



METHODS OF A COMMUNICATIVE APPROACH IN TEACHING ENGLISH

Zilola Alibekova

JSPI, Jizzakh, Uzbekistan

Feruza Urinboyeva

JSPI, Jizzakh, Uzbekistan

ANNOTATION

The central concept of linguistic pragmatics, and together with it, methods, has become a communicative situation, including all of the above and other factors that affect the nature, goals and methods of communication. This led to a real revolution in the methodology of language teaching, namely, to the development and establishment of a communicative approach, the purpose of which was to teach communication in a foreign language, similar in quality and characteristics to how its speakers use this language. All operations with the language are understood in the mainstream of pragmatic theory as an action, the methodological system of the communicative approach considers the learning process as an action performed with and in language. It follows that this methodological concept involves greater activity of students and downloading the maximum number of channels for receiving information as a prerequisite for successful memorization and further use of language information.

KEY WORDS: *communicative competence, foreign language, teaching English, influence.*

DISCUSSION

The main task of teaching English at the present stage is the formation of a foreign language communicative competence, considered as a certain level of development of linguistic, speech, sociocultural and educational cognitive competencies, which allow the learner to expediently vary speech behavior depending on the functional factor of foreign language communication. A communicative system - activity approach is the leading means of achieving this goal. It provides a complete and balanced coverage of all parties, aspects and operations of mastering a foreign language in the complex of all its functions. Trainees should be prepared to use the language for real communication outside the classroom, for example, while visiting the country of the language being studied, while receiving foreign guests at home, during correspondence. At the same time, the term communicativeness does not come down only to the establishment of social contacts through speech, it is the familiarization of a person with the spiritual values of other cultures. And thus, the goal of teaching foreign languages is to teach free orientation in a foreign language environment and the ability to adequately

respond in various situations, that is, communication. [1, p.40]

A person speaks in order to influence the behavior, thoughts and feelings of other people through speech activity. It means that communication can be taught only by involving students in various kinds of activities, by modeling real life situations of communication based on the systematization of linguistic material, which gives us a communicative system-activity approach. The learning process in this approach is built on the model of communication. In accordance with this model, training is as close as possible to real communication. Since the problems discussed do not, as a rule, have an unequivocal solution, the participants discussing them - the teacher and students - are equal as speech partners. Therefore, the main feature of this approach is communicativeness, which includes a number of characteristics that allow the transition from the first social contacts to situations. Communicativeness provides for the speech orientation of learning, stimulation of speech-cognitive activity, ensuring individualization, taking into account the functionality of speech, creating situational learning, observing the principle of novelty and "non-standardization" of the organization of the educational



process. [2, p. 35] The parameters of communicative communication are realized in the communicative behavior of the teacher, the active behavior of the student, in the subjects of discussion, the situation of communication, the use of speech means.

Situations can be real, conditional, imaginary, fabulous. The main thing is that they should all be correlated with the age and psychological characteristics of students. Situations can be specific, and then the student's speech is a direct reflection of them, or abstract and problematic. Students express their own judgment, attitude, agree or disprove the opinion of a teacher or other student using various speech cliches. Therefore, discussion of the problem is real communication in the lesson. The situation can be depicted using visual aids (situational pictures, magnetic boards) that will reflect a specific place and time of action, make it static or dynamic (change components, rearrange characters, add new characters).

It is very important that students can "let the situation through themselves", giving it a personal character. This increases the efficiency of learning a foreign language, because Along with intelligence, children's emotions are connected. The role that students receive on time or constantly makes the situation meaningful. The most appropriate way to teach speaking is through various forms of dramatization, including improvisation and role-playing.

In communication, the basis of which is the problem under discussion, along with the communicative function of the language, the cognitive function also acts, therefore, the communicative-activity approach has great prospects for the development of students' intellectual capabilities. Focusing on the communication and active work of schoolchildren, the main in its implementation is the development of thinking and behavioral skills. [4, p. 86] This is facilitated by teaching to communicate in a foreign language, involving the individual in activities during the educational process, and the formation of the ability to work constantly. The communicative system-activity approach puts at the center of teaching a foreign language a subjective-subjective communication scheme, i.e. the student acts as an active, creative subject of educational activity, managed by the teacher; contributes to the development of students' initiative, their ability to search creatively. The student should feel that the whole system of work is focused on his direct activity, experience, worldview, interests, feelings that are taken into account when organizing communication in the lesson. Thus, the content of the classes should be on the discussion of current life problems, and not ready-made topics or texts. In addition, this approach allows you to implement the principle of individualization, since mastery of the communicative function of a foreign language involves taking into

account individual characteristics, interests of students, their abilities, inclinations and wishes.

In order to teach children to adequately respond and freely navigate in a foreign language environment, it is necessary to carefully consider the content of the lesson and teaching methods. Absolutely all tasks should have a communicative orientation. Communicative tasks must also obey the selection of language material, which is carried out taking into account the interests of children of a certain age and their vocabulary in their native language. Students should pay attention to examples of use without equivalent vocabulary, non-verbal means of communication, to analyze cases of the use of lexico-phraseological compatibility, to focus on various sociolinguistic connotations associated with a different culture, customs, traditions, etc. The criteria for selecting language units in the process of teaching a foreign language are quite simple, since schoolchildren are always interested in information about the contemporary life of peers, their interests, and hobbies; Students are interested in foreign modern music, sports, study, traditions and customs of the country of the language being studied. Such information contributes to the formation of sociocultural competence of students, the value attitude to a foreign language as a phenomenon of national and universal culture and civilization.

Priority is given to understanding, conveying content and expressing meaning, grammar serves as the foundation for achieving this goal. Students need to know what language means to express their thoughts in the immediate situation in the lesson, when they exchange views, experience and knowledge. Students should be aware that grammatical forms are necessary to carry out a communicative task, and that the relationship between the form and its use in speech is very important. With a communicative systemic-activity approach, the introduction of grammatical forms and work on them is carried out in a context so that students can see how they are used to convey meaning. The instruction manual contains a speech task. It is also important that mechanical reproducing exercises are absent: game situations, working with a partner, tasks for finding errors, comparisons and comparisons that include not only memory, but also logic, the ability to think analytically and figuratively take their place. The whole complex of techniques helps to create a foreign language environment in which students should "function": read, communicate, express their thoughts, draw conclusions. [5, p.62] It is also necessary to teach the child to imagine the purpose of communication, that is, clearly understand why he uses a particular word, reads a text, participates in a dialogue, listens and learns rhyming, etc. The material should be introduced sequentially, from the simple principle to complex, lexical and grammatical blocks



must be combined by a common communicative function.

How to teach a child who has the necessary lexical and grammatical knowledge to solve a specific communicative problem?

The communicative technique contributes to the rapid acquisition of student speaking skills. This is achieved through the assimilation of various types of monologue speech, typical dialogues and forms of language modeling. Here, in the foreground is a specific language model. The basic unit of the lesson and the entire learning strategy of this technique is the act of speaking. When teaching speaking, it is very important to take into account the correlation of its most important forms: monologue and dialogue (etiquette, dialogue-inquiry, dialogue-prompting to action, dialogue-exchange of opinions, information) and polylogue.

In the methodology of teaching dialogic speech, standard and free dialogs are used. Standard dialogues serve typical situations, these are mini-dialogs on a household topic, expressions that are learned by heart. Free dialogues include interviews (dialogue - interrogation), conversation (dialogue - exchange of opinions), discussion (dialogue - incitement to action). Sometimes a reactive cue unfolds, turning into a monologue. [7, p. 44]

As for the teaching methods, the most effective at the initial stage of training are role-playing games and dramatization. The task of students is to translate a given topic or plot into speech. Participants in role-playing games can play various roles, and their task is to solve a problem situation. In the middle link, the use of lexical-semantic and analytical tables, "case" technology, communicative techniques "Snowball", "Crib", "Composing a story in a chain" is relevant.

Discussion games are very popular, where they discuss relevant and interesting questions for students. Each student chooses a role convenient for himself and speaks on behalf of the selected character. The content of such discussions can be any real-life problem within the program. In addition, it should be remembered that speech is primarily the creation of motivation, to learn to speak a foreign language is a rather complicated task. After all, natural speech is stimulated not by necessity, but by the need for real communication.

High communicativeness is also characterized by the method of language projects, which directs students to an independent search for information, increases the level of communicative competence, and teaches to think creatively and critically. At all stages of the work, the activity of each student is constantly monitored. Language projects are effectively combined with critical thinking technology in teaching written language and working with text, as these types of activities require the student to be able to compare and

analyze information, students learn to draw conclusions and draw conclusions.

Students are very interested in video courses in the English language, which are not only authentic material and illustration for the topic being studied, but also the basis for discussion, contributing to the communicative focus of the lesson.

We should not forget about the psychological features of communication in a foreign language: students should choose communication partners themselves, otherwise the interaction planned by the teacher may simply not take place. The student needs to be interested, made so that he wants to speak. Here game moments and psychological tricks come to the rescue.

The student must learn to establish contact with the interlocutor, be able to put himself in the place of another and cope with the current situation of communication. To do this, in the lessons of a foreign language, the teacher creates situations in which students communicate in pairs, groups, and teams depending on the communicative task. This makes the lesson not only more diverse, but also contributes to the educational potential of the lesson, cooperation, mutual respect. When working in a group, students show verbal independence, they can help each other, successfully correct the statements of the interlocutors, even if the teacher does not give such a task. As a result, the psychological barrier of fear of a language mistake is removed and the opportunity to express an opinion is provided.

After analyzing the positive and negative traits, we can conclude that the most effective, successful and harmonious is the communicative method of teaching foreign culture.

It should be noted that when choosing a teaching method, one must take into account not only one's own preferences, but first of all, one should be guided by the age, abilities, interests, and psychological characteristics of the trainees. Focusing on them, you can choose the most acceptable and effective method.

BIBLIOGRAPHY

1. *Bim, I.L. Theory and practice of teaching the German language in high school / I.L. Bim, - M.: Education, 1988 - 358 p.*
2. *Rogova, G.V. Methods of teaching foreign languages in high school / G.V. Rogova, - M.: Education, 1991 - 187 p.*
3. *Galskova, N.D. Modern methodology of teaching foreign languages / N.D. Galskova, - M.: Arti-Glasso, 2000-281s.*
4. *Solovova, E.N. Methods of teaching foreign languages, the basic course of lectures: a manual for students of pedagogical universities and colleges / E.N. Solovova, - M.: Education, 2005. -- 239 p.*



5. Winter, I. A. *Psychological aspects of teaching speaking a foreign language* / I.A. Winter - M., Enlightenment, 1987.- 214s.
6. Kolker, Ya. M. *Practical Methods of Teaching a Foreign Language: Textbook. allowance* / I. M. Kolker, E.S. Ustinova, T. M. Enalieva. - M.: Publishing Center "Academy", 2000. - 264 p.
7. Passov, E. I. *The communicative method of teaching foreign language speaking* / E. I. Passov -M., Education, 1985.- 298c.