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## TYOLOGY OF COMMUNICATIVE LANGUAGE ACTIVITIES

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**Abstract:** Language learning, in turn, requires motivation. Getting motivation is possible only due to transformation of each pupil from the passive contemplator into the active and creative participant of learning process, i. e. pupils should be involved into communication.

**Key words:** creative abilities, language skills, method, component, students, training, individual.

The pedagogical science is developing and leading to increase new teaching methods and technologies. One of them is teaching through communication, i. e. collaborative teaching, or teaching in intercourse, or communicative teaching.

It will help to engage pupils to “social communication in conditions of multilingual environment” [1; 9].

During the communicative teaching pupils possess the active life position, creative abilities, language skills, their own opinion, responsibility, the logic communications promoting understanding of laws and world outlook ideas, etc.

There is no doubt, that in learning a second language it is necessary for students to acquire, in addition to phonological and vocabulary-grammatical knowledge, ways to communicate with others using their target language.

Practical teaching of a foreign language possesses a number of communication techniques which provide self-determination and self-realization of

the pupil as the language person in the course of learning and developing language skills.

Different scholars define some different types of communicative activities. D. Gross states, that there are three general types of communicative activities: informal learning groups, formal learning groups, and study teams [2].

*Informal learning groups* are ad hoc temporary clusterings of students within a single class session. Informal learning groups can be initiated, for example, by asking students to turn to a neighbor and spend two minutes discussing a question you have posed. You can also form groups of three to five to solve a problem or pose a question. You can organize informal groups at any time in a class of any size to check on students' understanding of the material, to give students an opportunity to apply what they are learning, or to provide a change of pace.

*Formal learning groups* are teams established to complete a specific task, such as perform a lab experiment, write a report, carry out a project, or prepare a position paper. These groups may complete their work in a single class session or over several weeks. Typically, students work together until the task is finished, and their project is graded.

*Study teams* are long-term groups (usually existing over the course of a semester) with stable membership whose primary responsibility is to provide members with support, encouragement, and assistance in completing course requirements and assignments. Study teams also inform their members about lectures and assignments when someone has missed a session. The larger the class and the more complex the subject matter, the more valuable study teams can be.

Paul Nation have developed types of arrangement of communicative activities. He assumes that a useful way of classifying arrangement of these activities is to look at the distribution of the information needed to do the activity.

In many activities learners have equal access to the same material or information and cooperate to do the task. Thus, P. Nation lists them:

- the *cooperating arrangement* where learners have equal access to the same material or information and cooperate to do the task,
- the *superior-interior arrangement* where one member of the group has information that all the others need,
- the *combining arrangement* where each learner has a different piece of information that all the others need,
- the *individual arrangement* where each learner has access to the same information but must perform or deal with a different part of it [3].

These four different types of communicative activities achieve different learning goals, they are best suited to different kinds of tasks, require different kinds of seating arrangement, and draw on or encourage different kinds of social relationships. In order for group work to be successful, each type of group work must have its most suitable choice of other factors.

The most suitable tasks for combining-arrangement group work include:

- completion, e. g., completing a picture by exchanging information, completing a story by pooling ideas;
- providing directions, e. g., describing a picture for someone to draw, telling someone how to make something;
- matching, classifying, distinguishing, e. g., deciding if your partner's drawing is the same as yours, arranging pictures in the same order as your partner's unseen pictures;
- ordering, e. g., putting the sentences or pictures of a story in order.

Communicative Language Teaching is best considered an approach rather than a method. It has been developed in the 1960s as a replacement to the earlier structural method, called "Situational Language Teaching".

Situational Language Teaching was no longer felt to reflect a methodology appropriate for the seventies and beyond. CLT appealed to those who sought a more humanistic approach to teaching, one in which the interactive processes of communication received priority. The rapid adoption and implementation of the communicative approach also resulted from the fact that it received the sanction and support of leading British applied linguists, language specialists, publishers, as well as institutions, such as the British Council.

Main features of CLT is the emphasis on learning to communicate through interaction in the target language, the introduction of authentic texts into the learning situation, etc.

The main aim of CLT is developing communicative competence, which includes: *linguistic, sociolinguistic, discourse and strategic competence*.

Approbation has shown that all these methods and techniques promote students' learning and academic achievement, increase students' retention, enhance students' satisfaction with their learning experience, help students develop skills in oral communication, develop students' social skills, promote student self-esteem, help to promote positive intercultural relations.

Role plays are modeling various situations for the educational aims of developing speaking abilities. They reflect a principle of problematical character at its certain organization and allow solving problem situations of a various degree of complexity. Debates allow forming the conscious attitude to consideration of problems, activity in its discussion, speech culture, an orientation on revealing of the reasons of arising problems and installation on their decision further. Here the principle of formation of critical thinking is realized. Educational games are highly motivating and entertaining, they can give shy students more opportunity to express their opinions and feelings. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson. Project is a set of educational and cognitive modes which allow solve the problem as a result of independent actions of pupils with obligatory

presentation of results. In a project work students are put in the centre of the interaction, where they use the language and practice communicative speech. Jigsaw is a cooperative technique that promotes better learning, improves student motivation and interaction. Multimedia teaching is a modern teaching method which is based on the interaction between pupils or pupils and a computer. All these techniques may be combined.

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