

## Communicative Approach As A Method For Implementing Emotional Impact When Learning To Communicate In A Foreign Language

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### ABSTRACT

The article analyzes the main directions of the communicative approach in teaching the foreign languages. A special place is occupied by questions about the theoretical prerequisites of this direction, since the systematization of knowledge about a particular methodological direction requires its correlation with the basic sciences for the methodology - linguistics and psychology, that is, consideration of linguistic, psychological theories, concepts that had the greatest impact on him. Consideration of the above characteristics confirms the specificity and novelty of the communicative approach using the emotional factor in comparison with previous methods, and makes us assume that traditional textbooks do not correspond to the goals of communicative learning.

**Keywords** communicative approach, competence, speech perception, speech actions, speech act, hearing, learning, language code, communicative task, situational approach, motivation

### I. Introduction

The emergence of the communicative approach in the early 70s of the twentieth century is associated with the efforts of scientists to find a more optimal teaching method that can overcome

the limitations and shortcomings of already known methods, primarily audiolingual. The communicative approach is aimed at developing trainees' ability to practically use the language being studied, to correlate linguistic forms with the communicative functions they perform. Its goal can be briefly formulated as mastering communicative competence. The concept of "communicative competence" has become fundamental for the communicative approach and implies the totality of the individual's ideas about the practical use of language in various situations of verbal communication.

Among the tasks of the communicative approach in teaching a foreign language, a special place is occupied by questions about the theoretical premises of this direction, since the systematization of knowledge about a particular methodological direction requires its correlation with the basic sciences for the methodology - linguistics and psychology, that is, consideration of linguistic, psychological theories, concepts that had the greatest impact on him.

### II. Materials and methods

The development by psycholinguists of the problems of mastering the language code, generating an utterance, attempts to create models

of the communicative act have shown the complexity of the thought processes associated with speech production and the perception of speech by ear. As a result, a direction called the "communicative approach" emerged and became widespread in the methodology. The communicative approach, which provides for the mastery by students of communicatively significant elements of the language system and the formation of their ideas about the use of language means in various communication situations, is largely based on the existing experience communicatively - oriented linguistics, social psychology, psycholinguistics, and practical teaching experience.

First of all, the role of the speech act as a learning unit should be noted, which largely determines the specificity of the communicative approach. The speech act undoubtedly has great possibilities for modeling the process of verbal communication, in comparison with the sentence - the main unit of learning in the previously known methods. The speech act is not limited to the scope of the sentence. It is a complex three-level structure that exists in several dimensions and reflects the social, psychological, linguo-stylistic aspects of the language. Understanding the speech act as a way of verbalizing the speaker's intention and the interlocutor's response gives grounds to approach the problem of "meaning" at the illocutionary level. That is, to take into account a number of factors when considering it (the factor of the speaker, the situation of communication, the presence of general knowledge of the communicants, the degree of emotional impact of the interlocutors' speech and etc.). The orientation of the communicative approach to speech acts leads to a shift in emphasis from the structure of

the language to the communicative functions of the language.

The performance of speech actions (request, warning, question, etc.) presupposes the possibility of choosing linguistic means for the execution of a speech intention, and this choice depends on the personality, consciousness of the speaker, his experience, as well as the emotional relations that develop between communicants in the process of communication. At the same time, verbal communication, as it happens in normal conditions, is supplemented by emotionally influencing extra and paralinguistic means of communication and, to a large extent, on the background knowledge of the communicants. That is why the methodological techniques (information gap, role-playing games, humorous means) that have become widespread within the framework of the communicative approach can be characterized not only in terms of communicatively meaningful speech exchange, but also in terms of socio-psychological, emotional interaction of students.

Turning to the "speech act" as a unit of learning inevitably leads to a shift in emphasis on the content, semantic and emotional aspect of statements, to the assessment of linguistic phenomena based on communicative, functional, emotional significance. This makes new, more high demands on planning, organization of the educational process, teaching materials.

Further, the search for optimal ways of teaching gave rise to the idea of analyzing what is happening in the classroom from the point of view of communication. It is a process, which is not only contributed to the reassessment of existing curricula, but also brings to the fore the study of the speech activity of students in the process of

mastering a foreign language code. Consequently, a significant part of the study time is devoted to communicatively meaningful practice, when students could independently make a choice of language means for solving various communication problems; curricula and programs should correlate with the existing students' strategy in relation to mastering new knowledge, in this case, knowledge of a linguistic nature.

For the communicative approach, the highlighting of the opposition "teaching \ learning" becomes a fundamentally important point, where "teaching" correlates with the independent, conscious activity of students aimed at mastering new knowledge, and is opposed to "learning" "teaching" as a formal procedure that often interferes with the disclosure of cognitive students' abilities. An analysis of the educational process from the point of view of these two factors leads to the fact that the focus of the methodologists is on the personality of the student and the intellectual, emotional actions performed by him under the influence of his interlocutor. Based on the experience of language acquisition theory, supporters of the communicative approach emphasize the role of the students themselves in the process of mastering a foreign language code; at the same time, the importance of communicative interaction between student's increases. In accordance with this, techniques that have received significant distribution in teaching practice and occupy a special place in the system of recommended exercises (role-playing games, dramatization, information gap) stimulate the intellectual, cognitive activity of students, help to reveal their individual characteristics, personal qualities.

The communicative approach feeds on solving the problem of "teaching / learning" not by

denying one of the components, but by searching for their more acceptable, rational ratio. Increasing attention to the student's factor does not mean refusing to study the teacher's activities; we are talking about changing the functions of a teacher in the context of a communicative approach. First of all, the teacher should strive to create a favorable psychological environment in the classroom, since teaching, and in particular educational communication, can hardly be successful if the student is in a state of stiffness and tension. All this proves the need for the formation of emotional competence also among teachers who are responsible for the qualities of the formed communication skills and abilities.

Taking into account the "duplicating" nature of foreign language communication, the teacher, having the material support for conducting classes (curricula, teaching materials, technical teaching aids), turns his efforts to maintaining a high degree of motivation and interest in the subject in students. An important means of achieving this is the practical orientation of teaching, which involves not only an all-round consideration of the communicative needs of students, but also such an organization of classes that would allow them to feel what speech actions they can perform by studying this or that communicative task. The thesis of stimulating the cognitive activity of students leads to the teacher's refusal from the role of a leader in conducting the lesson. The teacher-instructor, the teacher-consultant must show both a high level of language training and a great pedagogical tact when assessing students' speech production in the target language, based on the criterion of communicative significance and the acceptability of the statements they produce.

One of the notable manifestations of the communicative approach should consider the consideration of language as a functional means of realizing the speaker's speech intention. In practice, this means the presence of a connection between the introduced lexical units and grammatical models with the functions that they can perform in the process of communicative exchange. For example, students should learn that the "I wish + Past Perfect" model is used to express regret, that the "If I were you" model is to provide advice, recommendation, and so on.

A situational approach to the presentation of educational material allows you to combine texts, dialogues, exercises within the framework of situations such as "Arrival", "Acquaintance", "Rest" and others that correspond to the speech needs and intentions of students, and contributes to the creation of a communicatively meaningful context for the use of language means. At the same time, the practical orientation in teaching is achieved as a result of comprehensive consideration of the linguistic and speech needs of students and their ability to practically apply the acquired skills and abilities in solving communication problems. It is the practical application of the formed skills and abilities that contributes to a more effective assimilation of the material, the creation of motivations for the study of the subject.

### III. Results

The requirement of authenticity imposed on the educational material is aimed at this, which in the context of the communicative approach presupposes the rational, that is, methodically justified, use of genuine materials (excerpts from newspapers, magazines, fragments of films, radio

and television programs, etc. which gives educational situations naturalness and authenticity.

A visual presentation of communication tasks and materials, facilitating listening comprehension and memorization, which also helps to overcome language difficulties, makes it possible to maintain student motivation at a high level, to concretize communication situations. An important place in providing visibility and emotional impact is occupied by the massive use of technical teaching aids, primarily computers and video equipment. Consideration of the above characteristics confirms the specificity and novelty of the communicative approach using the emotional factor in comparison with previous methods, and suggests that traditional textbooks do not correspond to the goals of communicative learning.

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