



The Role of the Communicative Approach in ELT

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ABSTRACT

The aim of the communicative approach in teaching foreign languages (Communicative language teaching) is developing students' semantic perception and understanding of foreign speech, as well as mastering the language material for constructing speech utterances. This article discusses the use of communicative situations to successfully master English as a foreign language so that students must know not only linguistic forms, but also be able to use them for real communication.

Keywords:

Communicative Approach, Competence, Communicative Competence, Speaking Activities

Introduction

After the independence of our country, the interest in teaching foreign languages has increased and many opportunities have been created for young people. As the first President Islam Karimov said, "At present, great importance is attached to the teaching of foreign languages in our country. This, of course, is not in vain. Today, there is no need to underestimate the importance of perfect knowledge of foreign languages for our countries, which are striving to take a worthy place in the world community, for our people, who are building their great future in cooperation with our foreign partners. " As a logical continuation of these ideas, the Presidential Decree of December 10, 2012 "On measures to further improve the system of teaching foreign languages" expanded the opportunities for learning foreign languages.

Materials and Methods

New methods and requirements for teaching foreign languages in the country have been developed in accordance with the Recommendations of the European Framework for Assessment of Knowledge and Skills of Foreign Language Teachers (CEFR). According to it, textbooks have been created for students of secondary schools and vocational colleges. In accordance with these requirements, classrooms are equipped with stands and new information and communication technologies. The demand for learning a foreign language is growing day by day. Foreign language science is divided into four aspects (reading, reading, listening comprehension and speaking), each of which provides specific concepts and skills. Educational technology is the effective use of modern information technology in the educational process. It also aims to improve the quality and effectiveness of education through the introduction of modern innovative technologies in the educational process. In

particular, there are several advantages to using such information and communication technologies in learning a foreign language. The role of modern technology in language learning and teaching is invaluable. The use of technology is useful in every aspect of learning a foreign language (reading, reading, listening and speaking).

Communication is the groundwork based on which any idea can progress and develop into a fully-fledged one. Without that, sustenance in any field is impossible. During the last decade, various crucial factors have combined to affect the current ideologies of teaching of English such as the ineffective methodologies, unsuitable materials, and integration of contextualized teaching, over emphasis on multi language skills etc. Teachers who practiced Grammar Translation method during the previous decade solely relied on black board as the apt tool to impart communication skills and the nuances of English language. Later on, overhead projectors, acted as another medium for the teacher dominated class room. Such teachers believed in the dictum of drill and practice. Researchers had given more emphasis on authentic and meaningful contextualized discourse. Then they focused on a successful adult second language learning as a parallel process to a child's first language acquisition. With the advent of e-communication, it has been made possible for the English language teachers to enrich their profession. Basically, the teacher controls the instructional process, the content is delivered to the entire class and the teacher tends to emphasize factual knowledge. In other words, the teachers deliver the lecture content and the students listen to the lecture. Thus, the learning mode trends to be passive and the learners play little part in their learning process. It has been found in most universities by many teachers and students that the conventional lecture approach in classroom is of limited effectiveness in both teaching and learning. This method had stayed in practice for a good period of time due to its focus on the functional use of English. But, still this method was marred with setbacks like there were many issues with this method. It needed a lot of time, good budget and a small class size. And even in some situations, it was not very useful. These issues led to another Method that is called Audio-Lingual Method.

The direct method is natural method of teaching foreign language its makes use of Audio-Visual Aids. The direct method originated in France in 1801. The direct method develops as a reaction against GTM. Its basic principle is that pupils should think directly in foreign language. DM is to teach language directly at aims to create direct bond between the word and meaning, thought and expression. It's also improving the pupil's pronunciation.

In 21st Century there is rise of communicative methodology. Which emphasize real meaning communication method than activity, topic and situations which are artificial and remote from pupil's lies.

The communicative approach in teaching English language has become widespread throughout the world and has become one of the main methods of teaching foreign languages. First, let's define what communicative approach is. In order to understand what a communicative approach is, we must consider the basic principles of communicative approach [1].

The basic principles of the communicative approach are summarized as follows:

1. In the learning process, students are included in the knowledge of the world around them.
2. Students are asked to express their own opinions, feelings, share experiences.
3. Students are accountable for learning outcomes and develop an attitude to learn.
4. The role of the teacher is different, depending on the tasks at each stage.

The main goal of communicative approach is to teach the student to first speak fluently in the language, and then think in it. Students can develop their communicative competence by various tasks such as game situations, working with a partner, tasks to search for errors, comparisons and comparisons that connect not only memory, but also logic, the ability to think analytically and figuratively. This approach is a necessary, well-thought-out technique, the purpose of which is the formation of foreign language communication skills [2]. Communicative approach based on the concept of 'communicative competence' which originally introduced H D Hymes. In is article on communicative competence published in, "New origins in Linguistics' in 1971. The communicative approach emphasizes real

meaningful communication rather than the activity, topic and situation which are artificial and remote from student's lives. According to Geeta Nagraj, "The Development of Language Learning from based to meaning based approach". Communicative approach in was three principle 1. Which involve real communication 2. Which involves various activities. 3. Which emphasize that language is meaningful to the learners.

Conclusion

As conclusion we can summarize that communicative language teaching (CLT) emphasize on the process of communication rather than the mastery of language. The term functional approach is used for communicative approach or communicative method. The communicative approach is based on the statement that in order to successfully master a foreign language, students must know not only linguistic forms, but also be able to use them for real communication.

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