



"INNOVATIVE ACHIEVEMENTS IN SCIENCE 2023"

COMMUNICATIVE APPROACH TO TEACHING FOREIGN LANGUAGES

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As far back as the history of language instruction goes, conscientious teachers have sought new and better ways to facilitate and accelerate language learning. Challenging questions have always confronted them: What else can we do in our language instruction programs, beyond or beside what we are already doing, to promote more efficient learning for students? What principles, beyond or beside those we now base our teaching on, could better guide our instructional approaches? Which of the present assumptions that underlie what we teach and how we teach might be faulty? What new techniques, new insights, new ideas, new emphases or new aims could increase the rate and quality of learning of our students. Innovations in methodology used in the educational process of higher institutions are connected with the use of new technologies. Interactive training as a new methodological approach to the foreign language teaching gives a chance to solve communicative-cognitive tasks through foreign language communication.

Where does communicative language teaching come from? Its origins are many, insofar as one teaching methodology tends to influence the next. The communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audiolingual and grammar-translation methods of foreign language instruction.

They felt that students were not learning enough realistic, whole language. They did not know how to communicate using appropriate social language, gestures, or expressions; in brief, they were at a loss to communicate in the culture of the language studied. Interest in and development of communicative-style teaching mushroomed in the 1970s; authentic language use and classroom exchanges where students engaged in real communication with one another became quite popular.

In the intervening years, the communicative approach has been adapted to the elementary, middle, secondary, and post-secondary levels, and the underlying philosophy has spawned different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching.



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So, in terms of methodology, the meaning of a category of communicative language teaching will be considered as: a) a dialogue training in the course of which interaction between a teacher and a student occurs; b) training the purpose of which tackles linguistic, communicative and action tasks. Communicative activity involves the organization and development of dialogue speech aimed at mutual understanding, interaction, solving of modern and general but significant tasks for every participant of the educational process.

How do the roles of the teacher and student change in Communicative language teaching? Teachers in communicative classrooms will find themselves talking less and listening more--becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task.

Due to the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986).

In the process of dialogue training the students learn: to solve complex problems on the basis of analysing the circumstances and corresponding information, to consider alternative opinions, to take well-considered decisions, to take part in discussions, to associate with different people.

The starting point for task design should be the goals and objectives which are set out in the syllabus or curriculum guidelines which underpin the teaching programme. The next step is selecting or creating input for Ss to work with. The use of authentic input is a central characteristic of communicative tasks. Where possible, it is desirable to build up a "bank" of data. Texts, audio or video recordings can be classified and filed under topics or themes (e.g. Work/Jobs; Holidays; Future Plans; The Media), and provide a ready-made resource to be drawn on when designing tasks. It's necessary to organize different forms of activity at the foreign language classes that is individual, pair, group and team. Among the most well known form of pair and group work the following kinds should be mentioned: inside (outside) circles, brain storm, line-ups, jigsaw reading, think-pair-share, debate, pair-interviews etc. E. g., jigsaw reading is an activity which involves the splitting of a text into different parts or the use of different texts on the same topic. The parts are given to different learners to read. They must



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communicate with each other in order to find out the whole message or different views on the topic.

To summarize the interactive methods of teaching give the foreign language teachers the possibility to master some new techniques of communicative methods of foreign language training. Risk taking and conversational interaction play a major part in language acquisition. It is hoped that this brief survey will encourage many language teachers to learn more about the interactive methods of training. Such knowledge will give some healthy perspective in evaluating the innovations or new approaches to methodology that will continue to emerge over time.

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