



## Relevance of the Communicative Method of Teaching Language

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### ABSTRACT

*This article examines the current stage of development of methods of teaching foreign languages in the national audience. When using it, the main attention is paid to the assimilation of the language system; in university practice, the learning process is identified with the study of grammar, sometimes with the mechanical memorization of grammatical rules, definitions, paradigms.*

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### INTRODUCTION

Each stage in the development of language teaching methods is characterized by its own system, or teaching method. For many years, the teaching of foreign languages was dominated by the grammar-translation method, which still makes itself felt in the national audience. When using it, the main attention is paid to the assimilation of the language system; in university practice, the learning process is identified with the study of grammar, sometimes with the mechanical memorization of grammatical rules, definitions, paradigms. The grammar-translation method was replaced by the communicative method, which largely orientates students to mastering ready-made samples for expressing communicative needs. Rules are given for information, usually after speech patterns have been mastered.

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The modern stage of development of the methodology of teaching foreign languages in the national audience is characterized by the consciously communicative method. The question arises whether there can be communication, or communication of the unconscious. Of course not. The name of the consciously communicative method emphasizes its main characteristic: communication training is combined with the conscious assimilation of the system of information about the language. Consciously - the communicative method of teaching the Russian language in the national audience implements a set of linguodidactic principles: consciousness, communication, taking into account the native (Uzbek) language. One should not think that the named principles were denied in other methods. So, for example, in any method the principle of consciousness is not denied. The principles of communication, taking into account the native language of the students being taught are also universal. As the methodologists note, the methods differ from each other in slightly different sets of principles, as much as in how they are understood and implemented in the educational process. Consider the content of the above principles in consciously communicative language teaching in a national audience. It should be noted that there is no generally accepted definition of them in methodological science. These principles define the goals, content and teaching methods.

The principle of communication determines the main goal of teaching a language - the formation of skills and abilities to carry out verbal communication, or communication (communication - lat. *Communicatio*, from *communico* - connect, communicate), in typical spheres and situations.

The implementation of the communicative goal of training in the national audience assumes that speech activity is formed in all its types. The methodology distinguishes between productive and receptive types of speech activity, oral and written forms of speech. The productive types include speaking (in two forms - monologic and dialogical) and writing, receptive - reading and listening. These areas are distinguished depending on the nature of foreign language proficiency. So, possessing productive speech, students can express their thoughts in the process of communication. Having mastered receptive activities, they perceive foreign speech by ear or visually.

With significant differences, the complex mastery of all types of speech activity ensures communication in the foreign language being studied.

An important condition for successful communication learning is the differentiation of linguistic phenomena of three groups - systems, norms, *usus* (the use of linguistic units). A language system is understood as a set of language elements connected

stable relationships. The rules of the language system cover a wide range of phenomena: agreement, control, paradigms of a name, a verb, etc. violations of the system give rise to the most gross errors ("you can't say that"), for example: "my pencil", "you don't have to do it with an elephant fly," and so on. The linguistic form includes a specific implementation of the linguistic system, conditioned by the established traditions, enshrined in social linguistic practice. The rules of the language norm are selective. Let us explain this by the example of studying the Russian language. From the point of view of the Russian language system, to the question: When will you have a Saturday clean-up? - you can answer: we will have a Saturday clean-up tomorrow. In such an answer there are no violations of the language system, but its construction is contrary to colloquial norms.

Finally, *usus* is such an implementation of a language system that corresponds to a given speech

situation. For example, from the point of view of the system, it is possible: My brother and I spoke at a high level. You can say so, but not in a given speech situation: phraseological units at a high level, as a rule, are not used in colloquial speech, it is part of the official style.

The process of developing verbal communication skills begins with mastering the system. For the formation of communication skills, it is necessary to create conditions for verbal communication in the process of teaching foreign languages. The communication-oriented teaching system is characterized by the convergence of teaching activities with the activities of real communication. How is this expressed? First of all, in the selection of educational material and its special organization, in which the formation of speech activity is ensured. Communication, the methodologists point out, presupposes the speech orientation of the educational process, which lies in the fact that a practical speech goal is pursued (in fact, all areas of the methodology of the past and present set such a goal), in the fact that the path to this goal is the very practical use of the language. Practical speech orientation is not only an end, but also a means.

Such an organization of educational material is currently recognized as situational-thematic, in which the learning process is based on certain professional topics and situations. We have already talked about topics for the development of speech, on the basis of which language phenomena are acquired, not only communication skills are formed, but also the personality of the student. Communication is always associated with a particular situation, therefore, the communicative orientation of training includes the thematic organization of material around situations.

Communicativeness involves the widespread use in the learning process along with situations of coherent texts. On their basis, as a rule, students observe the facts of the language, assimilate and consolidate language interactions directly related to the development of speech. On the basis of the text, the complex development of speech skills and abilities, as well as the skills of text generation, is carried out.

Thus, in accordance with the principle of communicativeness, the learning process is built around topics for the development of speech, speech situations, as well as coherent texts, which together form the basis for the formation of communication skills in a foreign language.

In accordance with the principle of communication, not only a special organization of the educational material is necessary. The whole system of work should cause the need for communication and the need for it. In each lesson, regardless of its type, the teacher must create opportunities for communication and teach communication. "Learning to communicate by communicating" is the main characteristic of communicativeness. The principle of communication requires a different nature of the activity of both the student and the teacher. Further, we will highlight it in more detail and dwell on those features in which the communicativeness of training is most clearly revealed. It consists, first of all, in the fact that communication between the student and the teacher plays an important role in educational activities, the speech activity of students at each lesson. Of great importance are such goals of the teacher as: get ready to listen, concentrate, pay attention, etc.

Skillful use of the above-described attitudes predetermines the communication between the student and the teacher, ensures the involvement of students in communication.

The communicative attitudes used in the classroom will help to involve students in

communication, since by themselves they cannot yet provide this communication.

The main means of creating opportunities for communication in the lesson is currently recognized as a special system of exercises, tasks, which are called conditional speech, communicative, situational. What are the main characteristics of these exercises? These are, first of all, the above-mentioned target settings. Further, communication exercises simulate situations of verbal communication, stimulate the speech activity of students, and cause a desire to enter into communication.

At the same time, preference is given to situations that are close to students, related to their personal experience.

It should be noted that it is no coincidence that we are talking about the system of communication exercises. The fact is that teachers already use them quite widely, but they often introduce them sporadically. Communication exercises in this case are not an organic part of the educational process, and therefore do not give the expected results.

The system of exercises that implement the principle of communication provides for the consistent formation of speech skills and abilities, a gradual transition from reproduction (reproduction), imitation of samples to independent productive and further to unprepared speech in various situations and areas of communication. For example, from question-and-answer dialogical unity, containing questions, the answers to which are determined by the questions themselves, to dialogical unity in which learners answer questions based on their life experience and knowledge, or from short statements based on the text to a monologue-description, to a monologue-message and, finally, to a monologue-reasoning.

The principles of conscientiousness and communication underlie the entire system of teaching foreign languages in the national audience. However, at different stages of training, they are implemented in different ways. At the initial stages of training, students have insufficiently developed ability to abstract thinking, therefore, the assimilation of information about the language, in particular, rules-instructions, follows after speech actions.

In the context of the implementation of the consciously communicative method, the principle of taking into account the native language (Uzbek) of students acquires a different content. The methodology of teaching foreign languages reveals the importance of relying on the native language of students. In teaching foreign languages in the national audience, coordination of two subjects is necessary, "closely related, closely and directly related to each other in a social and didactic respect" (N.M. Shansky). These subjects solve a single problem of forming a linguistic outlook and speech development of students.

Translations from the native language into a foreign language of small texts, including constructions that cause interference, are useful, and only as a means of control; with appropriate preparatory work, such translations, helping to overcome the influence of the students' native language, at the same time ensure the conscientiousness and strength of the assimilation of the material.

In conclusion, it should be said that taking into account the native language is one of the most important reserves for increasing the efficiency of the process of teaching foreign languages. To implement a constant connection and consistency of the subjects "foreign language" and "native language", it is very important to know the programs of these subjects, discuss methodological issues,

coordinate lesson planning, identify and take into account the connections between the two subjects, which, in general, provide the formation of linguistic knowledge and speech development of students.

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