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**Dilfuza Kodirovna Yuldasheva**  
Namangan State University  
an English teacher

## COMMUNICATIVE APPROACH IN TEACHING A FOREIGN LANGUAGE

**Abstract:** In this article it is spoken about a communicative approach that is aimed at the formation of students' semantic perception and understanding of a foreign language, as well as the mastery of linguistic material for the construction of speech utterances.

**Key words:** competence, method, motivation, communicative approach.

**Language:** English

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### Introduction

The communicative approach is currently widespread throughout the world, and is one of the main methods of teaching foreign languages. Its main goal is to teach fluent communication in the language, to behave appropriately in various communication situations. That is, the main thing in this approach is the interaction during communication and the achievement of a communicative goal. The main goal of the communicative approach is the formation of communicative competence, that is, the use of language for “live” communication, as well as sociolinguistic competence, which helps students use the correct language in various situations. Language competency means that with a good knowledge of grammar and vocabulary, students are free to speak a foreign language. If mistakes were nevertheless made, this will lead to misunderstanding to one degree or another. Thus, the purpose of training is to increase communicative competence, that is, to improve the possibilities of using the language in communication.

The communicative technique is aimed at the practice of communication and is needed, first of all, to remove the fear of speaking a foreign language. The purpose of this approach is to teach a student to speak a foreign language not only fluently, but also correctly.

The communicative method develops all language skills — oral and written speech, reading and

listening. Grammar is mastered in the process of communication: the student learns words, expressions, language constructions, and only then begins to understand the grammatical meaning of the language being studied.

In foreign language lessons, you can create situations in which students communicate in groups or in pairs with each other. The difference in communicativeness is that instead of specially prepared texts and dialogs, it uses spontaneous situations from real life that are played out by the teacher and students in order to motivate the latter to speak and eliminate the fear of making a mistake. For such training, it is important to choose topics that are relevant for students at the moment and are familiar in their native language — this makes it possible to use the language spontaneously, demonstrating communication skills.

In addition, a successfully communicative approach is used in a language environment where the language being studied is the only means of communication. For example, if a child goes to a language camp in a country where the language being studied is the main one, then he has no other choice but to try to find a common language with a foreigner.

Listening to songs is an effective method of learning a foreign language, since during listening the student is immersed in foreign language and easier to perceive it. Here the student's interest is very

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important, if he once translates the text of his favorite song with the dictionary, he will not forget the new lexical units and try to use them in active speech.

When watching films in a foreign language, it is recommended to select those videos whose contents the student knows and watched in their native language. Thus, the student, knowing the plot, will listen to English speech and pay attention to grammatical constructions.

The most effective forms of control in a communicative approach, in our opinion, are a business game, monologue, staging dialogue and conversation on a given topic. We chose these forms, as they allow the student not only to develop their oral speech, but also include creative features — the student can tell something about himself and learn a lot about others and the world around him.

Foreign-language communicative competence is a qualitative characteristic of the personality of a specialist, including a combination of scientific and theoretical knowledge and practical skills in the field of foreign professional communication, experience in professional interaction, and sustainable motivation for professional communication in a foreign language. It determines the ability and willingness of the subject of professional activity to carry out professional communication in a foreign language. Foreign communicative competence includes three main components: motivational (desire for relevant and subsequent study of a foreign language, professional communication in a foreign language), functional (speaking, listening, reading, writing in a foreign language), reflective (the ability to analyze one's own communicative act). The criteria for its formation in accordance with the identified structural components are:

— interest in learning a foreign language, the desire to maintain a high level of their own foreign language communicative competence;

— fluency in foreign language speech, listening to foreign language speech, understanding and correct translation of the text;

— the ability to identify their own mistakes and correct them.

One of the effective ways of creating communicative competence through the intensification of learning is the method of business games, which allows you to directly include the process of teaching a foreign language in the model of the future work of students. The main interests of students of a non-linguistic profile lie precisely in the field of their specialty, and they most often consider a foreign language as a means of expanding their business contacts, professional skills in the professional and labor sphere.

Educational business game is a practical lesson that models various aspects of the students' professional activities. It creates a condition for the integrated use of the knowledge of the subject of

professional activity that students have, and also contributes to a more complete mastery of a foreign language.

As N.I. Torunova notes, “the introduction of a business game in the university pedagogical process contributes to the formation of the professional formation of a specialist's personality”

A business game involves joint activity, therefore, it removes the contradiction between the collective nature of future professional activity and the individual nature of the assimilation of knowledge. The method of business games aimed at teaching professional communication has a number of features.

1. The business game should be based on real speech material, reflecting the specific situation of communication in the professional and labor sphere.

2. In a business game, the moment of self-learning prevails over learning. This is because the teacher of a foreign language is incompetent in questions of the specialty of the trainees and cannot competently compose a business game and evaluate its communicative (and not linguistic) results without their help.

Therefore, trainees are involved both in compiling a business game, and in evaluating it by a parameter: whether the communicative goal is achieved or not. The teacher can only evaluate the correctness of speech in terms of language norms.

3. An essential point in a business game is its problematic nature. Of course, in the professional sphere there are a number of typical situations, but here more often than in any other, problematic situations arise that require a quick solution. Of great methodological value are business games that stimulate the emergence of more and more new communication situations. Such business games will attract as many students as possible to participate in it.

4. In the business game, one of the leading ones is the principles of joint activity and dialogical communication of the participants, the consistent implementation of which ensures the active deployment of the content of this game. In a business game, participants assert themselves not only as individuals, but, above all, as specialists in their field of work.

5. A business game involves the interaction of its participants. Based on the classification of forms of human interaction, we can distinguish the following types of business games: a cooperation game, a conflict game. Each type of game is characterized by a specification of goals, the efforts of its participants are aimed at achieving them.

We give examples of such games that we use in English classes in students of the department of pedagogy and psychology.

### Example 1

Purpose: to activate the skills of perception and generation of monologue utterances based on the transformation of the text.

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Description: the teacher offers four teams playing the name of the problem, for example: “The problems of children & adolescents”. Each team within 3-4 minutes should present their version of the story on this issue. At the end of the game, the jury decides which team has the best version of the story and awards points.

Rules: if the teams went beyond the time limit specified in the game, then they exit the game and get a penalty point.

### Example 2

Purpose: to formulate positions in the process of joint professional activity.

Description: each participant in the game receives a card with the name of the problem, for example:

“Writing Problems”, “Drugs & alcohol”, “Parents' divorce & death”, “Reading Problems”, “Thinking about suicide”, “Doubting their aptitudes and abilities”, and the teacher asks for a three-minute point of view on their decision. The jury evaluates each point of view on a five-point system, and the three best options for solving this problem are awarded prizes.

### Example 3

The goal of the game is to practice discussion.

Description: players are invited to explain their attitude to the profession of psychologist, based on their own ideas about its social prestige, and to justify their choice.

It should be noted that the holding of business games requires careful preparation, both from the teacher and students. Naturally, the teacher plays the leading role in the development of the plot of the game. In the process of independent reading of this kind of literature (preferably original), students are engaged in its adaptation, analysis, commenting and producing readings on a given topic in order to develop and improve their professional competence.

In the process of learning a language by the method of a business game, the formation of students' communicative competence is ensured. In addition to knowledge of a foreign language, limited by the scope of the specialty, the student gets the opportunity to develop his personality, to form the necessary communication skills with other people not only for professional work, but also for everyday life.

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