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## COMMUNICATIVE METHOD IN THE TEACHING FOREIGN LANGUAGE

**Abstract:** The article is devoted to the problems of methods of teaching English at intensive language. Some advantages of the communicative method of language teaching are considered. Active forms of learning, in particular role-playing games, are analyzed. Examples of some games that are used in language courses are given. Contains a range of role - playing game orientations-didactic, developmental, and socializing.

**Key words:** communicative approach, role play, intercultural communication, multicultural world.

**Language:** English

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### Introduction

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In the world of English teaching methodology, there is a constant debate about which method of learning English is better. Proponents of the classical method say that this traditional way of learning the language is more preferable. After all, it involves practicing all four basic language skills: speaking, listening, reading, and writing. The vocabulary is also expanded and the pronunciation is improved. Proponents of the communicative method point out the shortcomings of this method. First, with a comprehensive study of the language, there is no time for purely conversational practice, and secondly, teachers are usually not native speakers. Therefore, if a person's goal is to learn to communicate, then in this case, the communicative method is more suitable for him. The relevance of this study lies in the differentiation of classical and communicative methods. This issue is relevant due to the fact that in the modern world of methods of teaching and learning English and their number is constantly growing. Therefore, a person who wants to learn a language needs to choose a method or course. Analysis of research and scientific publications shows that the problem of teaching methods attracts the attention of many well-known scientists and practical teachers.

Among them are Stronin M.F., Ushinsky K.D., Melnik I.M. Toporov A.O., Anikeeva N.P. and others. The purpose of this article is to review and attempt to classify various methods of learning English, to determine their principles and methods of their effective application in practice. In the modern world, everything is changing quickly. Methods of learning English are also changing.

More and more education centers use video materials, multimedia, and role-playing games in their work. It is believed that learning a language will be effective only if a person enjoys the process itself, and does not motivate himself only by the fact that learning a language is a necessity. The main goal of learning English is not only the formation and development of the communicative culture of people who study the language, but also their training in practical mastery of the English language. Now language teaching has become more applied, whereas before it had a theoretical character. The role of the teacher has also changed.

The dictator-teacher is not able to give students the freedom of choice that is necessary in the process of learning English. Such a teacher was replaced by an intermediary teacher, an observer teacher, or simply a supervisor. Although the role of the teacher in this case is not the main one, his influence on the audience, which, in turn, becomes more intimate, does not

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decrease, but, on the contrary, increases. The teacher is the organizer of group interaction, encourages students to communicate with each other with maximum effect, interest and benefit. In the classroom, students are no longer restricted in their choice of language tools and speech behavior. The teacher also has the opportunity to choose any methods and techniques of training - role-playing games, trainings, exercises. Now, more than ever, the English teacher has the ability to select any textbooks, as well as the ability to create, combine and modify the material based on the needs of students.

Therefore, in modern conditions, the role of the teacher is changing. Now the English teacher is increasingly acting as a partner and consultant. It no longer focuses on the study of outdated topics, topics are determined by the reality of the events that their participants experience. The development of the lesson plan is carried out together with its participants during the lesson, and not in advance. If the class participants are not interested in learning by heart materials from the history of Great Britain, as well as studying texts devoted to the most important events from the history of this country, the modern teacher will not force this. It is not the teacher and his materials that are important, but the participants of the lesson, the development of their potential, and the search for opportunities to correct errors. Modern methods of learning English offer freedom of choice. If a person is interested in football, cinema or art, why not study these topics? After all, every person seeks to accumulate knowledge and experience that are important for them. Of course, different people learn English. Therefore, if someone is much more interested in discussing sports and movies, rather than Buckingham Palace and kings and Queens, then for the teacher, the topics proposed by students should be more important than outdated textbook topics. The approach to English teaching methods has changed a lot. Previously, priority was given to the classical or, as it is otherwise called, the fundamental method of teaching English. The tasks used in this method are quite monotonous - reading the text, translation, and text exercises. When studying topics, only one function of the language is implemented - informative. The classical approach is based on the understanding of language as a real and full-fledged means of communication, which means that all language components - oral and written speech, listening, etc. It is necessary to develop students systematically and harmoniously. This comprehensive approach aims to develop students' ability to understand and create speech, compare two language systems, and learn grammar rules. A teacher who uses modern methods of teaching English should try to help his students show their individuality and develop independence of thought.

Role-playing is not only an interesting activity, it is very useful for the worldview, and therefore for

human education. In the methodology of teaching English, role-playing games have been used for a long time. After all, role-playing is one of the forms of organizing speech activity, which is very important for students of a foreign language. It is with the help of role-playing games that students develop such important qualities as a sense of team, responsibility for this team, and communication skills. Classes using role-playing games are usually very lively, emotional, and interesting. All students are involved in the game to some extent, so the activity of participants is very high and, as a result, the psychological atmosphere of the class becomes favorable.

Active forms of learning are used in the educational process. Because it is thanks to active forms of education that students have the opportunity to learn all aspects of the English language, as well as gain experience in practical activities. The essence of the method is to maximize the student's immersion in the speech process, achieved by using the minimum use of the student's native language. The main goal of this method is to teach the student to speak English fluently first, and then to think in it. A distinctive feature of the communicative method is that students do not have to perform mechanical, monotonous training exercises. Instead, they pay more attention to working with a partner, doing tasks that aim to search for errors or comparisons, where not only memory is connected, but also logic. And of course, one of the most popular types of exercises is role-playing.

When communicating during classes, sometimes students need to turn to the dictionary to find the necessary word or some new synonym for the word they already know. It should be noted that students use only the English-English dictionary. Despite the fact that intensive English courses in the UK are attended by students from different countries, dictionaries are offered in English-English, not English-Russian, - French, - Italian, etc.. It is the whole set of techniques that helps to create an English-language environment in which students should function: read, communicate, participate in role-playing games, Express their opinions, and draw conclusions. These courses are aimed not only at developing students' language skills, but also at developing students' creativity and General Outlook.

The language is very closely related to the cultural characteristics of the country, so the course program necessarily includes a country-specific aspect. Students themselves are interested in learning as much as possible about the country in which they are located and the language of which they are studying. Teachers consider it necessary to give a person the opportunity to easily navigate the multicultural world and this is easily done with the help of such a powerful connecting factor as English. Ukrainian people have not yet fully understood the importance and necessity of globalization. But for the British, this is a serious problem that they are trying to

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find a solution to right now. And this is despite the fact that the tradition of the UK is already legendary. British methods have a number of differences. Most of them are developed on the basis of integration of traditional and modern teaching methods. A multi-level approach and differentiation by groups allows for the development of an individual.

All this allows a person to learn how to think about the problem on their own and Express their opinion. This also affects the student's Outlook, system of values and self-identification. The basis of the British methodology is an individual approach to the student. The goal of all British methods is to develop four language skills-reading, writing, speaking, and listening. At the same time, much attention is paid to the use of audio, video and interactive techniques, where the main place is occupied by language technologies. British courses contribute to the formation of skills necessary for a person in modern life. Teaching is conducted on the basis of authentic material, and much attention is paid to the style. Teachers try to teach live situational speech based on examples from the life of some characters or the history of the country. Intensive English language courses in the UK are attended by people who want to learn "real English" and get linguistic training. One of the types of active methods of learning English that is used in intensive courses in the UK is role-playing. The basis of role-playing games is organized communication of students in accordance with their role and game plot. This type of method is very appropriate for intensive language learning by foreign students, because they all come from different countries, have different mentalities, different ages, etc.. This type of activity is intended not only to promote rapid and effective mastery of the English language, but also to communicate, establish friendly relations between students, create a relaxed atmosphere and, as a result, form a friendly team. Evidence of this is the game "Catch the ball". The essence of this game is to work out the vocabulary of students. A group of ten foreign students is divided into five teams of two. Each team has its own task. The teacher throws the ball and announces the tasks.

The team that reacts faster than others and grabs the ball gets a point. In this case, if the team grabs the ball in advance or if the task did not concern it, it loses points. Tasks for teams-quickly set a word for a given topic (colors, food, country, sports, parts of speech). This is a fairly simple task, but it requires teams to react quickly, collaborate, and quickly understand English words. Also an interesting team game is the game "guess the word". One of the team members goes to the Board, where he must write a word that his team explains to him. Each of the team members tries to explain (without directly naming) this word. The

participant who guesses the word writes all their guesses on the Board. The team either approves of what they wrote or denies it. Each team member tries to describe the word in as much detail as possible, or to help another team member do it if they can't. Thus, everyone has the opportunity to Express their opinion or help someone in their statement. The game is quite interesting, because the words that need to be explained to the team are extraordinary (for example, decaffeinated coffee-decaffeinated coffee). The teacher's intervention in this game is minimal. His role is to come up with some interesting word for the team and follow the progress of the game. Almost all the time of the game is devoted to conversational practice and at the same time not only those students who speak, but also those who listen are very active, as they must understand and remember the replicas of their teammates, relate them to the situation, determine its correctness and cope or, if necessary, add something of their own. At the same time, each of the students has the opportunity to guess the words at the Board, because after the word is guessed, another team member comes to the Board. It is in the process of such speech interaction that one of the main tasks in learning is solved - communication in English. When students come to the UK to study English in intensive language courses, they are asked to take a survey aimed at studying their English language needs. Interestingly, almost all students say that the main purpose of their arrival is to communicate in English. After all, grammar or some new vocabulary can be studied independently, while it is impossible to gain experience in communication on your own.

Immersion in a language environment is a very effective method of learning English. Another advantage of the communicative method in learning English in intensive language courses in the UK is a teacher who is a native speaker. Intonation, pronunciation, correctness-all this a student can take only from the teacher. However, the teacher is not the dominant figure of the lesson, he only manages the educational activities, allowing students to Express their own opinions. Thus, the teacher forms and activates the skills of creative and cognitive activity in their students. After all, using a communicative method in the process of communicating with students, the teacher himself is in a state of professional development. Thus, we can conclude that the use of communicative methods in teaching English to foreign students on intensive language courses in the UK has its advantages over traditional methods due to active forms of learning, one of which is role-playing. Students who study using this method can use their knowledge creatively, learn English quickly and effectively, and acquire language practice.

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