

## **FROM CLASSROOM INTERACTION TO REAL-LIFE COMMUNICATION: EFFECTIVE STRATEGIES FOR DEVELOPING COMMUNICATIVE COMPETENCE**

In contemporary English language teaching, communicative competence is considered one of the primary objectives of language education. However, many learners who successfully complete classroom activities experience difficulties when communicating in authentic situations outside the classroom. This discrepancy between classroom performance and real-life communication remains a significant challenge for EFL teachers. Therefore, identifying effective pedagogical strategies that facilitate the transfer of language skills from instructional settings to real-world contexts is of particular importance.

The purpose of this paper is to examine instructional strategies that contribute to the development of communicative competence and prepare learners for authentic communication in academic, professional, and social contexts.

The concept of communicative competence was first introduced by Dell Hymes and later expanded by Michael Canale and Merrill Swain. It encompasses not only grammatical accuracy but also sociolinguistic, discourse, and strategic competence [1]. Modern communicative language teaching emphasises meaningful interaction, learner participation, and authentic language use.

Several pedagogical approaches can facilitate the transition from classroom interaction to real-life communication using effective strategies for developing communicative competence:

- ***Task-Based Language Teaching (TBLT)***, which engages learners in solving authentic communicative problems [3].
- ***Role-plays and simulations***, allowing students to practise language in realistic situations such as job interviews, negotiations, travel, or customer service encounters.
- ***Project-based learning***, which encourages collaboration, research, and meaningful communication.
- ***Problem-solving activities and case studies***, promoting critical thinking and spontaneous language production.
- ***Debates and discussions***, which develop argumentation skills and communicative confidence.
- ***Digital communication tools***, including video conferencing, discussion forums, and AI-assisted conversation platforms, which expand opportunities for authentic interaction [2; 4].
- ***Virtual exchanges and international collaboration projects***, enabling learners to communicate with speakers from different cultural backgrounds.

Research indicates that communicative activities increase learner motivation, confidence, fluency, and willingness to communicate. They also help students develop transferable skills such as teamwork, critical thinking, intercultural awareness, and problem-solving, which are essential in contemporary professional environments.

In conclusion, developing communicative competence requires moving beyond traditional language exercises toward meaningful interaction that reflects real-life communication. The integration of task-based activities, collaborative projects, authentic materials, and digital technologies creates communication-rich learning environments that prepare learners for effective participation in global academic and professional communities. Future research may explore the role of emerging technologies, particularly artificial intelligence, in supporting authentic communication and communicative competence development.

#### REFERENCES

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