teacher training, bringing to the forefront the ability to communicate effectively in a digital environment. In the context of the post-pandemic shift toward blended and distance learning formats, the communicative competence of future teachers is acquiring new dimensions, encompassing both traditional speech skills and proficiency in digital tools for pedagogical interaction.

E-learning represents a connection between the information and communication technology environment and the educational environment. Understanding this relationship forms the basis of a well-planned and well-organized learning setting, yet such learning can in no way replace existing pedagogical models and standards.



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E-learning is a tool provided by information technologies to support the learning process. In other words, it expands the possibilities for acquiring knowledge [1].

The use of platforms such as Moodle, Google Classroom, and Microsoft Teams makes it possible to create a flexible system of feedback in which students learn to formulate their thoughts, present ideas, and justify their opinions in a digital format. The creation of forums and blogs contributes to the development of written academic communication, while the integration of multimedia tools (Canva, Padlet, Mentimeter) helps to develop visual and communicative skills. Moodle is free software designed to support learning, developed in the PHP programming language and using database management systems such as MySQL, PostgreSQL, Oracle, Access, and Interbase. It is distributed as open-source software under the GNU General Public License, which grants users the right to install, use, distribute, and modify Moodle without any licensing fees. The platform offers a wide range of tools for both independent and collaborative student work, allowing educators to create a fully functional and personalized educational environment [1].

Google Classroom-the developer of this web service is the American multinational corporation Google, which aims to simplify the process of file exchange between teachers and students. As stated on the official website, Google Classroom is a free system that integrates tools such as Google Docs, Google Drive, and the Gmail email service [1].

Microsoft Teams is part of the Office 365 suite and is distributed through a corporate subscription. It is designed for video conferencing, teamwork, and distance learning [1]. A learning management system must be open, well-designed in terms of interface, adaptive, with fewer barriers and greater inclusivity. Thus, LMS platforms acquire particular importance, as the success of e-learning directly depends on how they are structured [1].

An LMS is a software application that provides control over the teaching and learning process. Such a system makes it possible to register students, organize courses within a catalog, track student progress, and report all completed activities to the instructor or supervisor. It also allows not only the creation and storage of materials but also their reuse across different subject areas and by different groups



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of learners. Reusable learning objects may include texts, presentations, animations, and images [2].

The formation of digital communicative competence in future teachers is a strategic direction in the modernization of teacher education. The use of interactive technologies and digital platforms contributes not only to the development of students' professional speech and communication skills but also to fostering their readiness for pedagogical interaction in the context of the digital transformation of society.

The digitalization of education sets new demands for teacher training, in which digital communicative competence becomes a key component. The use of interactive technologies, gamification, and media projects ensures a shift from reproductive learning to creative, research-based, and reflective interaction among participants in the educational process.

The practice of implementing LMS platforms, podcasts, web quests, and media-based assignments contributes to the development of not only professional speech skills in future teachers but also their ability for critical analysis, self-assessment, and independent design of pedagogical communication in a digital environment. The formation of such competencies is a strategic direction in the modernization of teacher education, ensuring that the preparation of future teachers meets the demands of the time and the challenges of the digital era.

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