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AUTENTIK MATERIALLAR ASOSIDA KOMMUNIKATIV KOMPETENSIYANI RIVOJLANTIRISH VOSITASI SIFATIDA TRIZ TEXNOLOGIYASIDAN FOYDALANISH

Tuxtaxujayeva Madina Ulug'bek qizi

O'zbekiston davlat jahon tillari universiteti, katta o'qituvchi.

e-mail: madinatux9757@mail.ru ORCID: <https://orcid.org/0009-0009-4693-5139>

Annotatsiya.

Mazkur maqolada autentik materiallar asosida ingliz tilini o'qitishda TRIZ texnologiyasidan foydalanishning metodik imkoniyatlari tahlil qilinadi. Tadqiqotda muammoli vaziyatlar, qarama-qarshiliklarni aniqlash va ijodiy yechimlarni ishlab chiqishga asoslangan integrativ o'qitish modeli taklif etiladi. Ushbu yondashuvning kommunikativ, pragmatik va sotsiolingvistik kompetensiyalarni rivojlantirishdagi ahamiyati asoslanadi.

Kalit so'zlar: TRIZ texnologiyasi, kommunikativ kompetensiya, autentik materiallar, ingliz tilini o'qitish, ijodiy fikrlash, muammoli ta'lim, sotsiolingvistik kompetensiya, interaktiv metodlar.

ИСПОЛЬЗОВАНИЕ ТРИЗ-ТЕХНОЛОГИИ КАК СРЕДСТВА РАЗВИТИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ НА ОСНОВЕ АУТЕНТИЧНЫХ МАТЕРИАЛОВ

Тухтахужаева Мадина Улугбек кизи

Узбекский государственный университет мировых языков, старший преподаватель.

Аннотация.

В данной статье анализируются методические возможности применения технологии ТРИЗ при обучении английскому языку на основе аутентичных материалов. В исследовании предлагается интегративная модель обучения, основанная на использовании проблемных ситуаций, выявлении противоречий и разработке творческих решений. Обосновывается значимость данного подхода для развития коммуникативной, прагматической и социолингвистической компетенций.

Ключевые слова: технология ТРИЗ, коммуникативная компетенция, аутентичные материалы, обучение английскому языку, творческое мышление, проблемное обучение, социолингвистическая компетенция, интерактивные методы.

THE USE OF TRIZ TECHNOLOGY AS A TOOL FOR DEVELOPING COMMUNICATIVE COMPETENCE THROUGH AUTHENTIC MATERIALS

Tuxtaxujayeva Madina Ulug'bek qizi

Uzbekistan State World Languages University, Senior Lecturer.

Abstract.

This article analyzes the methodological potential of applying TRIZ technology in teaching English through authentic materials. The study proposes an integrative teaching model based on problem situations, the identification of contradictions, and the development of creative solutions. The significance of this approach for developing communicative, pragmatic, and sociolinguistic competencies is substantiated.

Keywords: TRIZ technology, communicative competence, authentic materials, English language teaching, creative thinking, problem-based learning, sociolinguistic competence, interactive methods.

Introduction. The development of communicative competence has become one of the fundamental objectives of contemporary foreign language education. In the context of increasing international cooperation, academic mobility, digital communication, and intercultural interaction, the ability to communicate effectively in English extends beyond the acquisition of grammatical structures and vocabulary. It requires learners to interpret meanings, negotiate ideas, respond appropriately to different sociocultural situations, and employ language strategically to achieve communicative purposes.

Contemporary English language teaching therefore emphasizes the integration of linguistic knowledge with practical communication skills. Nevertheless, a considerable methodological challenge remains: students may demonstrate adequate grammatical knowledge while experiencing difficulties in spontaneous speech, argumentative discussions, interpersonal communication, and the interpretation of authentic discourse.

This discrepancy is particularly relevant to students specializing in philology and foreign language education, whose future professional activities require not only linguistic proficiency but also the ability to manage communication, interpret sociocultural differences, and solve complex communicative problems. Traditional classroom activities, especially those involving the reproduction of predetermined dialogues, memorization of expressions, and completion of

structurally controlled exercises, may offer insufficient opportunities for independent reasoning and creative language production. Although these practices have a legitimate role in language acquisition, they do not always prepare students for unpredictable communicative situations.

Consequently, foreign language pedagogy requires instructional approaches that encourage learners to move from reproductive language practice toward productive, creative, and contextually appropriate communication. One potentially valuable approach is the integration of TRIZ technology, originally developed as the Theory of Inventive Problem Solving, into communicative language instruction.

TRIZ is traditionally associated with systematic creativity, the identification of contradictions, and the development of innovative solutions to complex problems. When adapted to educational contexts, its principles can support divergent thinking, collaborative reasoning, critical evaluation, and the generation of alternative solutions.

In foreign language classrooms, TRIZ-based activities can be organized around communicative contradictions. For example, students may be required to communicate disagreement without damaging interpersonal relationships, express criticism while maintaining politeness, or defend competing perspectives while reaching a mutually acceptable decision.

The pedagogical potential of TRIZ becomes particularly significant when combined with authentic materials. Authentic materials, including interviews, news reports, podcasts, literary extracts, public speeches, advertisements, and naturally occurring conversations, expose students to language as it functions in real communicative contexts.

Unlike exclusively instructional texts, authentic materials frequently contain incomplete utterances, implicit meanings, cultural references, register variation, and conflicting perspectives. These characteristics make them valuable resources for developing flexible communication strategies. However, authentic materials do not automatically generate meaningful interaction. Their effectiveness depends substantially on the pedagogical tasks through which students engage with them. Gilmore emphasizes the importance of discourse authenticity, text difficulty, motivation, and task design in foreign language learning [1; pp. 97–118].

The aim of this article is to examine the theoretical and methodological foundations of using TRIZ technology in combination with authentic materials and to develop an instructional model for enhancing communicative competence among university students studying English as a foreign language.

LITERATURE REVIEW AND METHODOLOGY

The concept of communicative competence emerged from the recognition that linguistic knowledge alone is insufficient to explain effective language use. Hymes challenged approaches that considered language competence primarily in terms of grammatical correctness and emphasized the importance of understanding how language functions within social contexts.

From this perspective, communicative competence involves the ability to select linguistically appropriate forms in accordance with the communicative situation, participants, purposes, and sociocultural expectations. For university students, these dimensions are interconnected. A learner participating in an academic debate must demonstrate accurate language use, organize arguments coherently, recognize interpersonal relationships, and apply strategies to maintain interaction.

Communicative competence should therefore be understood as a multidimensional ability that integrates knowledge, performance, contextual interpretation, and strategic decision-making. The communicative approach to language teaching emphasizes meaningful interaction, learner participation, and the use of language for genuine communicative purposes. Richards explains that communicative language teaching involves activities in which students negotiate meaning, exchange information, and develop fluency through purposeful communication [2]. These principles provide a theoretical foundation for introducing TRIZ-based problem-solving tasks into foreign language education.

Regarding TRIZ technology and its educational potential, TRIZ, an acronym derived from the Russian expression *Teoriya Resheniya Izobretatelskikh Zadach*, was developed by Genrich Altshuller as a systematic approach to inventive problem-solving [4; pp. 304–305]. The central principle of TRIZ is that innovative solutions can be developed through the systematic analysis of problems, particularly contradictions that prevent the achievement of desired outcomes.

In conventional problem-solving, contradictory requirements are often resolved through compromise. TRIZ encourages individuals to investigate whether apparently incompatible requirements can be satisfied through alternative strategies. Although TRIZ originated in engineering and technical innovation, several of its principles can be adapted to educational settings.

The most relevant principles for communicative language education include contradiction identification, problem reformulation, the ideal final result, resource analysis, and the generation and evaluation of alternative solutions. In language teaching, a contradiction may arise when a speaker needs to accomplish two seemingly incompatible communicative goals. For instance, an employee may need to reject a manager's proposal while preserving professional respect. Similarly, a student may need to challenge an inaccurate statement without appearing impolite.

These situations cannot be solved through grammatical accuracy alone. They require pragmatic judgment, sensitivity to social relationships, and strategic language choices. The application of TRIZ to such situations can encourage learners to analyze communication as a problem requiring a reasoned and context-sensitive solution. It is important, however, to distinguish between the established TRIZ framework and its pedagogical adaptation. The classroom procedures proposed in this article are derived from TRIZ principles but are not presented as a standardized or experimentally validated TRIZ language-teaching method.

Furthermore, authentic materials constitute an important source of communicative problems and occupy a significant position in communicative language education because they expose learners to language produced for genuine social, professional, cultural, or informational purposes.

They may include newspaper articles, interviews, literary works, documentary videos, podcasts, institutional correspondence, public announcements, and digital communication.

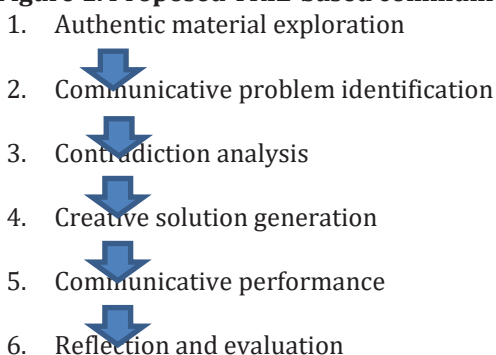
The value of such materials extends beyond linguistic input. They introduce learners to the social relationships, cultural assumptions, communicative intentions, and pragmatic conventions underlying language use. Gilmore's review demonstrates that the relationship between authenticity and language learning is complex and depends on the characteristics of discourse and the instructional activities used [1; pp. 97–118]. Authentic materials can provide opportunities for learners to observe how speakers manage disagreement, express uncertainty, negotiate social distance, and modify language according to context. For example, a recorded interview may reveal how participants interrupt politely, reformulate questions, and avoid direct disagreement. A literary dialogue may demonstrate differences in social status through vocabulary, politeness, and register. A public debate may illustrate how speakers construct arguments and respond to opposing viewpoints. These features can be transformed into TRIZ-based communicative problems.

DISCUSSION

The integration of TRIZ principles into communicative language instruction represents a potentially valuable approach to teaching foreign languages (TFL). The integration of TRIZ technology into English language education requires the transformation of general inventive problem-solving procedures into language-oriented classroom activities. The central pedagogical principle is to create a communicative problem that cannot be solved through the mechanical reproduction of previously learned expressions. Students should be encouraged to examine the situation, identify competing communicative requirements, generate possible solutions, and evaluate their linguistic and pragmatic appropriateness.

A proposed instructional sequence consists of six stages.

Figure 1. Proposed TRIZ-based communicative learning cycle



Source: Author's proposed pedagogical model, developed through the adaptation of TRIZ principles to communicative language teaching.

At the first stage, students encounter authentic linguistic input and identify its communicative context. The teacher directs attention to participants, communicative intentions, register, and sociocultural features.

At the second stage, learners identify the central communicative problem. This may involve conflicting opinions, ambiguous meanings, inappropriate expressions, or difficulties arising from differences in social expectations.

At the third stage, students formulate the contradiction underlying the problem. They distinguish between the desired communicative outcome and the factors preventing its achievement.

At the fourth stage, learners generate alternative solutions using creative thinking and problem-solving procedures. They may reformulate statements, change communicative strategies, introduce additional information, or reconsider the participants' perspectives.

At the fifth stage, students test their solutions through role-plays, debates, simulations, group discussions, or other interactive activities.

At the final stage, learners evaluate the effectiveness of their communication, considering linguistic accuracy, clarity, appropriateness, interactional effectiveness, and the achievement of communicative goals. The cyclical nature of the model allows learners to revise their solutions and improve their communicative performance through feedback.

As can be seen, the use of authentic literary materials for sociolinguistic problem-solving may also be considered. Literary texts can provide particularly rich opportunities for examining social relationships, linguistic variation, and communicative intentions. For example, George Bernard Shaw's *Pygmalion* presents situations in which pronunciation, vocabulary, social identity, and interpersonal expectations influence communication. A TRIZ-based lesson could focus on the contradiction between preserving a speaker's linguistic identity and adapting language to socially expected norms. Students may examine an authentic extract or performance and discuss whether changing one's pronunciation or register necessarily implies abandoning one's identity.

The teacher may formulate the following communicative problem: How can a speaker communicate effectively in a formal social environment while preserving their individual and cultural identity? Students identify the competing requirements, analyze the language used by the characters, and propose strategies for adapting communication without completely eliminating individual linguistic characteristics. Possible activities include reconstructing dialogues for different social contexts, comparing formal and informal expressions, performing alternative scenes, and defending different perspectives in a group discussion. Such activities may support the development of sociolinguistic awareness by encouraging students to examine relationships between language, identity, social expectations, and communicative

appropriateness.

Authentic interviews, podcasts, and public discussions can be used to develop students' ability to respond to unpredictable communicative situations. In a TRIZ-based lesson, students might analyze a recorded interview in which a participant avoids answering a difficult question directly. The communicative contradiction is that the speaker must remain cooperative while protecting sensitive information. Students identify the linguistic strategies used to manage the situation, including reformulation, topic redirection, partial agreement, and clarification. They then develop alternative responses and evaluate their likely effectiveness.

An important feature of this task is that students are not expected to identify one universally correct answer. Instead, they must justify their decisions according to communicative goals, relationships, and context. This orientation corresponds with interaction-based perspectives on second language learning. Pica's review identifies negotiation of meaning as an important process through which learners may develop comprehension and modify their language production [3; pp. 493–527].

However, the application of TRIZ to these activities should be regarded as a proposed instructional adaptation rather than direct evidence that TRIZ itself improves second language acquisition.

The relationship between TRIZ principles and communicative competence can be represented through a system of instructional tasks that integrate TRIZ techniques with authentic classroom activities.

TRIZ principle	Authentic material	Communicative activity	Target competence
Contradiction analysis	Workplace correspondence	Resolve a disagreement politely	Pragmatic
Problem reformulation	News interview	Reframe a controversial question	Strategic
Resource analysis	Public speech	Select evidence to defend a position	Discourse
Alternative solution generation	Literary dialogue	Create different responses	Sociolinguistic
Ideal final result	Customer complaint	Negotiate a mutually acceptable solution	Interactional
Solution evaluation	Podcast discussion	Compare communication strategies	Critical and communicative

Table 1. Proposed Integration of TRIZ Principles and Authentic Materials in English Language Instruction

The proposed tasks demonstrate that TRIZ can be adapted to different types of authentic discourse and communicative situations. Their effectiveness depends on the teacher's ability to select appropriate materials, formulate meaningful problems, and provide linguistic support. The instructional focus should remain on communicative performance rather than on the mechanical application of TRIZ terminology.

RESULTS

The principal outcome of the present conceptual study is the development of an instructional model that integrates TRIZ problem-solving procedures, authentic materials, and communicative language learning. The model establishes a methodological relationship among three components: authentic linguistic input, creative problem-solving, and communicative performance.

Authentic materials provide meaningful linguistic and sociocultural contexts. TRIZ procedures structure students' analytical and creative engagement with communicative problems. Interactive activities allow students to apply proposed solutions through spoken or written communication. The proposed model assumes that communicative competence develops through meaningful language use involving cognitive engagement, interaction, and contextual decision-making.

Its distinctive feature is the explicit incorporation of contradiction analysis into communicative language tasks. Unlike conventional comprehension-based activities, the proposed approach requires students to examine competing communicative goals and develop alternative strategies for achieving them. The model may be implemented in speaking, listening, reading, and integrated-skills courses.

CONCLUSION

The development of communicative competence requires instructional approaches that integrate linguistic knowledge, sociocultural awareness, pragmatic appropriateness, strategic communication, and creative thinking. The present study has examined the methodological potential of TRIZ technology as a tool for developing communicative competence through authentic materials in English language education. The analysis demonstrates that several TRIZ principles, particularly contradiction identification, problem reformulation, alternative solution generation, and solution evaluation, can be meaningfully adapted to communicative language tasks. Simultaneously, authentic materials provide realistic contexts in which students encounter linguistic variation, social relationships, implicit meanings, and conflicting communicative intentions.

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