

¹MIRZAYEVA MUKHAYYO RUZIYEVNA¹Teacher of Foreign Languages Faculty, the department of Foreign Language

In Humanities, BSU, Uzbekistan.

*Article history:**Received: 08th January., 2022**Accepted: 09th January., 2022**Published: 10th January., 2022*

Abstract: *This article discussed about Communicative Language teaching with a particular reference to the teaching and learning of German. The article deals with the educational management teaching process in Higher education. Research will explain to teachers the method of teaching German as a foreign language (GLF) in the classroom setting in such a way that students can communicate and practice knowledge in a spontaneous way, taking into account their real experiences. Communicative language teaching (CLT) is a language teaching method that emphasizes interaction as both the means and the goal of study. The article is illustrated clearly some examples of communicative activities which are given from the novels that can be used in a German class for non native learners of German. We can acknowledge about thoughts of great German linguistics and essential tips for learners.*

Key words: *Communicative Language Teaching, teaching method, foreign language, German language, communication, non native learners.*

I. INTRODUCTION

Today we can not imagine our life without learning foreign languages. The demand of our digital time everyone should know at least one language. Language as a means of communication constantly evolves the gateway to another culture. Communication is the exchange of information on social statue, cultural, literary and political issues. It includes interaction between authority and people on various spheres of life and activities. Thus, the teaching of foreign languages is gaining more grounds, in order to improve interpersonal and international communications among people and nations. There are many languages over the world. Nowadays, we can see some of them are not utilizing by the nation. But such language are recognized by the world. For instance, around 130 million people worldwide speak German as their mother tongue. Moreover, around 7,5 million people in more than 40 countries belong to a German speaking.

Foreign languages have distinguished themselves from other languages in the world, thus calling them living languages of the world in the sense that such languages have imposed their presence in other nations. Day by day interest in German as a foreign language remains at a very high level German appears to be an increasingly important language in people's careers, both at home and among those seeking to go to Germany to study, work and live. German is learnt predominantly at schools and learning takes place mainly in the university system or other language centres. There are many types interactive methods and activities for learning language that can practice in their life. We will also consider different methods of language communicative language teaching as a method that will enhance the communicative proficiency of learners at the education.

Nowadays, the teaching of foreign languages has witnessed a lot of dynamic changes in the methods used in the teaching foreign languages in education system. Even it's has challenges learners desire to surf among the foreign languages. Now we will aware of theory of linguistics. According to Awa's opinion, these methods can either be didactic based or taken into consideration other factors like the specific needs of the learners and the learning situation (30). The choice of a method depends on the creativity of the teacher to understand the learning needs of the students and the environment in which the learning takes place. Awa argues further that the change in method according to language planners will depend on the need to reappraise the curriculum content, in order to improve the standard of the language learners (compare Awa 2007, 39). The effect of redefining new goals for the curriculum content for language learning ensures flexibility and introduction of new methods to make improvement in language acquisition. This kind of methods in foreign language has become a part of the teaching system. The proliferation of methods is a prominent characteristic of contemporary second and foreign language teaching. The need for proficiency in communication created opportunities for efficiency in the teaching of languages. With the above background, we shall briefly discuss some other methods of language teaching.

The grammar translation method is the very first known traditional method of when learning foreign language teaching. It centers on the traditional concepts of teaching grammar and vocabulary which is main role of the learning foreign language. Besides these, includes grammatical rules, procedures for selecting vocabulary, and social conventions governing speech. In practice, reading and writing are the major focus and are also given precedence; little or no systematic attention is paid to speaking or listening.

Students are forced to memorize hundreds of verb tenses and word lists, but they never really use the language spontaneously and naturally in real communication. As a result, the overall communicative competence of the students is very poor. The weakness of this method led to the need to articulate and develop alternative methods of language teaching.

II. ANALYSIS

This is a practical example of a grammar-translation classroom activity. The teacher gives the students a brief passage in German language; the teacher will provide some new vocabulary from the passage and give the students time to translate the passage. There will be some new materials included in the passage, perhaps a new case, a new verb tense or a more complex grammatical construction. The teacher explains the material to the students as he or she works through the passage with them. The direct method also known as the natural method is a radical change from the Grammar-Translation Method by the use of the target language as a means of instruction. There is avoidance of the use of first language as a means of communication in the classroom and its use as a translation technique. The Direct method advocates the spontaneous and direct learning of a foreign language in the class rather than the procedural rule and analytical procedure of learning grammar. The learner can deduce the rule and pattern of grammar. It gives priority to speaking and pronunciation.

Familiar words are used to teach new vocabularies using pictures and demonstration. This method follows the principle and observation of the natural approach in which a child naturally acquires its mother tongue. The use of the language that is spoken in the study environment is not allowed. Students are supposed to figure out rules for themselves. Students are encouraged to speak at all times, making this the ultimate in student-centred classrooms. Direct method failed to consider the practical realities which may be found in learning a foreign language in a classroom. The audio-

lingual method derived its pattern from linguistics and psychology, which assumes that learning a language, entails the study of grammar from the view of syntax. It is characterized by the separation of four basic skills of language learning, which are: listening, speaking, reading, and writing. This method uses dialogues as the main means of presenting the language and emphasizes certain practice techniques, such as repetition, drills and memorization. Listening and speaking were now brought right into the centre of teaching in this method. Tape recordings, and laboratory drills were offered in practice. Although this method contributed immensely to language teaching, it failed to address the issue of real communication outside the classroom. Students were often found to be unable to transfer skills acquired through Audiolingualism to real communication outside the classroom. The audio visual method as the name implies is a mixture of audio and visual presentation of foreign language materials with a view of improving comprehension and retention. Language instruction is made possible by the use of audio visual aids like filmstrips, pictures microforms, slides, projected opaque materials, DVDs /CDs, PowerPoint, television educational series tape recording and flashcards. With the interconnectivity of computers making our world a global community, the use of audio visual aids has grown exponentially with the use of life videos on the internet, android mobile phones, face book, YouTube, and other online materials. The goal of audio-visual aids is to enhance teacher's ability to present the lesson in simple and effective pattern. The language teacher uses this method to enhance teaching and learning of foreign language especially in a non native environment. The visual materials make the students to make use of the sensory organs of seeing and hearing, thus making it easier for the learners to understand.

Communicative Language Teaching The changing educational realities to the teaching of foreign languages in Europe gave impetus for a search for better methods of teaching foreign languages. The communicative language teaching began in Britain as an alternative to Situation Language Teaching in which language is taught by practicing basic structures in meaningful situation based activities. The communicative language teaching the main aim is to make communication the goal of language teaching and creates techniques for teaching the four skills of language learning which are includes Writing, Speaking, Listening, Reading can increase learners four skills. It encourages activities that involve real communication, role-plays, quizzes that relating to interesting topics and discussion enhance their outlook.

III. CONCLUSION

To sum up, our discussion it would be better to develop a model of communicative competence that takes into account the specific contextual, social and linguistic factors of non-native learners. Therefore, non native teachers of German language need to be involved in the process of designing the language materials in German courses within the context of the learning environment. Communicative Language Teaching should be considered as a method that will enhance the communicative ability of the learners, especially in an environment where the learners cannot get direct contact with native speakers. It is a method that will help teachers, who want to provide opportunities in the classroom for their students to engage in real-life communication in the target language.

REFERENCES:

63	ISSN 2277-3630 (online), Published by International journal of Social Sciences & Interdisciplinary Research., under Volume: 11 Issue: 01 in January-2022 https://www.gejournal.net/index.php/IJSSIR
	Copyright (c) 2022 Author (s). This is an open-access article distributed under the terms of Creative Commons Attribution License (CC BY). To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/

1. Sayidova S. N., Mirzayeva M.R. TYPES OF PEDAGOGICAL TECHNOLOGIES AND THEIR ROLE IN THE DEVELOPMENT METHODS IN PEDAGOGY //Theoretical & Applied Science. – 2020. – №. 4. – С. 976-980. researchgate.net/publication/341388378
2. Mirzaeva Muhayyo Ruzievna , Samadova Sevar Axatovna Scientific and theoretical fundamentals of creating an informed educational environment International Journal on Integrated Education <https://journals.researchparks.org/index.php/IJIE/article/view/1189>
3. Умарова Д.К., Жабборова Д.Ш., Мирзаева М.Р. Ролевые игры в обучении иностранным языкам. Журнал научных публикации аспирантов и докторантов 107-111
4. Мирзаева М. Р. Диалоговое обучение как одна из форм эффективных педагогических технологий в преподавание иностранных языков “Чет тилларини ўқитишнинг долзарб масалалари” мавзуидаги республика онлайн илмий-амалий конференция материаллари. 2021 йил. 17-18 март. Бухоро. 244-249 бет.
<file:///C:/Users/User/Downloads/244-249-15-maqola.pdf>
5. Вестник науки и образования «12» МАЯ 2020 г. ОКСЮМОРОН И ЕГО МЕТОДОЛОГО-СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ. / OXYMORON AND ITS METHODOLOGICAL SEMANTIC FEATURIES.
Камолиддинова Вазира Фазлитдиновна.
6. OXYMORON AND ITS METHODOLOGICAL-SEMANTIC FEATURIES. Journal NX- A Multidisciplinary Peer Reviewed Journal ISSN No: 2581 – 4230 VOLUME 7, ISSUE 2, Feb. -2021 (114-119 p)
7. International Editorial Board of the Journal of Word art. Сўз санъати халқаро журнали таҳририй маслаҳат кенгаши. №1 (2021) DOI <http://dx.doi.org/10.26739/2181-9297-2021-1>. VOLUME 4, ISSUE 1. Tashkent 2021. Камолиддинова Вазира ОКСЮМОРОН ВА УНИНГ УСЛУБИЙ – СЕМАНТИК ХУСУСИЯТЛАРИНИНГ ҚЎЛЛАНИЛИШИ (111-115 б)
8. ЎЗБЕКИСТОН МИЛЛИЙ АХБОРОТ АГЕНТЛИГИ – ЎЗА ИЛМ-ФАН БЎЛИМИ (ЭЛЕКТРОН ЖУРНАЛ) 2021 йил апрель ойи. Тошкент 2021. Д.С.ЎРАЕВА, В.Ф.КАМОЛИДДИНОВА. Ўзбек шоирларининг оксюморондан фойдаланиш маҳорати. 82 б
9. Pedagogical Process of Teaching in Higher Education Institutions. Kamoliddinova Vazira Fazlitdinovna, Maksudova Mokhigul Usmanovna, Bozorova Viloyat Muzafarovna. International Journal of Recent Technology and Engineering (IJRTE) ISSN: 2277-3878, Volume-8, Issue-3S, October 2019 .Published By: Blue Eyes Intelligence Engineering & Sciences Publication.
10. ЧЕТ ТИЛЛАРИНИ ЎҚИТИШНИНГ ДОЛЗАРБ МАСАЛАЛАРИ мавзуидаги республика онлайн илмий-амалий конференция МАТЕРИАЛЛАРИ. 2021 йил 17-18 март. Бухоро. Kamoliddinova V. THE IMPORTANCE OF E-LEARNING EDUCATION 131
11. Samadova S., Vaxronova Z., Mirzayeva M. SIGNIFICANCE OF INDIVIDUAL EDUCATION AND INDIVIDUAL APPROACH //ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz). – 2020. – Т. 1. – №. 1.
12. M.R.Mirzaeva UDC: 81.371: THE STUDY OF GERMAN LANGUAGE PHRASEOLOGICAL UNITS, SCIENTIFIC REPORTS OF BUKHARA STATE UNIVERSITY 2021/4 (86)

13. MIRZAYEVA M. R., MADATOVA M. DIALOGUE TRAINING AS ONE OF THE FORMS OF EFFECTIVE PEDAGOGICAL TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES //E-Conference Globe. – 2021. – С. 244-249.

14. Самадова Севар Ахатовна. КОММУНИКАТИВНАЯ МЕТОДИКА ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ. «MODERN SCIENTIFIC CHALLENGES AND TRENDS». Стр.71-74. ISSUE 10(44) ISBN 978-83-949403-3-1

15. F.T. Qobilova, KT Turaeva ." Implication of debate and discussions for EFL learners at secondary school. *Theoretical & Applied Science*, 2020 2 Страницы 180-184

16. SAMADOVA, M TURSUNOVA. INNOVATIVE CULTURE OF THE TEACHER IN THE EDUCATION SYSTEM. "TOPICAL ISSUES OF TEACHING FOREIGN LANGUAGES" Republican scientific-practical online conference on March 17-18, 2021 С.250–255

17. Kobilova, Feruza. "Developing learning English as the second language." *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)* 2.2 (2020).