



COMMUNICATIVE TEACHING OF A FOREIGN LANGUAGE AND ITS PRACTICAL SIGNIFICANCE

¹Azizova Maqsuda Axmadaliyevna, ²Boboqulova Luiza Ravshanovna

¹Senior Lecturer

²Teacher

Tashkent Institute of Irrigation and Agricultural Mechanization Engineers

ANNOTATION

Recently, the concept of "communication" and "communicative approach" in teaching has become particularly popular in the field of foreign language learning. In foreign methodological literature, this concept is referred to as Communicative language teaching (CLT) or communicative approach. In a broad sense, these terms denote an approach to teaching a foreign language in which communication, the process of interaction with a speech partner is both a means and a goal of learning.

KEY WORDS: communication, communicative approach, foreign language, education.

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. On the one hand, this is because the creation of the European Economic Community has significantly increased the demand for foreign languages, especially in Europe. This increased demand has led to teachers having to change their approach to teaching foreign languages. Traditional methods, such as grammatical translation, meant that students began to learn a foreign language several years before they had 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 these categories of students need a higher-impact approach. On the other hand, scientists have made a significant contribution to the development of the communicative approach in teaching foreign languages. For example, in the UK, experts in applied linguistics questioned the effectiveness of the method of situational learning, which was dominant in the country at that time. This was partly in response to Kholmsky's ideas about the nature of language. Chomsky demonstrated that the then widely accepted structural theories of language cannot explain the entire creative diversity of the real communication process. In addition, the British

linguists Christopher Candlin and Henry Widdowson found that increased attention to the structure of the language does not contribute to its better assimilation. They believed that the knowledge of grammatical structures, students also need to develop communication skills and understand the language functions. 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 the ideal native speaker.

The communicative competence clarified what it means to "know the language". In addition to the speaker's perfect command of language structures, communicative competence also implies the ability to adequately use these structural elements in various communication situations. This idea was artfully formulated in the statement of Hymes that "there are rules of use, without which the rules of grammar are useless." Hymes did not develop a specific definition of the concept of "communicative competence", but subsequent authors, in particular, M. Canale, linked this concept to foreign language teaching.

Interpreting communication as a technology or strategy of education, he identifies the following characteristics:

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 student's work.

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

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

The connection of communication with various forms of activity - educational and cognitive, social, labor, sports, artistic, household.

Interaction of people communicating, i.e. coordination of actions, mutual assistance, support of each other, cooperation, trust-based cooperation.

Contact in three planes: emotional, semantic and personal.

Situativeness, which is expressed in the fact that the communication of students with the teacher and students with each other in the process of mastering the speech material can always be described as a system of relationships generated by the situational positions of the communicators.

Functionality, meaning that the process of mastering speech material always occurs in the presence of speech functions that take precedence 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 the memorized.

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

Problematicness as a way of organizing and presenting educational materials;

Expressiveness in the use of verbal and nonverbal means of communication. Only compliance with all these 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.

According to this approach, the main principles of training are the following:

Communication principle: Learning takes place through exercises that stimulate real communication,

The principle of communicative tasks: learning takes place through exercises in which the language is used to perform interesting and meaningful tasks, the principle of meaningfulness and meaningfulness: learning takes place with the help of a language that the student uses meaningfully. Learning tasks are selected on the basis of how actively they involve the student in authentic and meaningful communication (as opposed to simply using mechanical language models).

But no less important is the relationship 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 how to easily and freely use this construction in real communication situations. This is where the full significance of the communicative approach to learning comes in. One can continue to argue about whether the communicative approach to teaching a foreign language is an "approach" or a "methodology", but this is a theoretical question. For us, foreign language teachers, the practical aspect of this concept is important. The communicative approach to teaching a foreign language allows you to create a situation of genuine communication in the classroom, to fill the meaning of students' statements, to teach them to use authentic cues in speech, characteristic of native speakers. This task is feasible even at the early stages of learning a foreign language, when student's knowledge of vocabulary and grammatical structures is still limited. An experienced teacher will be able to create such a context for interaction in the classroom, when even small phrases will be meaningful and correspond to the situation of real communication. 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 the emphasis between these aspects and make the training balanced. Sometimes, indeed, we may pay more attention to grammatical rules and structures at the expense of their communicative value. For example, when studying the rule about the order of adjectives in English. Teachers often give students a task to build a phrase with a large number 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 of movement in English. We invite students to find out the direction of travel and follow a route that often resembles a maze. In fact, we may need a maximum of three hints 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 opportunities to practice speech turns that they can later apply in real life.

Grammatical accuracy will be more important if the teacher wants to achieve clarity in the students' statements, correct their speech, and measure the success of their learning. More free speech practice gives students more choice, may be more vague, blurred, implies less involvement on the part of the teacher. Communication-oriented learning involves a



person-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 communicative-meaningful tasks. The 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 communication strategies, so that they can successfully solve the tasks they face in the process of communication.

REFERENCES

1. Richards, J. C. and Rodgers, T. S. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press, 2001–171 p.
2. Farxodjonova N. F., Abdurahimov V. A. *MODERN TECHNOLOGIES OF STUDENTS TRAINING IN HIGHER EDUCATION // НАУКА И ТЕХНИКА. МИРОВЫЕ ИССЛЕДОВАНИЯ*. – 2020. – С. 5-7.
3. qizi Farxodjonova N. F. et al. *SCIENTIFIC RESULTS OBTAINED ON THE TOPIC "MODERNIZATION AND INTEGRATION OF NATIONAL CULTURE IN THE CONTEXT OF GLOBALIZATION" // Scientific Bulletin of Namangan State University*. – 2020. – T. 2. – №. 9. – С. 137-144.
4. Farxodjonova N. F. *Problemi primeneniya innovatsionnix texnologiy v obrazovatel'nom protsesse na mejdunarodnom urovne. Mejdunarodnaya konferentsiya. Innovatsionnie tendentsii, sotsial'no-ekonomicheskie i pravovie problemi vzaimodeystviya v mejdunarodnom prostranstve*. – 2016.
5. Isroilovich I. M. et al. *PHILOSOPHICAL IDEAS AND VIEWS OF NATIONAL CULTURE IN THE CONDITION OF GLOBALIZATION // PalArch's Journal of Archaeology of Egypt/Egyptology*. – 2020. – T. 17. – №. 7. – С. 14289-14295.
6. Sodirjonov, M. M. (2020). *EDUCATION AS THE MOST IMPORTANT FACTOR OF HUMAN CAPITAL DEVELOPMENT. Theoretical & Applied Science*, (4), 901-905.
7. Bobomurodovich, B. M., & Makhamadaminovich, S. M. (2020). *Human capital is made in the family. ACADEMICIA: An International Multidisciplinary Research Journal*, 10(2), 144-150.
8. Farxodjonova N. F. *Modernization Of Uzbek Language And National-Spiritual Heritage In National Culture". The American Journal of Social Science and Education // Innovations*. – 2021. – T. 3. – №. 01. – С. 585.
- 9.