

USING COMMUNICATIVE APPROACH IN THE LEARNING PROCESS

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Abstract: The article is devoted to the consideration of the communicative approach in the practice of teaching English as a foreign language. The purpose of the communicative approach is to teach how to use the studied foreign language as a means of constructive communication, depending on the goals and objectives of communication, participants and the situation of communication. The article discusses the ways of constructing training sessions, the selection of linguistic and grammatical material in accordance with the requirements of the communicative approach.

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

Recently, the communicative approach has been gaining popularity in the practice of teaching English as a foreign language. This approach prioritizes the ability to use the studied foreign language as a means of constructive communication, depending on the goals and objectives of communication, participants and the situation of communication. Also, the emphasis is on the ability, in principle, to maintain a conversation, even in the presence of restrictions associated with insufficient command of the language. The undeniable advantage of the communicative approach lies in the formation of students' communicative skills, increasing motivation in learning the language and establishing interdisciplinary connections. This contributes to the development of cognitive activity, imagination, self-discipline, skills of joint activity.

The essence of the communicative approach lies in the fact that the teacher in the classroom in a foreign language models learning situations that help students acquire knowledge and master skills in various types of speech activity. Skills and habits are formed only in activities using the necessary means and in a certain environment. The concept of "activity" in this case can be considered as purposeful motivated actions with units of life and culture in certain conditions, pursuing various goals. Depending on the conditions that exist in certain environments, various relationships are formed. Speech communication can be organized through dialogues, problematic dialogues on various topics. It is necessary to teach speaking by creating conditions for live speech communication in the classroom. In the process of teaching a foreign language, the personal qualities of students should be taken into account: temperament, abilities, life experience, worldview.

Communicative motivation plays an important role in the process of teaching English as a foreign language. Communicative motivation involves the satisfaction of students as a result of using the language as a means of communication. Motivation will remain at a sufficiently high level if the atmosphere in the classroom is friendly, and the relationship within the group and between the teacher and students is respectful.

An important factor in ensuring communicative motivation is the role-playing game. The game allows you to effectively stimulate the activity of students of any age. It maintains interest in communication in a foreign language, expands the subject content of the language being studied, making it possible to go beyond the limited field of activity, allows you to expand the boundaries of your own experience by playing the roles of people of different professions and characters.

An equally effective way of teaching a foreign language within the framework of a communicative approach can be work in pairs and various forms of working with text. It should be emphasized the simultaneous pair work, which is one of the forms of organizing the activities of students in the classroom. The easiest way to organize it is to do exercises in pairs. In such work, substitution tables with a speech task, block diagrams of the dialogue can be used. These are mini-dialogues, congratulations on the holiday, question-answer exercises, dialogue-exchanges of opinions. You can conduct speech exercises in the form of mini-dialogues.

Learning communication skills is facilitated by various types of work with text: drawing up a text plan, answering questions and composing your own questions, formulating a position on what has been read, detailed reading, searching for synonyms for words from the text, filling in gaps with sentences from texts, restoring the chronology of the plot of the text.

In the conditions of the classroom system, when there are no real communicative situations, the text for reading can become an incentive to discuss a variety of problems, as well as provide the necessary factual and linguistic material for the formulation of one's own statement and serve as a model for it. In addition, the text contributes to the formation of socio-cultural competence.

The communicative approach to teaching the grammatical phenomena of a foreign language involves a communicatively oriented organization of grammatical material and the sequence of its study and training in the communicative activity of students.

When working with grammatical material, one can distinguish intuitively introductory; deliberately introductory; intuitive speech; consciously analytical; consciously verbal; generalizing analytical and, finally, speech-creative stages.

The development of grammatical skills will contribute to the successful formation of the communicative competence of students. Tasks are an important stage in the work on grammar. It is the exercises performed that allow you to accumulate language knowledge and serve as a practice for their use in various forms of communication. Substitution exercises, creative exercises, project work, model tasks, role-playing games, mini-dialogues (work in pairs), exercises to transform one form into another can be used.

The proposed tasks are designed for communicative activities that allow to work out the "fluency" of the use of structures. When preparing for a lesson, the teacher has the opportunity to combine exercises in such a way as to form both linguistic and communicative competencies. By actively using communication technology to express their opinions, evaluate events, present information, share personal experience or organize activities, students develop grammatical and speech skills.

Tasks for making sentences using a substitution table, from given words can be used; choosing the right grammatical form (for example, open brackets, choose the correct form); listening (reading) to the dialogue, playing it in pairs and compiling a similar one; answers to questions according to the model; retelling with transformation (which allows you to work out the skills of using grammatical forms).

Thus, the communicative approach sets itself the task of teaching how to speak a foreign language on various topics in various communication situations in a fairly short time. Also, the communicative technique offers a simple and at the same time effective principle of studying grammar: the rule is explained by the teacher, and then practiced in practice to automatism. Similarly, lexical work is carried out: new units are memorized by students through their repetition in the course of performing practical tasks. The communicative approach has many advantages. At the moment, this is one of the most effective methods of learning a foreign language.

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THE IMPORTANCE OF TEACHING ENGLISH AS A SECOND LANGUAGE IN UZBEKISTAN

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English language started to gain its popularity from the beginning of 18th century. More and more people over the world are learning English. English is considered to be the third largest language by number of native speakers (after Mandarin and Spanish). However, it is the most commonly spoken language in the world combining native and non-native speakers. English language is not official only in Great Britain but also in many other countries. It is the second language in the most countries of the world. The Republic of Uzbekistan can be a clear proof to it.

After the independence the Republic of Uzbekistan chose its own way in political, economical and social spheres. As for educational system the government of Uzbekistan decided to develop teaching English language. A lot of laws, decrees and principles were issued. The most important of them are decrees of the president of Uzbekistan.

They are the decree of the former president of Uzbekistan I. A. Karimov №1875 'On measures to further improve of foreign language system' from December 10, 2012 and the decree of the president of