



COMMUNICATIVE APPROACH IN TEACHING ENGLISH LANGUAGE

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KEYWORDS

communicative approach,
method of teaching English

ABSTRACT

The old ways of teaching language were seen to be ineffective. It was stated that their methods were ineffective in teaching students to communicate because contexts were lost. Even without acceptable social standards, gestures, or expressions, the pupils were not learning enough realistic, entire language⁴, because traditional practices did include such information⁵. In conclusion, it is strongly urged that context be included in language training. As a result, proponents of CLT argue that teaching language should focus on developing students' 'Communicative Competence.' Apart from identifying which language should be taught in the classroom, communicative competence implies that language should be taught with all other aspects of communication. Linguistic, sociocultural, actional, strategic, and discourse competence are the most common communicative components in language teaching today.

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DOI: 10.5281/zenodo.6635955

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INTRODUCTION:

The ever-increasing demand for solid English communication skills has resulted in a large demand for English teachers all over the world. Millions of people now desire to enhance their grasp of the English language or ensure that their children do as well. And possibilities to learn English are available in a variety of settings, including official education, travel, study abroad, and media and the Internet. The enormous need for excellent language education and language teaching materials and resources has resulted from the worldwide demand for English. Learners establish challenging goals for themselves. In today's society, advancement is possible in a variety of sectors. When asked what approach they use in their classrooms, perhaps the majority of language teachers today say "communicative." When probed for a more thorough explanation of what they mean by "communicative," however, responses vary greatly. Is communicative language teaching, or CLT, synonymous with teaching conversation, excluding grammar from a course, or emphasizing open-ended discussion activities as the course's key features? What exactly do you mean when you say communicative language teaching?

CLT's idea was quickly adopted by linguists and practitioners all around the world. Since then, it has been the most dominant paradigm in the world of language teaching. Even though many other systems, such as The Silent Way and Suggestopedia, gained popularity at the same time, they quickly faded. CLT has maintained its dominance in language teaching to this day. Other emerging approaches, such as CBI, CBLT, TBLT, and GBLT, are actually those that use the same paradigm but go in different ways when it comes to strengthening students' communication abilities. This is referred to as 'The Current Trends in Communicative Language Teaching' by Richards. The word 'communicative' comes from the word 'communicate,' which means to convey thoughts, sentiments, or information from one person to another. As a result, the addition of the prefix 'ive' transforms the verb into an adjective, indicating that something possesses a specific trait. As a result, the term "communicative" in the classroom should indicate "to make students communicate" or "to make students express thoughts, sentiments, or facts to each other." In contrast to grammar-based techniques, grammar is no longer the starting point of language education programs when creating language courses within a communicative paradigm. It changes to communication capacity, which includes all situations and purposes that we may encounter in the actual world, such as daily life and work environments, monologue to dialog, interpersonal to transactional communication, and so on. Aspects of materials should include aspects that provide meaning to language at the moment it occurs (contexts), as well as the talents needed to communicate and understand the language being used (the communicative competence). As a result, the focus of language instruction moves from grammatical mastery to the development of communicative competence in students. The objective of CLT is articulated in broad terms. In addition to developing a suitable curriculum, communicative language instruction promoted classroom methodology. The concepts are based on the arguments that learners should learn a language by

communicating in it, and that meaningful conversation gives a greater learning opportunity than a grammar-based method. At this point, Richards outlines the fundamentals of CLT as follows:

1. Make real communication the focus of language learning
2. Provide opportunities for learners to experiment and try out what they know
3. Be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence
4. Provide opportunities for learners to develop both accuracy, and fluency
5. Link the different skills such as speaking, reading and listening, together, since they usually occur together in the real world
6. Let students induce or discover grammar rules

Language, according to CLT, is viewed as communication¹¹, which is linked to all surrounding contexts at the time it occurs—events, participants, purposes, place, and so on. As a result, language instruction should be accompanied with contextual factors that influence how people communicate and interpret messages. The other important belief about language upon communicative language teaching is 'the language use' which means that language should be taught and or used as it is. It is contrast to the other view called 'language usage' which means grammatical language. Advocates of CLT believe that language should be taught in form which the native speakers use when they communicate in reality. Grammatical incompleteness rising in the communication is not viewed as mistakes, they are perceived rather as surface structure resulted by the surrounding contexts keeping the deeper structure, which is understood by the communication participants. In spite of the 'incomplete forms', language that are used at the situations fulfills the purpose of message transfer and perception.

CONCLUSION:

The GTM and ALM, which were regarded uncommunicative in terms of language and teaching practices in the 1970s, inspired Communicative Language Teaching. Linguists and practitioners at that time began to see language as something different than what is taught in grammar books and what people really use in real life communication. This viewpoint was encapsulated in the slogan "language as communication," which advocates for language instruction that is geared on providing real-world language use in society. Teaching techniques for classroom use of language was also required to make students use the language in real communication. This principle lead to the creation of language use teaching techniques which can make students use the language features for real communicative purposes, such as role play, games, information gap, and other teacher-created techniques. Thus the evaluation focus should be graded from fluency before accuracy.

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