

COMMUNICATIVE TEACHING METHOD IS BASIC WAY FOR EFFICIENCY IN TEACHING ENGLISH

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Abstract: The best technique to learn a foreign language would be to speak it like your own tongue, as this would eliminate the need to master grammar and sentence structures. One of the most challenging parts is that if the teachers themselves are not native, it is challenging. Therefore, we believe it is crucial to look into the best ways to teach English in any circumstance. Sometimes teaching in English is more important than teaching in English.

Key words: communicative method, students, teaching, language, ESL, class

The major goal is to combine all of the numerous known strategies into one new one while utilizing all of their advantageous aspects. However, given that we are dealing with extremely various scenarios in terms of age, ability, and resources, a simple amalgamation of all strategies would not be sufficient. Therefore, the key concept is to employ each strategy in a different combination depending on the situation. Teachers might utilize a Natural method that involves teaching in an environment that is as similar to how people learn their mother tongue as possible in order to alleviate the stress and anxiety that may be associated with learning a foreign language.

According to Richards and Rogers (2001), a number of well-known linguists who are well-known for their work in this area, including Widdowson, Candlin, Christopher Brumfit, and Keith Johnson, contributed to the Communicative Theory Method on the basis of the work done by linguists like Firth and Halliday.

Helping pupils utilize the language they have learnt in a variety of circumstances is given a lot of attention. Learning linguistic functions, especially the communicative function, is also given specific priority. They think that developing appropriate language abilities for communication is the primary objective of the learning process.

Instead of assisting students in learning specific grammatical structures or reaching a level comparable to that of a native speaker, the major focus is on helping them develop meaning. Students are expected to pick up the language by concentrating on the growth of communicative ability. Teachers employ resources that emphasize the need to articulate and comprehend in order to accomplish this aim.

The key goals of this approach are:

1. The improvement of pupils' communication skills
2. Getting students involved in the educational process
3. Giving equal weight to speaking, listening, reading, and writing as the other four language abilities.

Key Ideas behind the Method.

1. The language must be presented in the way that it is actually used in the culture.
2. In class, students should communicate using the language they have learned.
3. Students should have the chance to voice their thoughts and opinions.
4. Mistakes are viewed as a regular part of the process of developing communication abilities.
5. Accuracy is secondary to fluency.
6. Creating circumstances that encourage communication is one of the teacher's duties.

7. Facilitating student learning in the roles of activity manager and communication counselor is another duty of the instructor.

This approach places the emphasis on the student, with the instructor serving as a mediator.

Less talking and more listening on the part of teachers actively supports student learning.

The teacher encourages the children to practice the language.

There are four ways that language is utilized, according to the communicative approach to teaching languages. These techniques are sometimes known as competences:

- Discursive competence: the student's capacity to talk and write in the foreign language. This ability is referred to as fluency by teachers.

- Grammatical competence: the capacity to utilize a new language appropriately, utilizing its characteristics and rules. Another name for this proficiency is accuracy.

- Sociolinguistic competence: The student's capacity for appropriate language usage in certain social contexts. It also goes by the name "adequacy."

- Strategic competence: refers to communication techniques used when a student's vocabulary is limited and learning techniques are needed. It is sometimes referred to as efficacy.

Conclusion

There are certain drawbacks to the communicative approach to teaching languages. In order to facilitate the functional use of language, additional vocabulary is firstly needed. Second, it offers a few suggestions for managing the vocabulary. Third, some evaluations claim that it places too much stress on the idea of communication. Finally, with so few native teachers, it is challenging to use a communicative learning strategy.

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