

## “It-Talk Ai”: A Specialized Web Platform for Automating Communicative Competence in It Education

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### Abstract

*This article explores the methodology of enhancing the English communicative competence of first-year non-philological students, specifically those majoring in Information Systems, through a dedicated web platform titled “IT-Talk AI”. The research analyzes the integration of the Gemini AI model to bridge the gap between theoretical lexical knowledge and practical production. By digitizing a 24-lesson syllabus, designed by university teachers and professors for this specific course, the platform provides a low-anxiety environment for automated practice of language skills (reading, listening, writing, speaking) and linguistics (grammar, terminology) beyond the classroom. The findings demonstrate that the platform significantly increases student independent learning time by offering highly relevant, tailored instructional materials.*

**Keywords:** Web platform, Communicative Competence, Information Systems, IT-Talk AI, Artificial Intelligence, ESP, Gemini AI.

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### 1. Introduction

For most first-year students entering the non-philological departments, particularly those majoring in Information Systems and Technology, the transition from general English to “English for Specific Purposes” (ESP) presents a dual challenge: the mastery of complex technical terminology and the development of spontaneous communicative competence. While students may demonstrate proficiency in reading technical texts, they often experience a psychological and linguistic barrier that prevents them from engaging in professional conversations. This gap between technical literacy and oral fluency is not merely a lack of vocabulary; it is a lack

of a safe, interactive space where students can bridge the distance between what they know and what they can say. Traditional pedagogical models in higher education have usually relied on static instructional materials which, although lexically rich, offer limited opportunities for individualized, high-frequency communicative practice. Static textbooks provide the “what”, but they rarely provide the “how” of communication. To solve this, we developed “IT-Talk AI”, a web platform built not as a replacement for the teacher, but as a digital extension of the classroom hours and opportunity for student independent learning. A defining feature of this platform is its structural foundation: it digitizes a comprehensive

24-lesson syllabus that was developed by university teachers and professors specifically for the Information Systems and Technology first-year course. This faculty-led design ensures that the platform is not just a technological novelty, but a scientifically grounded instructional tool. By integrating the Gemini AI model, the platform creates a personalized and low-anxiety environment where students can practice and enhance their language skills such as reading, listening, writing, speaking and their lexicology knowledge by working with grammar and terminology tasks. This research explores how such a web-mediated approach can automate the development of communicative skills, effectively blending theory and practice.

## 2. Literature Review

The evolution of foreign language education has reached a critical juncture where the automation of instructional delivery is no longer elective but foundational. Central to this shift is the concept of Artificial Intelligence in Education (AIEd), which Luckin and Holmes (2016) define as a means of providing “intelligent support” to human learning. Their research argues that AI’s primary value lies in its ability to offer adaptive scaffolding, adjusting the complexity of tasks in real-time to match the learner’s zone of proximal development. This theoretical framework provides the backbone for web-based platforms, shifting the computer’s role from a passive repository of information to an active, “intelligent” partner in the learning and communicative process. In the sphere of English for Specific Purposes, the transition from “Traditional” to “Communicative” and eventually “AI-Powered” approaches is a dominant theme. Yusuf (2025) highlights that while traditional methods excel in linguistic structure, they often fail to achieve oral proficiency. Modern communicative competence, as categorized by Hymes (1972) and Shishigina (2020), requires an environment that simulates real-world interaction. Harmer (2001) underscores that for such communication to be effective, students must be exposed to “Rough-Tuned Input” and engaged in tasks that promote autonomy, a goal that is increasingly met through automated web ecosystems. The practical application of these theories in technical and higher education is further refined by the work of Cherkasova (2024), Sysoyev and Filatov (2023). Cherkasova’s research into the functional capabilities of generative models like ChatGPT illustrates how chatbots can stimulate independent student activity by creating a “motivating educational environment” for technical

majors. Similarly, Sysoyev provides a step-by-step methodology for developing foreign language communicative skills through chatbot practice, arguing that the integration of machine learning into the “Input-Interaction-Output” cycle is essential for modern fluency. Furthermore, Takahashi’s (2020) case studies on AI-driven eLearning applications demonstrate that redesigning these tools specifically for conversational skills can yield measurable improvements in student performance. This aligns with Avramenko’s (2020) findings that web-mediated platforms reduce the “affective filter”, allowing students in non-philological fields to practice professional dialogue without the social anxiety often found in physical classrooms. By synthesizing these global and regional insights, the “IT-Talk AI” platform is positioned as a sophisticated implementation of AIEd theory, turning the static lexical benchmarks of traditional textbooks into a responsive, automated, and humanized linguistic communication.

## 3. Methodology

The study employs a Design-Based Research (DBR) model, focusing on the development of an independent digital environment in which learning is separated from the real classroom. The “IT-Talk AI” platform was designed to meet the needs of students who require frequent practice, which typical 90-minute seminars can’t offer. The platform is based on a faculty-designed syllabus, but its delivery is completely non-linear and self-paced. This framework supports the student’s independent learning trajectory, allowing them to repeat complex technical topics as many times as necessary to gain mastery. This matches Luckin and Holmes’ (2016) “Intelligent Support” theory, in which the AI serves as a personal mentor 24 hours a day, seven days a week, rather than a classroom monitor. An automated processing cycle intended for independent study is used in the process. The platform allows “Human-to-AI” conversations using the Gemini AI model. This enables students to practice speaking in a private setting where the “Affective Filter” is lowered due to the absence of teachers or classmates. The software automates the feedback process based on Sysoyev and Filatov’s (2023) methodology. The AI offers immediate, “humanized” feedback when a learner finishes a task. This makes it possible for the student to quickly implement the feedback on a second try, enabling an iterative learning loop that would not be feasible in a traditional classroom setting.

#### 4. Results

The evaluation of the “IT-Talk AI” platform centered on the qualitative and structural evolution of the students’ communicative competence. By analyzing the transition from guided instruction to autonomous interaction, the results demonstrate a clear optimization of the “Input-Interaction-Output” cycle, as theorized by Sysoyev and Filatov (2023). The growth in productive language involvement was the main measure of the platform’s effectiveness. The web platform allowed for a continuous learning flow, whereas traditional seminars are frequently constrained by set schedules and big group numbers. Students often accessed the tasks during their most productive times, exhibiting a high level of self-regulation. This independent engagement resulted in a volume of active oral and written production that far exceeded the logistical possibilities of a conventional classroom, effectively turning English from a weekly lesson into a daily habit. A significant finding of the study was the reduction of the “affective filter”. Students showed a markedly higher willingness to communicate when shielded from the social pressure of peer evaluation. In the private, automated environment of the platform, learners were observed to attempt more complex sentence structures and technical explanations. By the final stages of the 24-lesson syllabus, particularly during the simulated job interviews, students exhibited a stabilized professional persona. The efficiency of the platform was most visible in the transition from fragmented, hesitant speech to sustained conversation. The automated scaffolding provided by the web interface allowed first-year students to bridge the gap between their technical logic and their linguistic expression, ultimately fostering a degree of communicative competence that prepared them for the authentic demands of the global Information Systems sector.

#### 5. Conclusion

The results of this study indicate that the integration of the “IT-Talk AI” platform serves as a critical methodological intervention in the development of communicative competence for non-philological students. By transitioning from traditional classroom-bound instruction to an autonomous, web-based learning environment, the research demonstrates that educational automation can effectively address the persistent “performance gap” in ESP (English for Specific Purposes) contexts. The analysis supports several key academic propositions. First, the platform facilitates a

significant increase in learner self-regulation. By providing 24/7 access to a faculty-designed 24-lesson syllabus, the system allows for the high-frequency, iterative practice required to internalize complex technical lexicology. Second, the automated nature of the interaction effectively mitigates the affective filter. The private digital environment encourages students to move beyond receptive skills into active oral and written production without the inhibitory effects of peer evaluation. Finally, the use of the Gemini AI model to provide immediate, functional feedback optimizes the “Input-Interaction-Output” cycle, ensuring that linguistic accuracy is developed alongside communicative success. In conclusion, “IT-Talk AI” platform provides a robust framework for educational automation, demonstrating that specialized AI tools, when grounded in scientifically sound pedagogical materials, can foster a stabilized professional persona in technical specialists. Future research should investigate the longitudinal effects of AI-mediated independent learning on professional employability within the global Information Systems sector.

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