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Paper Authors: **Umarova Malika Kiyamiddinovna**



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COMMUNICATIVE TEACHING OF A FOREIGN LANGUAGE AND ITS PRACTICAL SIGNIFICANCE

Umarova Malika Kiyamiddinovna

teacher of the integrated English course N3, UzSWLU.

Annotation: The article is devoted to the study of the communicative teaching of a foreign language and its importance in practice. There are highlighted different views on this approach by European and Russian scientists and their given relevant samples in their educational systems. Representing advantages and disadvantages of this methodology compared to traditional language teaching.

Keywords: Approach, communicative approach, methodology, language, principle, Grammar accuracy.

Recently, in the field of studying foreign languages, the concept of "communicativeness" and "communicative approach" in teaching has become especially popular. In foreign methodological literature, this concept is referred to as Communicative language teaching (CLT) or Communicative approach. In a broad sense, these terms denote such an approach in teaching a foreign language, in which communication, the process of interaction with a speech partner, is both a means and a goal of learning. This approach to learning appeared in the 70s-80s of the last century as a result of numerous independent research and development both in Europe and in the United States [5].

On the one hand, this happened because with the creation of the European Economic Community, the demand for foreign languages increased significantly, especially in Europe. This increased demand has led teachers to change their approach to teaching foreign languages. Traditional methods, such as grammar-translation, implied that students begin to learn a foreign language several years before they have to use it in real life. But these attitudes were not suitable for adult students

who were busy with work, and for schoolchildren who did not yet have sufficiently developed learning abilities. As a result, it became clear that for these categories of students a higher impact approach was needed.

In the United States, linguist and anthropologist Dell Hymes developed the concept of communicative competence. This was done in response to Chomsky's concept of the linguistic competence of an ideal native speaker. Communicative competence clarified what it means to "know a language". In addition to the speaker's mastery of the structures of the language, communicative competence also implies the ability to adequately use these structural elements in various communication situations. This idea was skillfully formulated in Hymes's statement that "there are rules of use without which the rules of grammar are useless" [3]. Hymes did not develop a specific definition of the concept of "communicative competence", but subsequent authors, in particular, M. Kanale, associated this concept with teaching a foreign language.

The Russian scientist, founder of the Lipetsk methodological school, doctor of pedagogical sciences, E. I. Passov, created his own theory of communicative foreign language education.

According to this theory, the concept of communicativeness is considered in two perspectives: theoretical, i.e. as a category (concept), and practical (empirical), i.e. as a technology. Interpreting communication as a technology or strategy of education, E. I. Passov highlights the following characteristics [1]:

-Motivation of any action and any activity of the Student;

-Purposefulness of any action and any activity of the Student,

- Personal meaning in all the work of the student.

-Speech-thinking activity, i.e. constant involvement in the process of solving communication problems, constant connection of cognitive and communicative thinking.

-The attitude of personal interest, which implies the expression of a personal attitude to problems and subjects of discussion.

- Relationship of communication with various forms of activity

- Educational and cognitive, social, labor, sports, artistic, household.

- Interaction of those who communicate, i.e. coordination of actions, mutual assistance, support for each other, cooperation, trusting cooperation.

-Contact in three planes: emotional, semantic and personal.

- Situation, expressed in the fact that the communication of students with a teacher and students among themselves in the process of mastering speech material can always be characterized as a system of relationships generated by the situational positions of the communicants.

- Functionality, meaning that the process of mastering speech material always occurs in the presence of speech functions that have priority over the form of speech units.

-Heuristic as the organization of the material and the process of its assimilation, excluding

arbitrary memorization and reproduction of what has been memorized.

- Content as an objective characteristic and informativeness as a subjective characteristic of educational materials;

- Problematic as a way of organizing and presenting educational materials;

-Expressiveness in the use of verbal and non-verbal means of communication. Only observance of all the listed parameters and their optimal use gives the right to call the educational process communicative. It is this quality model that is the basis of this concept.

J. Richards and T. Rogers, experts in the field of applied linguistics and education, authors of numerous professional articles and textbooks, express their point of view on the issue of communicative teaching of a foreign language. They believe that communicative language teaching is more of an approach than a method. They describe a communicative approach to language learning with the help of certain principles and goals of language learning, the ways in which students learn the language, the types of tasks and exercises used in teaching, and the role of teacher and student in the learning process. According to this approach, the main principles of training are the following [6]:

- Communicative principle: learning takes place through exercises that stimulate real communication,

- The principle of communicative tasks: learning occurs through exercises in which language is used to perform interesting and meaningful tasks,

- The principle of significance and meaningfulness: learning takes place with the help of language that the student uses meaningfully. Learning tasks are selected on the basis of how actively they involve the learner in authentic and meaningful communication (as

opposed to the mere mechanical use of language models).

The last point means that there are students who have a good command of the grammatical material, know all the rules, can easily build grammatical constructions, but when it comes to real communication, they have problems. Accordingly, what we need to strive for is to make our students "communicatively competent." This does not mean that they have to be "grammatically incompetent", grammar is of course very important. But no less important is the connection between form and meaning, the function of the grammatical structure being studied. Therefore, it is very important that after students get acquainted with a certain grammatical construction, learn how to transform and combine it, do a sufficient number of exercises with a given execution mechanism, they also learn to use this construction easily and freely in real communication situations. This is where the importance of the communicative approach to learning comes into play.

Another advantage of the communicative approach is that it does not contain a strict prescription for teachers regarding the ratio of literacy and fluency in speech. The communicative approach allows us to place emphasis between these aspects and make learning balanced. Sometimes, indeed, we may pay more attention to grammatical rules and structures to the detriment of their communicative value. For example, when studying the rule about the order of adjectives in English. Teachers often give students the task of building a phrase with a lot of adjectives ("a strong, orange, Norwegian, canvas tent"). Of course, this sounds very unnatural, in most cases we use two or three adjectives in speech. Another similar example is the topic of direction in English. We invite students to figure out the direction of travel and follow the route, which

often resembles a maze. In fact, we may need a maximum of three clues in order to find the way to the desired object. But in these cases, excessive attention to the accuracy of the formulation of these structures is justified. We do this so that our students have enough opportunity to practice speech turns, which they can then apply in real life.

Grammar accuracy will be more important if the teacher wants to achieve clarity in the statements of students, correct their speech, and measure the success of their learning. Freer speech practice gives students more choice, may be more vague, blurred, implies less involvement from the teacher. Communication-oriented learning implies a student-centered approach, the focus is shifted to the students themselves, they are given more initiative and freedom in the classroom. But this does not mean that foreign language lessons are spontaneous. They are clearly structured by the teacher, who plays a very important role in the learning process. He carries out a huge preparatory work, organizes communication, gives communicatively significant tasks. Work on speech literacy serves as the basis for speech fluency. The communicative approach involves teaching students vocabulary, grammatical structures and functions, as well as communicative strategies, so that they can successfully solve the problems they face in the process of communication.

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