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FEATURES OF THE COMMUNICATIVE APPROACH IN TEACHING ENGLISH

Abstract: *The main features of the communicative approach in teaching English and possible problems that may arise are discussed in this article. Since this is a student-centered method, the teacher must re-evaluate his position in the classroom and understand that the traditional class has changed significantly.*

Key words: *communicative approach, the formation of communication skills, obtaining the most beneficial results, native speaker, teacher behavior model.*

Language: *English*

Introduction

For many years, grammar teaching has continued to occupy an important place in the teaching of English and foreign languages, leaving students with less time or energy to speak, read, or write in these languages. Since then, hundreds of such studies have led to some clear and unambiguous conclusions: teaching formal grammar (memorizing grammar rules) does not help students to speak, write, think, or learn languages [1].

The purpose of teaching grammar is to enable students to complete their communication tasks. This goal has three meanings:

- Students need instructions that connect grammatical points to broader communication contexts.

- Students do not need to master every aspect of every grammatical topic, only those that are relevant to direct communication are needed.

- Correcting mistakes is not always the primary responsibility of the teacher.

The key to greater understanding is to provide context for the facts and rules. The context becomes a link to increase the memory of these facts and rules. This is especially true for abstract concepts, such as grammatical rules.

An important part of teaching grammar is using examples. Teachers should carefully plan their examples around two basic principles:

- Make sure that the examples are accurate and relevant. They must represent the language properly, conform to the cultural context in which they are used, and be at the level of the class.

- Focus the examples on a specific topic, so that students have a better understanding of specific information and vocabulary, and can use the material they have learned in real life.

The main features of the communicative approach in teaching English and possible problems that may arise are considered. Since this is a student-centered method, the teacher must re-evaluate their position in the classroom and understand that the traditional classroom has changed significantly. Teaching English as a foreign language has long defined changes in the pedagogical sphere and methods, and continues to do so. The most important aspect is that the focus has shifted from teacher-centered classes to student-centered classes. This aspect introduced new rules and attitudes, especially for the teacher. Modern pedagogy has realized that the classroom is a balanced two-way relationship between the one who teaches and the one who learns. Thus, the two parts "discuss" their importance in the classroom

in the sense that for better learning, the activity of the one who teaches must become more or less dynamic or involved. He is the only one who knows, the one who puts things in order over time and understands the best attitude towards his partner.

The most important job of a teacher is to create an environment in which learning can take place. I think we should conclude this statement by saying that the teacher creates an environment in which better learning can take place. Because we strive for optimal performance in order to obtain the most profitable results. Thus, the communicative method has an adequate relation to this goal. He sees interaction in the classroom as an important pedagogical principle. However, this concept of classroom interaction was misinterpreted, as it was identified only with teacher-student interaction. It is very important for the student to listen and talk to the teacher, since it is the teacher who can decide whether the required level of knowledge has been achieved. Students always look at the teacher who teaches them as a person who has the necessary ability to observe, understand and, most importantly, correct mistakes. But this is not always the best way to learn, especially when it comes to a foreign language. The student learns a lot from what he hears from the teacher or from the recording.

Thus, by interacting with the teacher, the student learns to interact with a competent native speaker. When learning English, students get a language - because the language is in some way the subject of communication of students (whether they want to get it or not). But this is not enough: the teacher also needs to give students the opportunity to activate this knowledge and "reproduce" the language. Supervising teachers need to know when and for how long they need to allow students to speak, because language production involves rehearsal or learning outcomes. If teachers forget to "get out" of the position controller, students can no longer practice the language, so their conversational skills can be severely affected. It should be noted that "fine-tuned input" is often the "goal" of a new language presentation, where repetition, teacher corrections, discussion, techniques/discoveries are often used to advance cognitive strategies. At the presentation stage, teachers usually act as supervisors, choosing the language that students should speak and demanding accurate reproduction of new language elements. They want to pretty strictly correct the mistakes they hear and see at this stage, which are usually suggested in practical and communicative activities. To get the best results in a student-oriented class, you need to make sure that the task is clear to them.

Sometimes, when a teacher invests energy in finding the best way to instruct, they may lose sight of the need to attract students ' attention before instructing. It is very important for the teacher to know what his role is in the audience, especially in a pair or group work. "Immediately after you have given instructions for a task and the students have started to perform it, there is often an immediate need to check that the students are doing the action you asked them to perform, and understand the basic instructions and mechanics of the activity. You can make it a quiet and relatively inconspicuous walk around the room, briefly listening to excerpts from many groups and making sure that the students are doing what they are supposed to do. We could do this monitoring to test the mechanics."

In most classes, the goal is for students to work on their own for as long as possible; to speak freely with minimal intervention from the teacher. Having a teacher can sometimes be perceived as an intervention. To clarify: if the teacher is "too active", students will turn to him for advice, correction, or vocabulary help, while it may be more useful for them to struggle a little and learn how to use their own resources. In this way, the teacher's behavior can range from imperceptible observation to disappearing completely, shape the activity. However, in some assignments, especially those in which students need advice, help, or support, the teacher may become more involved in the activity and become more and more active. In these cases, the best option for the teacher is active supervision or control. Covertly controlling means maintaining a certain presence of yourself as a teacher in the classroom, but not offering help or interfering every time something seems wrong. And the students should know that the teacher is here, but he will not interfere with them. The teacher attentively looks and listens, but if there is no serious problem or error, he should not interfere. This way, students will not be tempted to report to the teacher every time, and they will complete the task themselves, using the language as much as possible. Even if they ask for the teacher's help, he must do it quickly and efficiently, and then return to the observer position.

The communicative method uses different methods of teaching students. On the one hand, it is part of a limited practice, and on the other hand, it is part of a free practice. When talking about a limited task, we refer to exercises (written or oral) that focus on specific language topics or grammatical problems. For example, we can use the "fill in the blanks" writing exercise to help students learn new vocabulary or new grammatical elements. At the same time, an oral exercise may have as its main purpose the memorization of words used in certain communicative situations (for example, booking a hotel room, participating in an interview for a certain job or position in a company). These activities are usually easier because they limit students ' choice of certain topics. As for free practice, this is a type of activity in which the student must have the ability to maintain conversation and logical thinking. As a rule, this is a communicative activity that requires the student to be able to conduct a dialogue, answer and ask questions. This is the truth of a communicative goal, a method

that is more appropriate than those that require students to perform exercises according to a fixed pattern, in which there is no imagination and no need to speak, challenge, and therefore no improvement, progress. Complex conversational skills - both fluency and accuracy-are ultimately the goal of the communication method, as it focuses on the student and their language needs, meeting the clear goals set by the teacher after analyzing the student's needs.

Communication exercises require students to be aware of the relationship between form, meaning, and use. In communication exercises, students test and develop their ability to use language to convey ideas and information.

The main components of interactive lessons are interactive exercises and tasks that are performed by students. An important difference between interactive exercises and tasks from the usual ones is that by performing them, students not only and not so much consolidate the already learned material, but learn new ones.

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