

Communicative Methodology as One of the Modern Methods

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Abstract: The article deals with communicative methodology as one of the modern methods. There is also analyzed some activation techniques which can be used during the class in order to create communicative environment. Interactive role-playing games and open discussions are dealt as the creative tasks in the communicative methodology of teaching English.

Keywords: communicative methodology, modern teaching methods, activation techniques, communicative environment, interactive games, open discussions, creative tasks.



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As is known, the method of oral-speech communication is speaking. The purpose of teaching speaking at high school is to develop the ability of students to carry out oral speech communication in various situations in accordance with their real needs and interests. In order to facilitate communication of students, we must take into account the specific features of this type of speech activity, such as motivation, purposefulness, activity, connection with the personality and mental activity of a person, heuristics, independence, tempo and situationality. If there are goals and motives for communication, the characteristic features of the participants in communication, their age, level of development, etc. are taken into account, then the act of communication within the framework of any speech situation will certainly take place.

To create these conditions in the process of teaching English, I use activation techniques that take into account all the above-mentioned features of oral speech activity. The advantages of these techniques are that students, actively participating in the learning process, begin to think about, remember, and use the language material they have studied. Techniques for consolidating grammatical structures in students' oral speech. During the study of grammar, one of the main goals is to develop students' ability to use grammatical structures in speech. The use of mini-dialogues containing personally oriented questions is one of the effective ways to achieve this.

Creative tasks in the communicative methodology of teaching English include interactive role-playing games and open discussions. In my opinion, using them is a successful technique for activating senior students to encourage them to speak out orally. English teachers face the problem of "student silence" in speaking skills development lessons. And how can you teach speaking English if a student does not want to speak out, or speaks out only when the teacher asks him to? Modern pedagogical technologies involve changes in the educational situation so that the

teacher from the "indisputable authority" becomes an attentive and interested interlocutor and participant in the process of cognition.

Communicative methodology, as one of the modern methods of teaching English, helps the teacher to be not only a carrier of information, but also an observer and consultant. In the linguistic field, the goal of teaching a foreign language with the communicative methodology is to teach communication in a foreign language orally and in writing within the framework of a speech situation. As is known, the method of oral speech communication is speaking. The goal of teaching speaking at school is to develop in students the ability to carry out oral speech communication in a variety of situations in accordance with their real needs and interests. The task of the teacher is to create conditions that would facilitate communication between students. To do this, the teacher must take into account the specific features of this type of speech activity, such as: motivation, purposefulness, activity, connection with the personality and mental activity of a person, heuristics, independence, tempo and situationality. If there are goals and motives for communication, the characteristic features of the participants in communication, their age, level of development, etc. are taken into account, then the act of communication within the framework of any speech situation will certainly take place.

The best methods for activating students' oral speech, in my opinion, are methods of human interaction with a person, i.e. interactive methods. The word "interactive" comes from the English word "interact", which means "interact" - "mutual", "act" - to act. These methods involve the interaction of subjects of the educational process at the level of "equal - equal", where the teacher and the participant in the lesson are part of the same team, they work to achieve one goal. Interactive methods contribute to the organization of comfortable learning conditions, in which all students actively interact with each other. Their use involves modeling life situations, role-playing games, joint solution of issues based on the analysis of circumstances and the situation. Methods for consolidating grammatical structures in students' oral speech. During the study of grammar, one of the main goals is the formation of students' ability to use grammatical structures in speech. Using mini-dialogues containing personally oriented questions is one effective way to achieve this.

Any English teacher strives not only to teach a student to speak the language, but also works to enrich the students' speech. Evaluative-emotional expressions decorate speech and help to express thoughts in an interesting form. This technique promotes interaction between the participants of the educational process, i.e. they are interactive. When using these techniques in class, the teacher is an equal among equals: he can ask questions, offer answers, make assumptions, express his opinion. These techniques motivate oral speech, since the students have a goal; students are active in their implementation, since there is a connection with the personality and mental activity of the student. These techniques have an element of surprise and heuristics. Competitive spirit, the ability to be independent at the same time to work in a group arouses the interest of students and the desire to speak out or talk in English. Students began to clearly understand that in the modern world, knowledge of a foreign language is considered the norm for successful, purposeful and ambitious people. Employers often insist that their employees be able to speak a foreign language fluently, considering it a necessary condition for building a career. The ever-growing need for the ability to communicate correctly and fluently in a foreign language has led to a huge demand for qualified teachers who can provide a potential student with an effective foreign language teaching method [4, pp. 188-191].

As a rule, students themselves consciously set difficult tasks for themselves, they want to speak correctly, i.e. acquire such a quality as accuracy, because this is the main skill, since the language barrier most often develops from the fact that a person is afraid of making a mistake in a conversation. They also want to learn to speak fluently, i.e. acquire fluency - the speed of formulating a thought and the correctness of its design. Classical schemes for teaching a foreign

language often proved their inconsistency, so in the 1970s a new method appeared, called communicative. The prerequisite for the emergence of this method was the ineffectiveness of the classical approach to learning a foreign language, in which the basic skill was considered to be the acquisition of grammatical competence, i.e. the ability to correctly construct sentences from the necessary parts of speech, using the correct tense and aspect forms. The practice of the skill of grammatical competence was mainly applied on the material of textbooks, where on one page there were rules, and on the other - numerous texts with monotonous tasks: reading, translation, retelling. The unit of analysis and consolidation of the skill has always been a sentence. However, in modern realities, it is impossible to master the skill of fluent speech, giving priority exclusively to grammatical competence. Building constructive communication is the prerogative of using the skill of communicative competence.

The term “communicative competence” (Latin *competentia*, from *competo* – I achieve, I correspond, I approach) was introduced by the American anthropologist D. Hymes [1, pp. 130-132], who believed that utterances have their own rules, the assimilation of which ensures the ability to use language in the communication process. According to Professor D.S. Richards, communicative competence implies [3, p. 52]:

- knowledge and ability to use language for various purposes and functions;
- understanding how to diversify the practical application of language structures, depending on the situation and audience;
- the ability to understand and work productively with any text; also the ability to reflect one's thoughts in writing. The pioneer in the field of communicative methodology is considered to be the linguist D. Wilkins, who was the first to draw attention to what concepts language expresses and what communicative functions people perform with its help, namely:
- initiate and enter into contact;
- conduct a full-fledged conversation;
- briefly and accurately express your thoughts;
- hear and understand the interlocutor. The main requirement for effective study of a foreign language is considered to be the involvement of the student in a real communication situation, in which the successful achievement of the communicative goal is as important as the correctness of grammatical constructions [2, p. 48].

Thus, all kinds of role-playing games, imitations of real situations, are becoming one of the most popular techniques in communicative methodology. Nevertheless, to achieve maximum efficiency, the student's personal desire to communicate remains a prerequisite. That is, he must have a specific goal, for example:

- ✓ explain his position; □ express your point of view;
- ✓ buy a ticket;
- ✓ make an order;
- ✓ ask for an address, etc.

In this case, the student should concentrate, largely, on the content of his statement, and not limit himself to a single grammatical form. Now, the communicative methodology of teaching a foreign language is a system of basic principles that can be modified in accordance with the needs of each student, thereby ensuring high efficiency and effectiveness.

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