

**COMMUNICATIVE METHOD AS A MAIN PSYCHOLINGUISTIC
PHENOMENON OF ENGLISH LANGUAGE LEARNING**

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Annotation

This article discusses that, although the communicative method in learning English is traditional in its own way, it stands out by being based on communicative tasks and reality. It also highlights how this method helps learners develop their speaking skills and provides opportunities to overcome fear and anxiety during communication.

Keywords: communicative interaction, communicative impact, speech ability, semantic and phonetic development, psycholinguistic impact, psychological training.

Nowadays, the purpose of teaching a foreign language is to achieve practical knowledge of the language, mastering the language system, and acquire language skills, which creates significant difficulties for learners. Even most specialists who have just graduated from university have a fairly weak vocabulary and a monotonous design of grammatical structures in their speech.

In the education system, a wide range of traditional and non-traditional methods have been used to teach the English language. Usually, the main subject and object of non-traditional methods are the language learners themselves, and these methods contribute to the development of their vocabulary, grammar-translation skills, and self-confidence. At the same time, traditional methods also make a significant contribution to shaping learners' ability to communicate.



In practice, three main types of learning materials are traditionally distinguished:

- Text-based;
- Communication-task-based;
- Reality-based.

In this context, the battery of communicative methods is characterized by its focus on more practical needs in teaching English. Discussion of real-life situations provides lively interest and an opportunity for participants to share their thoughts.

Indeed, the communicative method is one of the most popular approaches to teaching English today. Most experiences characterize it as the most advanced and effective method. Notably, the communicative method began to develop in England during the 1960s and 1970s when English gradually gained the status of an international language of communication. It turned out that other traditional methods previously tested did not fully meet the language acquisition needs of most English learners. This method is a set of psycholinguistic techniques designed to teach effective communication in a language-learning environment. One of its key techniques is simulating real-life situations to encourage learners to engage in active "conversation." It is crucial that the topics be relevant (addressing issues that concern learners) and connected to everyday life situations.

In the communicative method, the flow of the lesson depends on the students themselves—that is, their responses, reactions, and influence on others. This is because communication is characterized by being meaningful, topic-relevant, and driven by specific needs.

Naturally, in this case, a significant portion of the lessons is dedicated to speaking, although reading and writing are also covered.



Typically, during the lesson, teachers do not speak a lot, but rather listen and guide the flow of the lesson. That is, based on the lesson's objectives and tasks, they direct students' attention accordingly.

Traditional communicative methods regulate speech activities, provide explanations, and structure the learning process as a whole. At the same time, teaching methods focus on developing and enhancing students' speaking abilities. Participants create dialogues, memorize them, learn vocabulary related to specific topics, retell texts, and complete written grammar exercises.

A distinctive feature of the traditional method is that, during the learning process, students must acquire all types of speech activities to a certain extent. Otherwise, it may create difficulties in communication for both the teacher and language learners.

In fact, the communicative approach to language learning is not a new method at all, but it has become widespread all over the world, taking into account the significant changes that it has brought about. Currently, the communicative approach has undergone some modifications and is now widely used in both group and individual lessons. When discussing its effectiveness, it is particularly noted that learners improve their ability to work in teams, understand group opinions, expand their vocabulary during interactions, and learn to use words appropriately. As a result, the communicative method not only encourages learners to use their native language efficiently during lessons but also helps them properly analyze and apply English words in terms of semantics and phonetics, thus enhancing their vocabulary. This approach is crucial for teaching learners to think in a foreign language and effectively comprehend spoken speech.

In this approach, although little time is dedicated to learning grammar, it creates conditions for further reinforcement of the acquired resources. When discussing the learning materials used in teaching a foreign language through



communicative methods, it is important to emphasize that their variety is virtually limitless.

Specifically, in communicative English language teaching, role-playing methods play a key role, where tasks such as working with a partner and identifying mistakes are central. These activities not only help expand vocabulary but also promote analytical thinking, enhance memory and attention, foster creative thinking, and contribute to a deeper understanding of others' sympathy and empathy in interpersonal relationships.

The communicative approach emphasizes that real-life resources, such as various linguistic realities or visual sources through which communication can be established (e.g., magazines, advertisements, newspapers, maps, graphs, charts, video and audio recordings, etc.), can be used.

Moreover, the communicative method is of particular importance because it is primarily focused on providing opportunities for communication, especially aimed at overcoming the fear of communication. This approach helps the learner develop self-confidence and introspection during the communicative process.

In the process of lessons, communicative methods are used in alignment with innovative techniques. One such technique is training seminars aimed at developing communicative competence in English by enhancing communication, perception, memory, attention, and thinking. These seminars have psycholinguistic potential, and we will focus on some of them.

When talking about training seminars with communicative opportunities in learning English, it is important to effectively use the following types of training:

Role-playing seminars: In these training sessions, participants imagine various situations (such as business conversations, daily conversations, travel scenarios)



and engage in communication with each other. This not only helps develop conversation skills but also assists in practically applying the language.

Interactive Speaking Workshops: These seminars encourage participants to speak in English frequently and easily. Through group activities and games, the language learning process becomes both engaging and effective.

Language Exchange Sessions: In these training sessions, participants can communicate with people who speak English, helping them reinforce their knowledge. These seminars provide the opportunity to learn and exchange cross-cultural experiences at the same time.

Debate and Discussion Classes: These training sessions are focused on developing communication skills. Participants engage in debates on specific topics in English, which helps improve clarity of expression and strengthen communication abilities.

Practical English Communication for Specific Purposes (ESP): These types of seminars are training sessions designed to help with effective communication in English in specific contexts, such as the workplace. They are often focused on particular fields like business, medicine, or tourism.

In conclusion, the main goal of the communicative method is to help the learner to overcome the language barrier, and it is characterized by the fact that these methods form the core of the lesson. However, the communicative approach is not only focused on communication in English but is also significant in developing speaking and writing skills, vocabulary, grammar, listening, and reading abilities. In this process, involving, learning, activating, and engaging students at each stage helps the teacher foster the learner's interest in the learning process and supports the proper formation of their learning motivations.

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