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Communicative Approach to Teaching a Foreign Language

Pendekatan Komunikatif dalam Pengajaran Bahasa Asing

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Abstract

This article is dedicated to the effectiveness of the introduction of various methods and techniques based on the content for the development of students' language skills in practice. Modern methodology requires foreign language teachers to implement all language skills in one lesson. The ability to speak, listen and understand authentic material in English, as well as reading and writing skills should be taught in an integrated form; once available, it can be a difficult process for the teacher and students. But with the help of various innovative, interactive methods, technologies, this task can be done. In addition, the creativity of students is very important for language learning.

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Introduction

Learning a foreign language is challenging and more enjoyable when it is truly meaningful. The development of a foreign language culture as a teaching goal has necessitated the creation of a new methodological system that will ensure that this goal is achieved in the most effective and rational way.

Previously, all priorities were given to mastering grammar, vocabulary, reading, and literary translation almost mechanically. These are tools of traditional methods.

Language learning has been accomplished through a long process. Tasks were presented evenly: reading the text, translating, memorizing new words, re-reading the text, exercises on the text. Sometimes, to change the necessary activity, essay or dictation, it is necessary to do phonetic exercises for relaxation. When reading and working on 'topics' was given priority, only one function of language was accomplished - informational. Not surprisingly, many are fluent in the language: only purposeful and hard-working people have mastered it to a high degree.

Nowadays, language teaching and learning has become practical in nature, previously it was relatively abstract and theoretical. During the teaching process, the responsibilities of the teacher changed significantly. The teacher-coach, the teacher-dictator, supervising teacher, the mediator-teacher, the "calming" teacher, and the leader took over.

The first line in the popularity rankings is actively held by the communicative approach, whose name suggests that it is focused on communication practices. The communicative method is particularly focused on communication capability.

The logic of developing a communicative methodology has led to the ultimate promotion of foreign language culture as the goal of teaching foreign languages in school. And such a system can only be built on a communicative basis. The relevance of this work is that the practice of using communicative methodology has shown that it provides not only the study of a foreign language as a means of communication, but also the development of all-round personal characteristics of students.

The oral language of any literate person is very different from the written language. But it would be a mistake to think that the communicative method is only designed to easily make small speeches. Those who want to become a professional in a particular field regularly read publications on their topics in foreign publications. Having large phrases, they are easily managed in the text, but it takes a great deal of effort to continue a conversation on the same topic with foreign colleagues. The communicative method is primarily designed to remove the fear of communication. Armed with a simple set of grammatical constructions and a vocabulary of 600-1000 words, a person can easily find a common language in an unfamiliar country.

However, there is one side to the coin: klixed phrases and a low dictionary. Add to that a lot of grammatical errors, and the only way to avoid being branded as just a stupid interlocutor is to increase attention to partners, know the rules of etiquette, and want to constantly improve.

Communication emerged long ago as a direction and developed in other education systems, and its birth was nothing more than an objective need. This need is primarily because after developing the ability to speak a foreign language as a learning goal, over time, the difference between traditional teaching methods and the new goal has become more pronounced and sharp.

A representative of the communicative teaching method. According to E.I. Passov, our training in communicative should be organized in a similar way to the process of communication with its main qualities and characteristics. The Communicative Language Teaching approach emerged in England in the 60s and 70s, when English began to gain the status of an international language of communication. It turns out that the traditional methods (audio-lingual, grammatical translation methods) that were prevalent at the time ceased to meet the needs of most English students as a foreign language. In fact, the new contingent of students - the old methods of the "pragmatists" who had a functional view of language as a means of communication - were not so great.

And what they needed was not the in-depth and systematic study of the language being studied in which traditional academic programs were conducted, but the opportunity to put their knowledge into practice immediately. But people who have learned to learn this language do not speak a modern colloquial language to communicate with it (not to say loud words), there is no understanding of speech etiquette - in a word, they feel helpless in a real communication environment. In the 1960s, the Council of Europe took a number of steps to develop a program to accelerate the teaching of foreign languages on the continent. In 1971, a group of specialists was tasked with exploring the possibility of creating a system of teaching foreign languages to older students. This was the starting point of a series of studies aimed at developing a concept aimed at shaping and developing the ability to speak a foreign language in a student-centered learning environment. As a result, the idea of developing boundary levels (boundary levels) as specific goals of foreign language learning was formed. What was originally intended for older students has been successfully adapted to the purpose and content of teaching in schools and other educational institutions. The results of research conducted in 1982. It allowed to significantly expand the possibilities of practical application of the approach developed on a functional-semantic basis and the implementation of basic principles in several areas: development of new methods and creation of new teaching materials, integrated technological learning systems (multimedia systems), in the development of systems. Assessment and self-esteem in the development of recommendations for the training of foreign language teachers, self-education on the basis of its individualization (student autonomy).

Later, in the 80s and 90s, a number of scientific projects were implemented, the purpose of which was to form a system of communicative education. Among them, the project "Learning and teaching modern languages for communication" played an important role. In the United Kingdom, France, Germany, Italy, Spain and other Western European countries, a special attention is paid to the integrated communicative approach based on the theoretical development and practical experience of foreign language teaching. Materials used as unit tools.

Three levels of initial (basic) language acquisition were identified: survival rate; stage scene; threshold level. Detailed requirements and components for these levels have been developed for a number of Western European languages. Waystage by composition and size and the threshold level with a ratio of 1:2, in which all the main aspects are preserved. The materials used in the training include linguistic competence (having linguistic material to use it in the form of spoken speech), sociolinguistic competence (ability to use language units according to communication conditions), discursive competence (ability to comprehend and formulate individual expressions) should do the scope of communicatively important speech formation), the so-called "strategic" competence (the ability to replace verbal and non-verbal) Oral means - a lack of language skills), socio-cultural competence (level of familiarity with the socio-cultural context in the functioning of language), social competence (ability and willingness to communicate with others).

In general, the implementation of a language-learning program for European citizenship should allow Europeans to communicate freely, remove language barriers, and achieve mutual understanding and respect. In a carefully designed form, both levels are an example for a planned (reading for a certain period) foreign language as an effective means of communication.

Defining boundaries for a number of Western European languages has allowed the development of short-term (up to two years) projects related to various aspects of the organization of foreign language teaching. In particular, they are aimed at creating new, differentiated curricula, further developing a communicative approach to different forms of teaching, theoretically substantiating and applying the skills of individual-oriented and individual learning of foreign languages.

Let us now turn to the peculiarities of a foreign language. First of all, a foreign language teacher teaches children ways of speaking activities, so we are talking about communicative competence as one of the main goals of foreign language teaching. M. Clarke elaborates on the following point: "In recent decades, traditional methods of teaching foreign languages have been at odds with communicative and intensive methods"

Communicative Language Teaching of foreign languages is active because speech communication is carried out through "speech activity", which in turn serves to solve the problems of human activity of production in the context of "social interaction" of communicating people (I.A. Zimnyaya, G.A. Kitaygorodskaya, A.A. Leontev). The participants of the dialogue are trying to solve the real and imaginary tasks of the joint activity using a foreign language. J. Harmer states: "Strictly speaking, speech activity does not exist. There is only a complete system of theoretical, intellectual or partially practical speech actions .

According to the opinion of J.C. Richards "communicative refers to the speech direction of the learning process, which is not the achievement of the practical goal of speech (in fact, such a goal is set in all directions in the past and present); have practical use of language itself. Orientation to practical speech is not only a goal, but also a dialectically interrelated tool".

Some researches point out: "The speech partner is in many respects dependent on the communicative behavior of the teacher, who ultimately enters into the speech direction of learning and is related to the active nature of communication".

In fact, communication is taught at all stages of material mastery. But there are a number of ideas that require special preparation. Thus, it plays a special role for the ability to communicate: the ability to access, shorten, and maintain communication; the pursuit of their own strategic direction in communication, the ability to implement it in tactics of behavior that contradict the strategies of other communicators; the ability to account for partners (several new ones at a time) each time, to change the role of partners, or to change communication; the ability to predict the behavior of speech partners, their statements, the outcome of a particular situation. At the current stage of foreign language teaching, many linguists consider communication to be the most effective and criticize traditional methods that work on the principle of "moving from grammar to vocabulary, then reinforcement exercises". The structure of the communicative method includes cognitive, developmental, and educational aspects aimed at educating the learner.

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