

IN THE DEVELOPMENT OF LANGUAGE SKILLS IN PRESCHOOL CHILDREN
COMMUNICATIVE APPROACH.

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Annotation: *This article is dedicated to the development of the communicative approach in teaching English to non-philological ESP groups. The competences shouldn't be or cannot be developed in separation or by segregated way; vice versa language is also social event which should be taught in relation with real world situations and conditions. The work challenges to teach proper tips which can be practical in Uzbek cultural context and interlink into its objectives communicative and sociolinguistic competences.*

Key words: *communicative approach, non-philological, evolving, sociolinguistic competences, reading skills*

The communicative approach to language teaching believes that in order to learn a language, one has to practice using it to communicate meaning to others. Language learners are supposed to acquire language through practicing language in real-life situations, listening and reading authentic materials, seeing films and talk shows that are in the target language. [6] According to the communicative approach of language teaching, language is meaningful only in context. This is one of the emphases of the communicative approach. Role playing is an important communicative activity. It allows the students to practice the target language in a safe environment where mistakes are no big deal. They will get a feel for what it is like wielding the language in different situations and contexts.[5]

The point here is, every attempt to communicate should be encouraged from the very beginning and motivated by teachers. In this very case, I would highlight another important peculiarities of communicative approach – learning language by trial and errors, never interrupt them when they speak and recite something, on the contrary I inspire them in such situations. As a follow-up activity you can let your students work in pairs and the host student prepares five questions and writes them on a piece of paper. This question list will be given ahead of time to the celebrity student so they can prepare an answer for them. In

addition, you can probably have impromptu questions from the 'audience'. Process the activity after the pairs have presented ask them, for example, if they have any questions about asking questions in the target language.[4]

As we have seen above this activity students do simulation of class talk show with teacher's guidance. Having the learner's play the role of famous characters will help them be more confident and can courage them to take more risks in their target language interactions. This activity involves all the learners in

class actively in a real-life discourse. [2] As I have been observing my students for years, I can say that many students are afraid of their speech errors or making mistakes, or simply don't feel confident enough to interact and that factor prevent them from speaking, or trying. Thus, I always say that making mistakes is better than not even trying. I try to create friendly atmosphere where students can make as much mistakes as they make but to learn and to try. Through correcting and explaining their errors, I will develop them to be reasonable in their speech and focus on the meaning of their speech. This is the next feature of communicative approach that says- "language is created by individuals often through trial and errors". All in all, using communicative approach for teaching students can bring better and desired results in language learning.

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