

TEACHING ENGLISH THROUGH COMMUNICATIVE APPROACH

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***Annotation:** Since the introduction of Communicative Language Teaching (CLT), many textbooks have been written to incorporate communicative activities, authentic materials and personalized contexts. However, where the teaching and learning of grammar is concerned, most textbooks do not reflect CLT principles. This article suggests different methods so that grammar activities can be made more communicative by retaining some practices of the structural syllabus.*

***Key words:** Communicative Approach, Competence, GTM, English Language, Teaching, CLT, activities.*

Learning the grammar of a foreign language is important if you want to speak the language correctly. Nevertheless, the grammar of a foreign language can be tricky and not at all resembling the one of your mother tongue. That is why you need to be very well acquainted with your own grammar structures and only then try to learn another grammar. English grammar is not very difficult, although at first it appears to cause confusion. Grammar knowledge can be achieved through a lot of work and exercises, or even games.

Language, to satisfy with its help cognitive interests in other areas of knowledge . Communicative Language Teaching (CLT) emerged as the norm in second language and immersion teaching. Communicative language teaching began in Britain in the 1960s as a replacement to the earlier structural method, called "Situational Language Teaching". The term was coined by Dell Hymes, reacting against the perceived inadequacy of Noam Chomsky's distinction between competence and performance.



Communicative competence is acquired through 4 main aspects of learning or 4 types of speech activity: receptive (reproducing) – listening and reading, and productive (creative) – speaking and writing. As well as related 3 aspects of the language – vocabulary, phonetics, grammar. Currently, teaching oral communication, in which speaking plays a primary role, is one of the most important aspects of language. Oral speech and speaking, as an integral part of it, come to the fore. First of all, students want to learn how to speak the language. Learning outcomes are measured by the ability to communicate, in particular the ability to Dialogic speech. Creating a motivational base for learning a foreign language is a necessary condition for the quality and success of learning and the formation of communicative competence. So CLT can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Let us examine each of these issues in turn . CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan's five features of CLT:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on language but also on the Learning Management process.
4. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
5. An attempt to link classroom language learning with language activities outside the classroom . These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well



as the connection between the language as it is taught in their class and as it used outside the classroom. Therefore, we can conclude that CLT sets its goals as the teaching of communicative competence. What does this term mean? Perhaps we can clarify this term by first comparing it with the concept of grammatical competence. Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e. g. parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence . According to Gower R., Philips D., Walters S. communicative approach is based on ten principles.

1. Interactivity: the most direct route to learning is to be found in the interactivity between teachers and students and amongst the students themselves.
2. Engagement: students are most engaged by content they have created themselves
3. Dialogic processes: learning is social and dialogic, where knowledge is coconstructed
4. Scaffolded conversations: learning takes place through conversations, where the learner and teacher co-construct the knowledge and skills
5. Emergence: language and grammar emerge from the learning process. This is seen as distinct from the 'acquisition' of language.



6. Affordances: the teacher's role is to optimize language learning affordances through directing attention to emergent language.

7. Voice: the learner's voice is given recognition along with the learner's beliefs and knowledge.

8. Empowerment: students and teachers are empowered by freeing the classroom of published materials and textbooks.

9. Relevance: materials (e. g. texts, audios and videos) should have relevance for the learners.

10. Critical use: teachers and students should use published materials and textbooks in a critical way that recognizes their cultural and ideological biases . Communicative competence includes the following aspects of language knowledge: knowing how to use language for a range of different purposes and functions knowing how to vary our use of language according to the setting and the participants (e. g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication) knowing how to produce and understand different types of texts (e. g. narratives, reports, interviews, conversations) knowing how to maintain communication despite having limitations in one's language knowledge (e. g. through using different kinds of communication strategies)

Many other activity types have been used in CLT, among which are the following:

task-completion activities: puzzles, games, map-reading and other kinds of classroom tasks in which the focus was on using one's language resources to complete a task.

information gathering activities: student conducted surveys, interviews and searches in which students were required to use their linguistic resources to collect information.



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opinion-sharing activities: activities where students compare values, opinions, beliefs, such as a ranking task in which students list six qualities in order of importance which they might consider in choosing a date or spouse.

information-transfer activities: these require learners to take information that is presented in one form and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

reasoning gap-activities: these involve deriving some new information from given information through the process of inference, practical reasoning etc. For example, working out a teacher's timetable on the basis of given class timetables.

role-plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues. It is also worth noting that an effective tool in teaching students is a didactic game, and, as practice shows, the age of students does not depend on their enthusiasm for the game play.

Used literatures:

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