

**MAIN PRIORITIES AND ASSUMPTIONS OF COMMUNICATIVE APPROACH IN
TEACHING ENGLISH AS FOREIGN LANGUAGE**

Rasulova Nadira Baxadirovna

senior teacher, the department of English functional lexicon

Mamatkulova Nodira Fayzulla kizi

teacher, the department of English functional lexicon

Keywords: *CLT, makro skills, role plays, target language, text, task, TEFL.*

Introduction. Theorists agree that meaningful communication supports language learning and that classroom activities must focus on the learner's authentic needs to communicate information and ideas. Principles of The Communicative Approach: a) Language learning is learning to communicate using the target language.

b) Communicative activities are essential. Activities should be presented in a situation or context and have a communicative purpose. Typical activities of this approach are: games, problem - solving tasks, and role-play. There should be information gap, choice and feedback involved in the activities.

c) Learners must have constant interaction with and exposure to the target language.

d) The topics are selected and graded regarding age, needs, level, and students' interest. Motivation is central. Teachers should raise students' interest from the beginning of the lesson. [2]

For example, in the teaching of communicative language we can consider the following methodological processes: - The role of scenes and interactive conversation in the development of oral speech - The role of interviews and oral speech for the effective organization of the teaching process - Collaboration within the group (student-teacher cooperation). - Collaborate within the group to improve the exchange of information. - an important factor in the expression of personal opinions during group work. This methodological process includes itself some concepts of CLT they are:

- Effective classroom learning tasks provide students with the opportunities to extract meaning, expand language, notice how language is used, and take part in a meaningful interpersonal exchange.

- Meaningful communication occurs when students process content that is relevant, purposeful, interesting, and engaging.

• - Communication is a comprehensive process that often calls upon the use of several language skills.

• - Language learning is facilitated both by activities that:

1.a) involve inductive or discovery learning of language rules, and

2. b) involve the analysis of language rules.



The ultimate goal of language learning is to be able to use the new language both accurately and fluently.

Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning.

The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning.

The classroom is a community where learners learn through collaboration and sharing. Language learners are often embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Teachers can help learners overcome this shyness by assuring them that misunderstanding and necessity for clarification can occur in any type of interaction, whatever the participants' language skill levels. Teachers can also give learners strategies and phrases to use or clarification and comprehension check. By encouraging learners to use clarification phrases in class when misunderstanding occurs and by positively when they do, teachers can create an authentic practice environment within the classroom itself. There are some effective approaches of CLT:

1. Dialogues, if used, enter around communicative functions and are not normally memorized.

2. Contextualization is a basic premise. (Meaning cannot be understood out of context. Teachers using this approach will present a grammar topic in a meaningful context. Example: If the new topic to teach is Present Continuous, the teacher will not mime the action of 'walking' and ask: What am I doing? I am walking. Instead, the teacher will show, say, pictures of her last trip and tell the students something like: I have pictures of my vacation. Look, in this picture I am with my friends. We are having lunch at a very expensive restaurant. In this other picture, we are swimming at the beach.

3. Language learning is learning to communicate and effective communication is important. (When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.)

4. Drilling may occur, but peripherally.

5. Comprehensible pronunciation is important.

6. Translation may be used where students need or benefit from it.

7. Reading and writing can start from the first day.

8. Communicative competence is the desired goal (i.e., the ability to use the linguistic system effectively and appropriately).

9. Teachers help learners in any way that motivates them to work with the language.

10. Students are expected to interact with other people, through pair and group work, or in their writings.

Methodology. One of the things to bear in mind when lesson planning is that classroom reading is not the same as real reading. Classroom reading aims at helping



students develop the skills they need to read more effectively in a variety of ways (the same variety of ways as they can employ in their own languages, of course). To enable this, we plan 'pre-reading', 'while-reading', and 'post-reading' stages. These stages can help us make reading more communicative.

Pre-reading. Pre-reading tasks often aim to raise the readers' knowledge of what they are about to read (their schematic knowledge) as this knowledge will help them to understand the text. In our L1 we use this knowledge subconsciously and as a result need to raise it consciously in an L2. This raising of awareness is most effectively done collaboratively.

When reading in our L1 we are constantly using our schematic and linguistic knowledge to predict content (both related to the topic and the language itself). In class, predictions can be communicated to colleagues, of course. Some examples of what predictions can be based upon include:

- - A title
- - Visuals
- - Knowledge of the author
- - A skim of the first paragraph
- - A set of keywords from the text
- - Reading the end, predicting the beginning.
- - Reading the middle, predicting the beginning and the end.

While reading. Although reading is often a solitary activity and the idea of 'reading in pairs' seems odd, reading can be collaborative. Approaches I use include: Running and reading: this approach especially lends itself to scanning as the idea is to encourage the students to read as quickly as possible in a race .

Divide the class into student A and student B pairs. Student A sits at one end of the classroom. Stick the text to be read on the wall at the other end of the room. Give student A a list of questions.

Student A reads the first question to student B who has to run down the classroom to find the answer in the text, and then run back to dictate the answer to student A, who then tells B question 2 and so on.

The first pair to answer all the questions wins. (I ask the students to swap roles halfway through so everyone gets a chance to scan).

- Slashed / Cut up texts: This is a genuinely collaborative reading approach.
- Photocopy a suitable text and cut it diagonally into four.
- Seat students in fours. Give a piece of the text to each student. They mustn't show their piece to the others.
- Give each group a set of questions.

The group have to work collaboratively to answer the questions since no one has the whole of the text. Groups can compare answers when they have finished.



While-reading tasks leading into post-reading tasks relevantly.

- Jigsaw reading is an old favourite but perennially effective.
- Divide a text into two parts or find two (or three) separate texts on the same topic.

Students A get one text and a related task, students B get the other text and task. Students A complete their tasks in a group. Students B likewise. Compare answers in A & B groups.

Students get into A & B pairs and tell each other about their tasks.

Creating a class text bank: I encourage students to bring in interesting texts that they have found (perhaps as a homework task using the Internet) which can be submitted to the class text bank. For weekend homework each student selects a text to take away which they then discuss with the student who originally submitted it. This is, of course, what readers do in real life.

Exploiting graded readers: this is a good way to help with detailed reading since this implies reading for pleasure. A teacher should have use two approaches:

- Using a class set of the same reader so that everyone reads the same book. This leads into class discussions of what everyone has read.
- Students read different books and then recommend their book (e.g. by writing reviews) to their colleagues.

Exploiting students' written work: I often put students written work up on the walls for the others to read. Tasks can include guessing who the author is, voting on which is the most interesting, selecting some for a class magazine.

Post-reading tasks. As mentioned above, telling someone about what we have read is a very natural reaction to a text. I have already mentioned a few in connection to 'while-reading' (e.g. recommending readers to the class) but other ideas I have used include:

- Summarising texts
- Reviewing texts
- Using a 'follow-up' speaking task related to the topic

Conclusion. EFL communication class nowadays promotes more learners from the learners for preparing them for functional roles in society as well as employability. The lessons provide a social context which position learners as players and the teachers as facilitators. The main aim of CLT is to define an adult learner, pointing out his/her characteristics, needs, experiences and expectations and prove that Communicative Language Teaching is the best method for developing adult learners' foreign language comprehension. We set the following tasks: to focus on communication rather than structure; define the principles of teaching adults; to introduce the psychological peculiarities of teaching adults; to define the methods and ideas within the communicative approach.



REFERENCE:

1. Bowen, T. (2004a). The communicative classroom. Retrieved February 22, 2004.
2. Cohen, L., Manion, L., & Morrison, K. (2011). Research methods in education (7thed.).
3. Kerka, S. (2002). Teaching adults: Is it different? Retrieved March 17, 2004.
4. Larsen-Freeman, D. (2000). Techniques and principles in language teaching (2nd ed.). New York: Oxford University Press.
5. Littlewood, W. (2000). Communicative language teaching: an introduction. Cambridge: Cambridge University Press.
6. Ozsevik, Z. (2010). The use of communicative language teaching (CLT): Turkish EFL teachers' perceived difficulties in implementing CLT in Turkey. Unpublished master dissertation, the University of Illinois.

