

THE ADVANTAGES OF COMMUNICATIVE METHODS OF TEACHING FOREIGN LANGUAGES

Z.M.Baratova (Master of SamSIFL)

Аннотация. Мақола замонавий инновация, янги информация ва педагогик технологиялар, ўйинлар ва уларни коммуникатив компетенция шаклланиши мақсадида инглиз тили дарсларнинг самарасини ва талабаларнинг қизиқишларини ошириши усулларнинг чуқур ва ҳар томонлама таҳлилни ўз ичига олган.

Калим сўзлар: ўйин, коммуникатив, компетенция, педагогик, шаклланиши, ўқув жараёни, коммуникатив компетенция.

Аннотация. В статье делается подробный и четкий анализ современных инноваций, новых информационных и педагогических технологий, игр, а также способов их использования для повышения эффективности занятий и интереса обучающихся в процессе формирования коммуникативной компетенции.

Ключевые слова: игра, коммуникативный, компетенция, педагогический, формирование, учебный процесс, коммуникативная компетенция.

The problem of teaching English by communicative method is very important and actual nowadays because knowledge of language is valued by the ability of speaking and communicating in a foreign language without any difficulties. In this work both theoretical and practical approaches of communicative teaching are described in details.

The problem of communicative teaching was investigated by a large number of scientists in methodology such as V. Allen, H. Brown, J. Richards and T. Rodgers, W. Littlewood, D. Nunan, J. Towell and others. They investigated communicative teaching foreign languages in different ways for students of different levels.

Teaching and learning involves the process of transferring knowledge from the one who is giving to the one who is receiving. The elements of teaching and learning process are the teacher, the learner as well as the good learning environment. It is being considered that learning occur when there is established relationship among these three elements. The teaching as well as the learning activity depends upon how these elements works together.

The Communicative Approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop communicative competence [4]. The communicative approach in language teaching starts from a theory of language as communication. The goal of language teaching is to develop what referred to as "communicative competence". This term is coined in order to contrast a communicative view of language and theory of competence. Linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitation, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance [1].

The focus of linguistic theory was to characterize the abstract abilities speakers possess that enable them to produce grammatically correct sentences in a language. Hymes held that such a view of linguistic theory was sterile, that linguistic theory needed to be seen as part of a more general theory incorporating communication and culture. Hymes's theory of communicative competence was a definition of what a speaker needs to know in order to be communicatively competent in a speech community. In Hymes's view, a person who acquires communicative competence acquires [2].

The communicative methods of teaching language are the best ways of making this process easy and effective. Moreover, they make the students learn the language with fullest enthusiasm, desire and interest. The communicative activities and games make common lesson very interesting, unusual and bright. The students feel the real atmosphere of the learned language. Today only the communicative methods of teaching foreign vocabulary can reply the required demands of educating audience.

Games during lesson have great educational value. Games should be treated as central not peripheral to the foreign language teaching program. There are many advantages of using games: they are highly motivating and entertaining and they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson [3].

Call My Bluff

Call My Bluff is a fun game which is perfect at the start of term as a 'getting to know you' kind of game. It is also a brilliant ice breaker between students if you teach classes who do not know one another -- and especially essential if you are teaching a small class size. The game is excellent for practicing speaking skills, though make sure you save a time for after the game to comment on any mistakes students may have made during the game. (I generally like to reserve this for after the game, so you don't disrupt their fluency by correcting them as they speak).

With older groups you can have some real fun and you might be surprised what you'll learn about some of your students when playing this particular EFL game.

Why use it? Ice-breaker; Speaking skills

How to play: Write 3 statements about yourself on the board, two of which should be lies and one which should be true. Allow your students to ask you questions about each statement and then guess which one is the truth. You might want to practice your poker face before starting this game! If they guess correctly then they win. Extension: Give students time to write their own two truths and one lie. Pair them up and have them play again, this time with their list, with their new partner. If you want to really extend the game and give students even more time to practice their speaking/listening skills, rotate partners every five minutes. Bring the whole class back together and have students announce one new thing they learned about another student as a recap.

Word Jumble Race

This is a great game to encourage team work and bring a sense of competition to the classroom. No matter how old we are, we all love a good competition and this game works wonders with all age groups. It is perfect for practicing tenses, word order, reading & writing skills and grammar.

Why use it? Grammar; Word Order; Spelling; Writing Skills

How to play: This game requires some planning before the lesson. Write out a number of sentences, using different colors for each sentence. I suggest having 3-5 sentences for each team. Cut up the sentences so you have a handful of words. Put each sentence into hats, cups or any objects you can find, keeping each separate. Split your class into teams of 2, 3, or 4. You can have as many teams as you want but remember to have enough sentences to go around. Teams must now put their sentences in the correct order. The winning team is the first team to have all sentences correctly ordered.

Hot Seat

This is one of students' favorite games and is always at the top of the list when you ask them what they want to play. Hot Seat allows students to build their vocabulary and encourages competition in the classroom. They are also able to practice their speaking and listening skills and it can be used for any level of learner.

Why use it? Vocabulary; Speaking and Listening

How to play: Split the class into 2 teams, or more if you have a large class. Elect one person from each team to sit in the Hot Seat, facing the classroom with the board behind them. Write a word on the board. One of the team members of the student in the hot seat must help the student guess the word by describing it. They have a limited amount of time and cannot say, spell or draw the word. Continue until each team member has described a word to the student in the Hot Seat.

What's My Problem?

This is a brilliant EFL game to practice giving advice. It should be played after the 'giving advice' vocabulary lesson has taken place. It is a great way for students to see what they have remembered and what needs reviewing. This game works well with any age group, just adapt it to fit the age you're working with.

Why use it? Speaking and Listening; Giving Advice

How to play: Write ailments or problems related to your most recent lesson on post-it notes and stick one post-it note on each student's back. The students must mingle and ask for advice from other students to solve their problem. In conclusion, learning English through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for mere fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

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