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## THE COMMUNICATIVE APPROACH TRADITIONAL METHOD OF LEARNING A FOREIGN LANGUAGE

**Abstract:** Students compose phrases and sentences from words using their grammatical knowledge. They compose dialogues, memorize them, learn words by topic, retell texts, and perform written grammar exercises.

**Key words:** communicative approach, innovation, foreign language.

**Language:** English

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### Introduction

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Recently, the concept of "communication" and "communicative approach" in teaching has become particularly popular in the field of foreign language learning. In foreign methodological literature, this concept is referred to as Communicative language teaching (CLT) or communicative approach. In a broad sense, these terms refer to an approach to teaching a foreign language in which communication, the process of interaction with a speech partner is both a means and a goal of learning. This approach to learning appeared in the 70s-80s of the last century as a result of numerous independent research and development in both Europe and the United States. On the one hand, this is because the creation of the European economic community has significantly increased the demand for foreign languages, especially in Europe. This increased demand has led to teachers having to change their approach to teaching foreign languages. Traditional methods, such as grammatical translation, meant that students begin to learn a foreign language several years before they have to use it in real life. But these attitudes were not suitable for adult students who were busy with work, and for students who did not yet have sufficiently developed learning abilities. As a result, it became clear that for these categories of students need an approach with a higher rate of return

The main features of this approach are: memorization of the material and thoroughness. A feature of the traditional method is that in the course of work, students must master all types of speech activity in a given volume. Naturally, this involves a thorough study of all aspects of the language: grammar, phonetics, vocabulary.

There are two main approaches in the traditional method: isolated and complex. An isolated approach is when a teacher teaches first phonetics, then reading, then grammar. With this approach, all aspects of the language are studied separately and in one or another sequence. It is assumed that then it will be possible to "assemble" a real live foreign language into a single system as a model from a children's constructor. This is the most reliable way to never learn a language. This is usually taught in places where no one is seriously interested in learning a language and, therefore, language learning is only a formality. An integrated approach is when all aspects of the language are studied in conjunction. For example, texts for reading and listening, monologues, dialogues, and grammar exercises contain specially selected vocabulary (words) and grammar according to the tasks.

Students practice them in all types of speech activity, combine them with each other. The work is organized in such a way that the same words, grammatical phenomena, repeatedly occur in the text and in the exercises, are played out in situations. Thanks to this, the most effective assimilation of

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language material takes place. In general, the skill of a teacher working according to a traditional method is determined by the ability to "link" all aspects and components into a single effective complex. The traditional method involves systematic training for quite a long time.

Currently, the so-called "communicative" method of language acquisition is widely used, designed for people who already have at least an elementary level of knowledge. This technique was developed by the British after the second world war and appeared in the mid-60s of the last century. It has since been greatly transformed and has been widely distributed all over the world. The so-called non-traditional methods of learning foreign languages began to mature in our country in the Soviet era, but they did not reach the broad masses, since the grammatical and translation method prevailed, and all state educational institutions worked only on it.

A lot has been said and written about its effectiveness. All results are achieved by minimizing the use of the student's native language during classes. When using this approach, it is very important to teach a person to think in a foreign language, so that they perceive foreign speech without any associations with their native language. With this method of training, the study of theoretical points is minimized or absent, and the main attention is paid to live communication, i.e., spoken speech. When using a communicative approach, it is very important to try to make the lessons as interesting and exciting as possible for the student, because this greatly contributes to the good consolidation of the material and allows the information received to remain in the student's memory for a long time. Topics for discussion are chosen in such a way that they correspond to the range of personal or professional interests of the student and correspond to their age. There is often a misconception that when using a communicative approach, the study of grammar is given inexcusably little time. In fact, in the learning process, a lot of attention and sufficient time is paid to both vocabulary and grammar, but their development is not the main goal of learning a foreign language.

Now that the first wave of enthusiasm has passed, some of the aspects of communication learning are considered more critically. With the introduction of a communicative approach to teaching a foreign language, there is a problem of training teachers, developing educational materials, testing and evaluating achievements. Among the most frequently discussed issues:

1) whether communicative learning can be applied at all stages of learning;

2) whether it is equally suitable for teaching English as a second language and as a foreign language;

3) whether it requires a complete rejection of the grammatical curriculum or only its revision and adaptation;

4) how this approach can be evaluated; how it is suitable for non-native teachers. Speaking about the educational materials used in the communicative teaching of a foreign language, it should be noted their almost unlimited variety. Proponents of the communicative campaign consider educational materials as a way to influence the quality of educational communication and language use. Educational materials thus play a primary role in stimulating the communicative use of language.

Traditionally, there are three main types of educational materials: text-based, communicative task-based, and reality-based. The communicative method of teaching English is more focused on practical needs: grammar-in a very limited form as needed, vocabulary - as needed for practical tasks, practice-in the form of dialogues and life situations. Discussion of real life situations attracts students, arouses a lively interest and desire to share their ideas. The teacher also directs students to complete a language task. The main place in the communicative training of a foreign language is occupied by game situations, work with a partner, tasks for finding errors, which not only allow you to build up your vocabulary, but also teach you to think analytically.

Many proponents of the communication approach support the use of authentic materials in the classroom. These can be different language realities, such as signs, magazines, advertisements and Newspapers, or visual sources around which communication can be built (maps, pictures, symbols, graphs, tables, etc.). Representatives of the "traditional" school believe that non-traditional methods are only suitable for learning a language for a while, for example, for a tourist trip. But to read the language of the newspaper or use it for work, you must first learn the grammatical "base". Since the distinctive features of the traditional method are extensiveness and thoroughness, unlike the intensive method, students do not try to "dive" and start thinking in the language they are learning, but translate each phrase from Uzbek to English and vice versa with a cold grammatical calculation.

Grammatical accuracy will be more important if the teacher wants to achieve clarity in the students' statements, correct their speech, and measure the success of their learning. More free speech practice gives students more choice, may be more vague, blurred, and implies less involvement on the part of the teacher. Communication-oriented learning implies a personal-oriented approach, the emphasis is shifted to the students themselves, they are given more initiative and freedom in the classroom. But this does not mean that foreign language lessons are spontaneous. They are clearly structured by the teacher, who plays a very important role in the

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learning process. He conducts a lot of preparatory work, organizes communication, and gives communicative tasks. Working on speech literacy is the basis for speech fluency. The communicative approach involves teaching students vocabulary, grammatical structures and functions, as well as communication strategies, so that they can successfully solve the tasks they face in the process of communication.

The traditional method is used by those who need language not as a means, but as an end. That is, philologists-linguists who are doomed to dig into the structures of the language, and those who want to master it perfectly-to write, read, translate, and communicate freely in it. There is no method that can guarantee knowledge forever. But after the end of a course of classes where non-traditional methods were taught, forgetfulness often occurs even faster. This is due to the fact that such lessons are mainly conversational. The most important problem with non-traditional methods is how to avoid losing your

hard-earned practical skills without being able to regularly apply them in real life. The most important problem of the traditional method is how to make sure that the vast knowledge obtained is brought to the level of practical skills. Both problems require, in the end, the solution of the same problem — to find opportunities for regular practical application of the acquired knowledge. Knowledge of a foreign language involves different types of speech activity: speaking, understanding foreign language by ear (listening), writing, reading and reading comprehension. Each of these types involves its own methods of working on them. Accordingly, the method used for teaching, for example, speaking, is unlikely to be suitable for teaching writing. Therefore, from the point of view of different tasks, each method has its own weaknesses and strengths. Each of these methods has its own positive and negative sides. But when used correctly, they effectively help you learn the language.

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