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THE IMPORTANCE OF COMMUNICATIVE ACTIVITIES FOR ENGLISH LESSONS

Abstract: The given article deals with learning how to use interesting games and choose activities correctly to make the students be active, help each other, teaching to listen their partners opinions attentively also we tried to show the role of motivation that without motivation we can't get good results in teaching process also some effective communicative methods of teaching language, the important point that new methods that are the best ways of making this process easy, effective and to create the real atmosphere of the learned language.

Key words: The role of activities, teaching speaking, teaching process, using vocabulary, method and technique, pedagogical methods, approach, teaching process.

Language: English

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Introduction

Teaching English as a foreign language has long determined changes in pedagogical methods and continues to do so. An English teacher is not the only way for the students to get their knowledge. The difference between a teacher and a student is not that a teacher is more knowledgeable than a student, but that a teacher can develop a student's intelligence, mood, character, vitality and personality.

Education is not merely culture teaching, but stimulate the creation of people and wake up people's emotion so that people can act freely and voluntarily. Teachers are related to people's growth closely. People's development changes with time. These changes make more demands to teachers. The English teacher not only teaches the students to study English, but also how to improve themselves in various aspects. So, the role of the only "controller" of an English teacher could not meet the need of the development of education, and she/he must be the controller, organizer, participant, helper and prompter [1].

The 21st century is full of high-technology and high competition, and the requirements of English talents are different from the past. Nowadays, learning

English is more important. The English teacher not only teaches students the knowledge, but also teaches students how to study and how to use their knowledge. English is very important for the young people. If they want to go to universities, they must pass the English exam. If they want to go abroad, they also must pass all kinds of English exams. And if the teacher only teaches the students and answers their questions, the students could not study English better. So, the English teacher should change their roles in the middle school classroom so that the students could study English easily and well. Good teachers are critical for a high-quality educational system. This in turns leads to the question who is interested in going into the teaching profession. Although research has been done on the professional careers of teachers, the issue of self-selections into teacher education has been mostly overlooked until now.

Teaching process cannot be performed if there is one element that is missing among the three of the teaching and learning elements. Teaching and learning involves the process of transferring knowledge from the one who is receiving. Teaching process cannot be performed if there is one element

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that is missing among the three of the teaching and learning elements [3].

There is what we called as elements of teaching and learning processes. These elements are necessary to be able to make teaching and learning possible. Without one of these elements, there could be no real teaching or learning process that will exist. It is so important that the presence of these elements is present in the process of teaching, considering that all of them play an important role in the system.

The favorable environment, participates in the teaching-learning process by providing a place where there is a smooth flow of communication, avoiding some common barriers between the teacher and the learner. The presence of a good environment is so much important in the teaching and learning process. The good environment provides a smooth flow of communication between the learners and the teachers, thus it facilitates a well executed teaching and learning process. A good environment is necessary for learning. The reason why we should make sure that

we should have this kind of environment, as we teach or we learn.

Analysis of Subject Matters

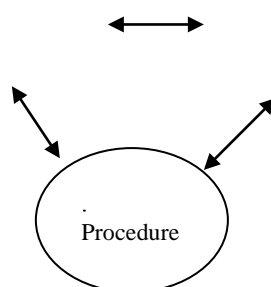
In attempting to define what “method” is, we can use Anthony Edward’s distinction of **Approach, Method and Technique**.

This distinction was developed and recast by Richards and Rodgers as **Approach, Design and Procedure**, encompassed within the overall concept of Method, “an umbrella term for the specification and interrelation of theory and practice” where

➤ **Approach** refers to the beliefs and theories about language, language learning and teaching that underlie a method

➤ **Design** relates the theories of language and learning to the form and function of teaching materials and activities in the classroom;

➤ **Procedure** concerns the techniques and practices employed in the classroom as consequences of particular approaches and designs [4].



There are many publications discussing the various language teaching methods employed over the years. Brown draws a distinction between **methods** as “specific, identifiable clusters of theoretically compatible classroom techniques” and **methodology** as “pedagogical practices in general...Whatever

considerations are involved in ‘how to teach’ are methodological”. Methodology here can thus be equated to Richards and Rodgers’ Procedure .

This gave rise in **Cognitive Code Learning** where learners were encouraged to work out grammar rules deductively for themselves.

Deductive Learning	Grammatical explanations or rules are presented and then applied through practice in exercises
Inductive Learning	Learners are presented with examples. They then discover or induce rules and principles on their own

Cognitive code learning achieved only limited success as the cognitive emphasis on rules and grammatical paradigms proved as off-putting as behaviourist rote drilling.

He makes the important point that new methods such as these may succeed initially when introduced by skilled and enthusiastic teachers or personalities and are delivered in experimental or well financed situations with well behaved, responsive and motivated students and small classes. Problems arise, however, when attempts are made to widen such methods out to less ideal situations, with large classes,

low motivation and discipline issues. Nevertheless, such methods may continue to thrive in privileged circumstances with motivated teachers, as has been the case with the Silent Way or Suggestopedia, which continue to find supporters throughout the world[5] .

Communicative Language Teaching (CLT) emerged as the norm in second language and immersion teaching. As a broadly-based approach, there are any number of definitions and interpretations, but the following interconnected characteristics offered by Brown provide a useful overview:

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Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.

1. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable the learner to accomplish those purposes.

2. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

3. Students in a communicative class ultimately have to use the language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

4. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

5. The role of the teacher is that of facilitator and guide, not an all-knowing best owner of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others [3].

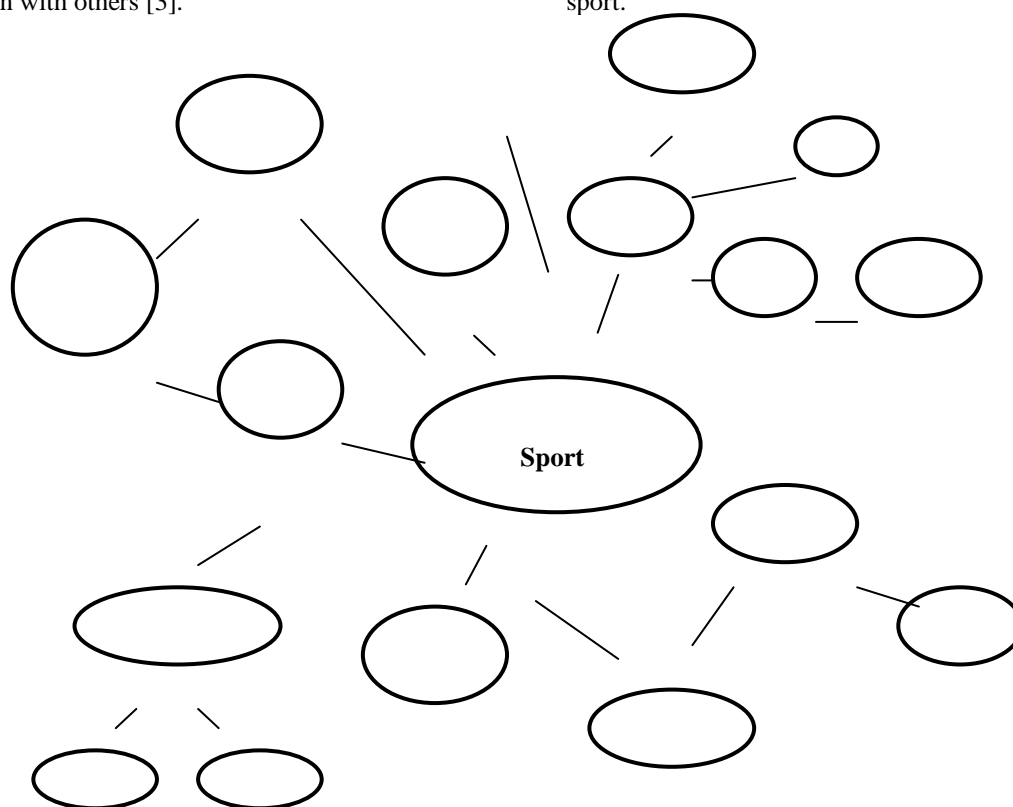
There *below* follows a list of the most popular and frequently used communicative activities which create real atmosphere of the learned language. As an example, we'll demonstrate their usage at the lesson of English This topic is very popular, important and can be studied in a school, academic lyceum, professional college and even an institute.

Research Methodology

Here below we'll use communicative tasks of intermediate level, neither easy nor complicated.

1. After a teacher has introduced the new theme of the lesson "Sport and health", he can use the task **Brainstorming**. This method is based on naming out as many words connected with sport as possible. It can be done both in written form and orally, individually or in teams. The result is – to revise and enrich word stock on this theme. The task takes not more than 5-10 minutes and goes as warming up activity. Words that appeared to be new for other learners should be written on the board [5].

2. After Brainstorming a teacher can use a modern pedagogical technology – **Cluster**. Around a big central circle little circles are drawn. All these circles should be filled in with types of sport (e.g. volleyball, badminton, etc.). The task should be done individually in written form. The teacher may give this task as motivating: who will fill the circles the first will be the winner of the task. After most of students / pupils have written they may read their words aloud and compare them. The task is intended for about 10 minutes, not more. The result is – to revise all types of sport.



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3. The two tasks above were excellent examples for preparing learners for discussion of the given topic and revising vocabulary on the theme. They belong to **Memorization**, i.e. all kinds of activities that aim at improving learners' memory [6].

The next step can be devoted to **Writing** of various types of sport using degrees of comparison, e.g.

- The most difficult type of sport is -....
- The most dangerous type of sport is - ...
- The most interesting type of sport is - ...
- The easiest type of sport is - ...
- The fastest type of sport is - ...

In this way learners can continue to use superlative degree of various adjectives in order to value types of sport. After doing the task, the students/pupils can read their sentences and compare. The task will take 10-15 minutes. The result is to use grammar material in communication.

4. **Role play** – is interesting, exciting and effective activity to communicate. Teacher gives roles to students: a trainer and a sportsman, two sportsmen, a sportsman and a fan, etc. and they have to perform their roles and choose replicas of their conversation themselves. Knowledge of the language is not enough, the task demands artistic skills too. This task will take about 15-20 minutes both for preparation and performing.

5. **Interview**– is a good way to ask interesting questions to each other and answer them in order to know learners better. One of the learners goes out in the middle of the class, other ask him/her different questions to be answered. A learner is introduced as one of the famous sportsmen, other ask him about his games, type of sport his aims and values of life, hobbies, favourite dish, etc. Two or three interviews are enough. This task makes all students awaken and ask various interesting questions. The activity also takes about 15-20 minutes and doesn't need preparation.

6. **Listening activity** improves learners' listening skills and understanding native speech. A record with a text about sport and sportsmen can be used for it. After listening a teacher distributes the text with missing gaps which should be filled in by students/pupils. The level of difficulty of the text is chosen according to learners' level of English. 10 minutes are enough for the task.

7. **Games** - the most interesting and encouraging activities used in language learning process. They decorate lessons, load students with energy and make even back sitting students participate actively. Students compete with each other, improve their reaction to language and relax simultaneously. Games can have different aims and take different period of time. There extremely many games according to the age and level of learners.

To the topic of sport the definition game can be used. A teacher gives definition to such words as:

sportsman, finalist, competition, trainer, match, score, jury, etc. The students listen to them attentively and try to guess the word. So, here we use Attention activities, i.e. those which improve learners' attention and reaction to language. At the end of the game correct answers are counted and the winner is announced. This game can be played both in teams and individually. A game can last from 5 to 15 minutes depending on the left time.

8. **Team work** – is an excellent way to work together in one team and compete with another opponent team. Students in one team add, help, prompt and improve each others' knowledge and skills. The above mentioned tasks (brainstorming, definition game) can be given for team work. Different tasks or activities can be given for team work.

9. **Presentation** – a responsible and improving integrated skills task which takes more time to prepare. It demonstrates learners' talent, creativeness and skillfulness. Different types of sport can be chosen for presentation: the origin of this type of sport, the rules of the game, the most famous sportsmen and champions of it should be spoken about. This activity requires not only report speech but also some pictures, photos or posters. In order to avoid repetition of the same types of sport, they can be distributed at the lesson by the teacher. The task is usually given for Home work as it needs much time.

In this way, all of the students take part in the class-game and remember the sentence style.

So the teacher pays attention to the role of organizer, making sure that every student understands. And it is also necessary for the teacher to spend much more time on thinking of how to organize the students when they do the preparation.

Analysis and results

The main work a teacher should do is assessing the learners' study and knowing whether they study well. If no, the teacher should change the way he taught. There are two ways for assessing: correcting and feedback.

When a teacher is correcting the students' mistakes, he should pay his attention to the way he speaks, and do not cut short the students. Otherwise the students may lose their hearts and dare not speak English.

• Field trips and games.

Field trips afford excellent practice in English. The teacher can take students to a museum, theatre, night club, concert, restaurant, carnival, zoo and the like, with the group speaking only English during the trip. Picnics, hikes, tours to local tourists attractions – even trips involving more than one day are other possibilities.

After the trip is over or at a later date, the English teacher should use the experiences on the trip as a subject of conversation through questions and answers, summaries, etc.

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As Mary Finocchiaro points out in her book “Teaching English as a second language”, a trip can be a source of conversation practice even before it begins. The teacher can discuss with his students where they would like to go, social behavior on the trip, safety measures, and so forth. He can also plan with his group the expenditures for fare, meals, and admission fees; the time for departure and arrival, meeting places, the route to be taken.

The teacher might arrange in advance for one team to visit a factory, another team to visit a museum, another to visit a beauty shop, and another a grocery shop. One member of the team should ask the appropriate person questions about the place where he is working, while the other member takes notes on the questions and answers. At some later date the team reports on their trip to the conversation group as a whole. Other group members can ask the team questions after the report is finished.

The students of the English Department of Nukus State Pedagogical Institute have some experience in arranging field - trips. They had a chance to practice their English going on the excursions to the historical places in the town Khodjeily. The Institute students visited many places of interest of our republic: the historical places – mausoleums, mosques, Mizdakhan and Nazlimkhan-Sulu in Khodjeily town, in Khiva, the Museum of Arts, the Berdakh Museum and other places of interest.

- **Guess the object.**

This is an excellent guessing game in which one person chooses a visible object in the room and the other students try to guess what it is by asking questions. Suppose, for instance, that the teacher begins the game by mentally selecting a blue blazer that one of the students is wearing. Each student can ask one question about it.

The game might go like this:

Student A Is it as large as the map on the wall?

Teacher: No, it isn't.

St. B: Is it made of metal or wood?

T: Neither. It is made of cloth.

St.C: Does it belong to a student?

T: Yes.

St.D: what color is it?

T: It is blue

St.E: Is it Maria's blue blazer?

T: yes, it is. You've won the game.

At this point student E comes to the front of the room and tally selects a new visible object for the next game.

- **Cross Questions and Crooked Answers.**

The teacher divides his class into two teams of equal number. Then he writes the following on the blackboard:

Team I

What would you do if....?

Team II

I would....

Then he gives everyone a slip of paper and explains that each person on Team

I must write an imaginative question beginning with “what would you do if ...?” (For example; you saw a tiger in the street?); and each person on Team II must write an imaginative sentence beginning “I would....” (For example: I would dance for hours.)

When everyone has finished writing the sentences, questions and answer are collected in the boxes. The teacher draws and reads first a question and then an answer. The fun comes from the fact that the questions and answers are so utterly and ridiculously unrelated. For example: “What would you do if you won a car in a lottery” “I would tell a joke.”

In conclusion, communicative teaching is not based on the usual methods by which languages are taught. Rather the approach is patterned upon counseling techniques and adapted to the peculiar anxiety and threat as well as the personal and language problems a person encounters in the learning of foreign languages.

The task-based approach to teach oral communication has much potential, but it has a long way to go before it can claim empirical success in the field of second language instruction. More data is needed, using different quantitative and qualitative research methods.

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