



THE IMPORTANCE OF LEARNING AND TEACHING ACTIVITIES IN COMMUNICATIVE APPROACH IN THE LEARNING PROCESS

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Abstract: *The focus of the article is on how the communicative approach can be used while teaching English to non-native speakers. The communicative approach's goal is to educate students on how to communicate effectively in a foreign language, taking into account the participants, the situation, and the communication's goals and objectives. The essay goes through how to design training sessions and how to choose linguistic and grammatical content in line with the demands of the communicative approach.*

Keywords: *Communicative language teaching (CLT), Communicative language teaching approach, communicative, method, English as a foreign language, language learners.*

“Communicative Approach in language learning is an approach that is used in learning the second language or foreign language that emphasizes on the improvement of communicative ability”, that is “the ability of applying the language principle in order to produce grammatical sentences and understand ‘when, where, and to whom’ the sentences used” (Richard, 1997). Communicative method focuses on language as a medium of communication. It recognises that communication has a social purpose – learner which has something to say or find out.” Communication embraces a whole spectrum of functions and notions” (Richards, Jack C. & Rogers, Theodore S., 2001).

The communicative method of teaching English as a foreign language has become more popular recently. Depending on the goals and objectives of communication, the participants, and the environment of communication, this method places a higher priority on the capacity to use the studied foreign language as a means of productive communication. Furthermore, the ability to carry on a discussion even in the face of limitations brought on by inadequate language proficiency is stressed. The communicative approach's evident benefits include developing students' communication abilities, boosting enthusiasm to learn the language, and creating interdisciplinary linkages. This aids in the growth of mental capacity, creativity, self-discipline, and cooperative skills.

The communicative approach's key component is that it has the teacher in a foreign language setting model learning scenarios that aid in students' knowledge acquisition and skill development in a variety of speech activities. Only when employing the proper tools in a certain setting can skills and habits be established. The term «activity» in this context refers to deliberate, driven acts carried out by elements of culture and society under specific conditions and in pursuit of different objectives. Different kinds of connections are developed depending on the circumstances that occur



in specific surroundings. Debates, even contentious ones on many subjects, can organize speech communication. By fostering a live speech communication environment in the classroom, speaking must be taught. The temperament, skills, life experience, and worldview of the students should all be taken into consideration when teaching a foreign language.

English as a foreign language instruction heavily involves the use of communicative incentives. Students' happiness with language use as a tool of communication is referred to as communicative motivation. If the classroom is welcoming and the interactions between the teacher and students and within the group are polite, motivation will continue to be high enough.

In general, only a few teachers concentrate on only one of the four skills in their language-learning classrooms. Most English teachers expect their language learners to develop their communicative competence in reading, speaking, listening, and writing skills as comprehensive outcomes and performances after completing the language modules. However, different skills may appear to be more relevant for specific learners. For example, different learners have different demands for language skills. International graduate students may have the desire to develop their writing and speaking skills due to the high demands of project writing and thesis pressures (Sottie, Mfoafo-M'Carthy, & Moasun, 2018). On the other hand, preschool learners may tend to focus on general skills for overall and comprehensive language development. English teachers should focus on different aspects of communicative competence at different times, as student communication needs are unlikely to remain the same throughout a longer course. A large number of language teaching and learning courses and modules tend to focus on one particular skill, such as CV writing. Thus, some branches of language courses were developed to satisfy particular demands, such as English for Academic Purpose (EAP), English for Specific Purpose (ESP), English for Business Purpose (EBP), and English for Nursing Students, etc. Although many different branches and factors have been developed during the last few decades, the CLT approach may apply to most of the demands in language teaching and learning classrooms.

The role-playing game is crucial in ensuring communicative motivation. You can use the game to encourage students of any age to get active. It keeps you interested in speaking a foreign language, broadens the subject matter of the language you're learning so you can venture outside of your comfort zone, and lets you broaden the scope of your own experience by putting you in the roles of various characters and professions. The communicative approach is based on the idea that learning a language successfully comes from having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

Example

Practicing question forms by asking learners to find out personal information about their colleagues is an example of the communicative approach, as it involves meaningful communication.

In the classroom

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication at all levels. As a result, skills may



be prioritized over systems, lessons may be more learner-centered, and authentic materials may be used.

Work in pairs and various text-based activities can be used to teach a foreign language within the parameters of a communicative method in an equally effective manner. It should be stressed that coordinating student activities in the classroom through simultaneous pair work is one strategy. Exercises should be performed in pairs for the simplest organization. Block diagrams of the dialogue and substitution tables can be employed in this type of work when there is a speech task. The exercises include question-and-answer sessions, dialogue exchanges of viewpoints, and mini-dialogues. You can practice speaking with short dialogues.

Working with text in numerous ways, such as creating a text plan, answering questions and creating your own, forming an opinion about what was read, etc., can help students learn communication skills. thorough reading, looking for synonyms for text words, filling in blanks with text phrases, and re-establishing the timeline of the text's plot.

The text for reading can encourage discussion of a range of issues in the context of the classroom system when there aren't any genuine communication opportunities. It can also provide the factual and linguistic resources needed to formulate one's statement and act as a model for it. The text also aids in the development of sociocultural competence.

A communicatively oriented organization of grammar, the order of its study, and instruction in students' communicative engagement are all components of the communicative method for teaching grammatical phenomena of a foreign language.

One can identify intuitively introductory, consciously introductory, intuitive speech, consciously verbal, generalizing analytical, and lastly speech-creative stages while working with grammatical information.

The successful formation of pupils' communicative competence will be aided by their grammatical skill development. Tasks are a crucial part of the grammar-work process. You can acquire language skills through activities, which also give you practice using them in many contexts of communication. Exercises to change one form into another include substitution exercises, creative exercises, project work, model activities, role-playing games, and mini-dialogues (done in pairs).

The suggested tasks are created for communicative activities that let people practice using structures «fluently.» The teacher has the option to combine exercises while planning a session to develop students' language and communicative skills. Students improve their grammar and speech by actively using communication technologies to convey their ideas, assess events, present information, share personal experiences, or plan activities.

Making sentences with a substitution table involves the following tasks: selecting the appropriate grammatical form (for example, open brackets, choose the correct form) reading and listening to the dialogue while creating a similar one in pairs; responding to queries using the model; telling a story with a change (which allows you to work out the skills of using grammatical forms);

To accomplish this, the communicative approach sets itself the goal of teaching how to speak a foreign language on a variety of topics in a variety of communication circumstances in a very short amount of time. The communicative technique also



provides a straightforward yet efficient grammatical learning principle: the rule is first explained by the teacher and then applied in real life until automatism. Lexical work is done similarly; students recall new units by repeating them while carrying out practical tasks. The communication strategy has a lot of benefits. This is now one of the most effective ways to learn a foreign language.

The results of this paper suggest that although many teaching and learning methodologies and strategies are available for teachers to handle and arrange their classroom environments, teachers should always employ the appropriate teaching and learning methodologies and strategies based on the needs and expectations of their students. International students from different parts of the world are attending overseas colleges and universities due to the rapid development of globalization. In previous decades, most university students tended to attend one of the colleges or universities in Western societies, such as British or American universities. However, due to the development and growth of Eastern societies, it is not uncommon for international students to attend colleges and universities in East Asian regions and communities. This paper also discussed and gathered some significant facts about the inclusion of the CLT approach in theory and practice in management. Unlike traditional teaching and learning methodologies and strategies, such as the Direct Method, the current CLT approach encourages students to share and speak up about their ideas with peers and teachers without any limitations. From the last few decades to many contemporary studies and research projects, it is worth noting that the application of the CLT approach is very often employed in many theories and practices as the main comprehensive training method. For future implementation, although the English language continues to serve as one of the best-known foreign languages for these university students, many students may study basic to advanced level targeted language in their hosted colleges and universities. Therefore, language teachers should always consider how to employ the appropriate teaching and learning methodologies and strategies for these groups of international students with different social and cultural backgrounds.



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