

IMPORTANCE OF A COMMUNICATIVE METHOD FOR TEACHING FOREIGN LANGUAGES

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Annotation: This article is devoted to highlighting the importance of a communicative method for teaching foreign languages. It is true that the communicative approach of learning foreign languages is one of the most popular in the world. Communication develops all language skills - from speaking and writing to reading and listening. Grammar is intelligent in the process of communication in a language: the student first remembers words, information, grammar and then begins to understand what grammar means. The goal is to teach the student to speak a foreign language not only effectively, but also accurately.

Key words: communication, presentation, grammar, teaching, learning, verbal communication.

Today, language learning has taken on a new meaning; but at first it was a little secretive and thoughtful. The role of the teacher in the teaching process has changed dramatically. The coach-mentor, coach-supervisor was replaced by an observer coach, a mentor coach, a “pacifier” coach, and a leader [18, 3].

The first line in the popularity of methods is strongly held by the communication method, which, as its name suggests, refers to the communication method. The communication method is directly related to the access of the communication. The communication approach is based on the idea that language is related and, therefore, the goal of language learning should be communication skills, which includes language proficiency (availability of language materials for use in the context of spoken speech), sociolinguistic communication (inability to use language units in terms of communication), interpersonal skills (inability when you understand and achieve interdependence in the vision and development of individual information in the use of critical discourse), what is called " skills (degree of familiarity with a cultural view of language use), social skills (ability and willingness to communicate and others). The emergence of the communication system and the precise definition of “clean communication” was influenced by the notion of language competence. Chomsky, which refers to the speaker’s ability to generate structural correct grammar.

Characteristics of the communication method: the meaning is based; language learning is communication learning; the goal of communication skills (the ability to use and use language effectively); through trial and error, the student develops his or her own language.

The communicative approach of learning foreign languages is one of the most popular in the world. And even those who are looking to see what this method is all about, are convinced that it is the most advanced and most effective way of learning a foreign language [64 , 67].

Ya.M. Kolker elaborates on the following concept: “In recent years, traditional foreign language learning has been confronted with communicative and dynamic approaches” [45, 327-335]. Communication learning of different languages is of a dynamic nature, since verbal communication is done through “verbal actions”, which, in turn, helps to solve the problems of human activity in terms of communication social of human communication (I.A. Zimnyaya, G.A. Kitaygorodskaya,

and A.A. Leontyev). Communicate participants trying to solve real -life and imaginative collaborations using a different language.

Ellis emphasizes: “to be frank, speech, as it were, does not exist. It is merely a form of speech that is part of any activity - very specific, mental or physical ” [23, 127].

Therefore, the author concludes, and the learning to speak a foreign language should be done from a standpoint of establishment and independence, depending on the totality of its characteristics of the activity. The uniqueness of this type of discourse is that, by its purpose and meaning, it is related, first and foremost, with another type of discourse, so we find its general use when it comes to learning to read, listen, translate, and so on. And there is only one method that today, language learning has taken on a new meaning; but at first it was a little secretive and thoughtful. The role of the teacher in the teaching process has changed dramatically. The coach-mentor, coach-supervisor was replaced by an observer coach, a mentor coach, a “pacifier” coach, and a leader [18, 3].

The first line in the popularity of methods is strongly held by the communication method, which, as its name suggests, refers to the communication method. The communication method is directly related to the access of the communication. We know, which tries to involve the learning of a completely foreign language, such as the communication method, that gives us the basic sign of an active form of learning. According to O. Gromova, author of the communicative approach, “communicativeness is that speech is the process of learning, not so much the pursuit of speech performance goals (in fact, all aspects of the past). and now such a goal has been set), but there is a way to achieve this through the use of language itself. goal, but also a means on which both languages depend ”[51, 355].

The verbal partnership is largely dependent on the teacher’s communicative behavior, which, in turn, also enters the course of the speech orientation of learning and is due to the dynamic nature of communication. In fact, at all levels of use, communication is specially trained. But there are many areas that require specialized training. Thus, for communication, a specific role is played by: the ability to access communication, reduce and restart; the ability to follow your guideline in communication, implemented in behavioral tactics as opposed to the plans of other networks; the inability to share regularly for new speakers (several new ones at the same time), changes in partner roles, or changes in communication; inability to predict the behavior of speaking partners, their statements, the outcome of a particular situation. The modern method of communication is a good combination of many methods of learning foreign languages, perhaps at the top of the evolutionary pyramid of different teaching methods.

In the age of foreign language learning, many language teachers consider communication to be the most effective and criticize traditional ways of working on the principle of “from grammar to words, then the change in performance for enforcement. Special exercises are made by not using a language, and a person who learns a language correctly by this method will be more silent than saying the wrong phrase. And the “assistant”, on the other hand, is called to “stop” the language.

Communication develops all language skills - from speaking and writing to reading and listening. Grammar is intelligent in the process of communication in a language: the student first remembers words, information, grammar and then begins to understand what grammar means. The goal is to teach the student to speak a foreign language not only effectively, but also accurately. Rules, meanings of new words are explained by the teacher with the help of familiar words to the student, basics and grammar information, with the help of gestures and facial expressions, drawings and other aids. They can also use computers and CDs, the Internet, TV programs, newspapers, magazines, and more. All of this helps to awaken students ’interest in the history, culture, traditions of the country of the language being studied.

In foreign language lessons, the teacher creates situations where students interact in pairs and with each other, in groups. This makes the lesson even more varied. When working in a group,

201	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 12 Issue: 06 in June-2023 https://www.gejournal.net/index.php/IJSSIR
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students demonstrate speaking independence. They can help each other to properly correct the interviewers' information. The teacher in the classroom is responsible for the tasks of organizing communication, asking leading questions, communicating ideas to participants' initial ideas, and acting as a proxy in discussing controversial issues. Unlike voice-language and other methods based on repetition and memorization, the communicative approach organizes performances "with an open-ended conclusion": students do not know what their actions are within. the classroom will pour out everything that will depend on the answers and answers. Standards apply every new day. This reinforces students' interest in classes: after all, everyone wants to be meaningfully connected to meaningful topics. Most of the time in lessons speaking (although reading and writing are also audible). At the same time, teachers talk less and listen more, only directing student activities. The teacher sets the exercise, then "talks" with the students, and then he or she disappears backwards and acts as an observer and judge. He prefers to use only research language.

The communication approach is to compare learning to the communication process, more accurately, based on the fact that learning is a model of the communication process, although somewhat simplified, but even in basic parts, it is the same as real communication. system. All of the above about the interactive approach of learning to speak a foreign language allows us to argue that the subject of education in this case is speaking a foreign language. In this way, the division of speech skills is clearly seen, and exercises are ordered for their continuous formation. All of this, on the other hand, provides reason to prove that the communicative approach of speech learning in E.I. Easter represents a type of foreign language learning activity.

Based on the foregoing, we can see the following positive aspects of the communicative approach of learning a foreign language:

1. Only the contact method in the learning of foreign languages gives us the main characteristics of the type of learning activity, its uniqueness, through its purpose and meaning, is related, first of all, with another type of speech, so we have its general use, when it comes to reading, listening, translating, and so on.
2. An example presentation is not only a goal, but also a method, on which both depend.
3. The modern communication method is a good combination of many foreign language learning methods, perhaps at the top of the evolutionary pyramid of different learning methods.
4. The use of communication techniques to eliminate language barriers.
5. Grammar is well known in the process of communication in a language: a child first remembers words, phrases, grammar and then begins to understand what grammar means. The goal is to teach the student to speak a foreign language not only effectively, but also accurately.
6. In the process of learning can also use computers and CDs, Internet, TV shows, newspapers, magazines, and more. All of this helps to arouse students' interest in the history, culture, and traditions of the country of the language being studied.
7. New features every day. This reinforces students' interest in classes: after all, everyone wants to be meaningfully connected to meaningful topics.

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202	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 12 Issue: 06 in June-2023 https://www.gejournal.net/index.php/IJSSIR
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