

# COMMUNICATIVE APPROACH OF TEACHING ENGLISH

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**Annotation:** *This scientific article examines the effectiveness of communicative approach used in the study of the English language. It was revealed that the communicative approach has many advantages: it helps to quickly learn a foreign language for communication and actively use speech material, develops not only language skills and grammatical material, but also expands knowledge about the culture, traditions, customs of the country, and also allows you to draw a comparative parallel between foreign and native languages.*

**Key words:** *Communication, methods, discursive, communicative approach*

**Аннотация:** *В данной научной статье рассматривается эффективность коммуникативного подхода, применяемого при изучении английского языка. Выявлено, что коммуникативный подход имеет множество преимуществ: помогает быстро освоить иностранный язык для общения и активно использовать речевой материал, развивает не только языковые навыки и грамматический материал, но и расширяет знания о культуре, традициях, обычаях страны, а также позволяет провести сравнительную параллель между иностранным и родным языками.*

**Ключевые слова:** *Коммуникация, методы, дискурсивный, коммуникативный подход.*

It is known that the most common approach that is used when teaching a foreign language at a university is communicative. Practice has shown that this approach helps students quickly and efficiently learn a spoken foreign language, as well as comprehensively develops students. At this stage of the development of education, many different methods for learning foreign languages have been established. Having studied and analyzed the most popular ones, we tried to choose the most effective one for our students, which is a communicative approach of

learning a foreign language. The main attention in this methodology is paid directly to the practice of communication and at the same time overcoming the language barrier that many students often face. This approach is successfully used not only in teaching adults, but also children of both preschool and school age. The term "communicative competence" was introduced by Dell Hymes, an American linguist, anthropologist and sociologist. The researcher understood communicative competence as "internal knowledge of the situational relevance of language"<sup>1</sup>. D. Hymes identified grammatical, sociolinguistic, strategic, discursive competencies in the structure of communicative competence. Discursive competence, based on the definition of E.V. Schumann is a skill the student to understand and create the most logical and coherent speech utterances presented orally or in writing.<sup>2</sup> Discursive competence contributes to the development of skills necessary for information and communication activities, and also forms the ability to carry out information and semantic analysis of the text necessary for the perception of oral and written speech. Formation of discursive competence in teaching writing improves students' writing skills and makes learning process more interesting, creating additional motivation for learning a foreign language. The communicative approach of teaching English to students is the development of oral communication skills, writing, reading and listening comprehension. The topics studied in the lessons are chosen based on the interests of the students: discussion of family, school, weather, hobbies, games. If you understand that the purpose of this approach is to teach the student to talk well and without hesitation with foreigners, to be able to maintain a conversation on the main topics. The communicative approach has another advantage: from the first lesson, communication in the group is conducted only in the language being studied. This method makes the lesson more intense as each student is constantly involved in the work and has more opportunities for practice. Students get rid of the stiffness that may appear when speaking in front of an audience. The teacher has the opportunity to

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<sup>1</sup> Hymes D. On Communicative Competence. In J. B. Pride and J. Holmes (eds.), *Sociolinguistics*. Harmondsworth: Penguin, 1972.

<sup>2</sup> Shuman, E.V. Opportunities and prospects of intercultural communication in German at school [Electronic resource] / E.V. Schumann // International scientific and practical (electronic) journal INTER-CULTUR @ L-NET. - Vol. №5. - Access mode: [http://vfhglu.wladimir.ru/Rus/NetMag/v6/v6\\_ar17.htm](http://vfhglu.wladimir.ru/Rus/NetMag/v6/v6_ar17.htm), appeal date: 05/15/2015.

control the speech of each student: correct them in time, pay attention to their mistakes, give recommendations. In addition to working in pairs, there are also role-playing games in the language being studied. They significantly increase the effectiveness of teaching a foreign language.

The communicative approach involves conducting classes entirely in the language being studied, without using a native intermediary language. To learn a foreign language, you need to learn to think in it, mentally translating words from your native language to the one being studied. The communicative approach includes gestures, facial expressions, which are a factor in memorizing new material. With the increase in the vocabulary of students, the volume of vocabulary used in the lesson by the teacher also increases. The use of the game contributes to the communicative and active nature of learning.

Communicative games based on the ranking technique. This technique involves the distribution of certain items in order of importance, the importance of their preference. During the game, a discussion usually arises, since there are differences in points of view when ranking information, and students justify their choice in pairs or groups. The following variants of the game are possible:

- the student works independently, writes down his solution to the problem, then these solutions are discussed in pairs or groups;
- students in small groups are trying to find a common solution, which they will have to justify in the final general discussion;
- all students whose answer options match, gather in groups to give as many arguments as possible in defense of their option.

For example: Students are offered 5-6 thematically related nouns and 4-5 adjectives that convey their possible qualities. For example, to nouns on the topic "Food" you can pick up the adjectives "sweet", "bitter" and so on. The lexical material is presented in the form of a table:

	<b>bitter</b>	<b>Tasty</b>	<b>healthy</b>	<b>Sour</b>	<b>sweet</b>
<b>Apple</b>					

<b>Water</b>					
<b>Carrot</b>					
<b>Meat</b>					
<b>Porridge</b>					
<b>Potatoes</b>					

So, the communicative methodology has many positive aspects that should be actively used when working with students. The teacher participates in the formation of the student's personality through the interrelation and development of all types of activities, namely speaking, listening, reading, writing, etc. Communication between the teacher and the student should take place in such a way that students gradually master the speech material. Thus, the representative of the communicative method of teaching, E.I. Passov, believed that when using the method of communicative learning, it should be organized in such a way that, according to its main qualities, features, it was similar to the process of communication<sup>3</sup>.

Thus, students should be taught English by providing comprehensive communication of students in the classroom on topics of interest to them and situations of speech communication that make them want to speak English, overcoming grammatical difficulties. But communication in English is difficult for students by the need sometimes for a long time to think about how to build statements. Therefore, teachers should provide any necessary assistance to students in the form of various supports and hints both before and during the creation of students' communicatively valuable statements in English.

#### **References:**

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- 2.Shuman, E.V. Opportunities and prospects of intercultural communication in German at school .2015.

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<sup>3</sup>Passov Ye.I. Kommunikativniy metod obucheniya inoyazichnomu govoreniyu / Ye. I. Passov — M.: Prosveshenie, 1991. — 223 s.

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