

## **SPECIFIC FEATURES OF COMMUNICATIVE LANGUAGE TEACHING**

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### **Abstract**

The article deals with the communicative approach to teaching English at technical universities. The constituents of the communicative competence are presented. Differentiation between two ways (strong and weak versions) of development of students' communicative capacities can also be found in the proposed paper.

**Key words:** language, foreign, traditional, modern, teaching, communicative, approach, methodology.

### **Introduction**

Today the whole world is learning foreign languages, especially English has become a crucial part of education in all its' branches. We can even find two main types of English language teaching methodology like teaching English using traditional and modern methodology. But at the latest period in the whole world teachers tend to use modern methodology all the time. This becomes clear when we look at the results achieved using these two methods. As results show today modern methodology allows learns to communicate the real language rather than the traditional method. Taking into consideration this factor the government of our country is doing much in order to develop foreign language teaching in Uzbekistan using modern methodology. As a clear example of this we can mention the presidential decree N1875 dated December 10, 2012 "On measures of developing foreign language learning". As it is mentioned in this decree, it is significant to teach foreign languages using communicative methods, which enables teachers to encourage their students to become creative learners. In this article we decided to analyze the features of both traditional and modern methodology of teaching English. The use of interactive methods also implies taking the language and its learning out of the classroom as the world opens up through travel, technology and shared interests. Second language learning is a developmental process. Learners use existing knowledge to make the incoming information comprehensible and they must actively use the new information, while introduction, interactive methods teacher should take into considerations students preferred learning style and too much the teaching style to achieve optimal learning in the classroom. Thus many professionals refer to this methodology as the Communicative Language approach. Another group of authors headed by Broughton propose a different thought. They point out that foreign languages are taught "not simply for the learner to be able to write to a foreign pen friend" but to widen his or her horizons by introducing "certain ways of thinking about time, space and quantity and attitudes towards" issues we have to face in everyday life. It is clear that applying communicative approach to foreign language teaching of students in non-

language departments of higher education institutions, which is widely accepted in many countries, is the most effective way of forming professional foreign language communicative competence of future specialists in a certain field. However, one should not neglect the fact that the above-mentioned approach has not only obvious advantages but also a number of controversial points which will be considered in this paper. The aim of the paper is to analyze the history of communicative approach as well as to generalize the results of theoretical research and world experience of applying communicative approach to foreign language teaching.

Communicative approach to foreign language training stipulates modeling typical communicative situations. Approach is a complex category, which defines not only the strategy but also the choice of training methods, which realize this strategy and provide the variability of its interpretations. Despite the established opinion that D. Hymes is the founder of communicative theory, J. Richards and T. Rodgers have proved that the origins of communicative approach can be found in the American doctrine of 1930s, according to which training was organized with a glance to the needs of future professional communication (Richards, Rodgers, 2001).

The data of the analysis of pedagogical literature, dedicated to the problems of forming and development of communicative approach to education, let us assert that within the period from 1930s till 1960s the priorities in foreign language teaching were gradually shifting to the communicative approach, which was based on audiolingual and situational training methods, that included applying communicative tasks, connected with a certain context.

Within the following stage the theoretical issues of foreign language teaching were elaborated and instead of mastering only grammar rules and learning lexical units, communicative competence of students was formed and developed.

That period was characterized by disclosing the role and main features of communicative approach as well as the psychological and pedagogical conditions of its application were defined.

A. Howatt called that period “communicative revolution” (Howatt, Widdowson, 2004). Nevertheless, this point of view is debatable. In this context the term “revolution” (from the Latin *revolutio*– “overturn”) needs to be specified. The term “revolution” means total liquidation of something old and introduction of something new, which is more advanced. Therefore, in view of the fact that the origins of communicative approach can be traced back within the period from 1930s till 1960s, according to K. Johnson the stage of the so-called “communicative revolution” is the continuation or the subsequent developmental stage of existing language teaching traditions. There is no doubt that the so-called “communicative era” resulted in the dominance of communicative approach to foreign language training of students in many countries.

An issue of students' communicative competence development is becoming more and more significant at universities every year, as long as international cooperation in all spheres is viewed as the crucial element for the status of any country and its representatives around the world. As current students are the future "driving force" of the progress, it is essential to prepare them for this mission now. Therefore, replacing traditional teaching approaches with more innovative and efficient ones is the most important task in education at present. This change can only be done using the communicative approach to teaching English, especially at technical universities.

The communicative approach to teaching the English language was presented in the 1970s by British and American scholars in order to increase the effectiveness of communicative skills development of non-native English speakers. The first purpose of the communicative language teaching is to develop students' communicative competence with the help of building the educational process around interaction in the foreign language, so that in perspective they could converse well and appropriately. At present in the world academic community one can often hear critical comments on the fact that effective forming the foreign language communicative competence of students depends on applying only communicative approach to training. In this case mastering the theoretical fundamentals of a foreign language presupposes that students understand its grammar structure, which is the basis of developing the skills of grammatically correct speech. Only after this it is appropriate to speak about implementing key principles of communicative approach at class, which are as follows: problematization, situationality, professional orientability. The above-mentioned information accounts for the fact that the educational programs of such faculties in communication presuppose differentiated approach to teaching when every student's individual abilities are taken into account. In this context it is relevant to make the following example: it is clear that not all students feel equally comfortable in group discussions, therefore in order to uncover their creative potential, work in pairs should be used. It is also possible to give students an individual project, the results of which will be then presented and discussed. Due to such variability in selecting tasks all students can actively participate in group work at class. As a result, the effectiveness of mastering educational materials enhances. However, it should be stated that despite the indisputable advantages of communicative approach to foreign language teaching, the representatives of world pedagogical community still do not have a unanimous opinion about the most effective way of learning active vocabulary, which is the basis of the functional application of a foreign language. American teachers suggest using ranks of word frequency. They recommend to practice new vocabulary in real-life communication and to review it from time to time. According to the results of students' knowledge monitoring, Dutch teachers have noted that mastering a foreign language on the basis of communicative approach is much more

effective than with the help of traditional teaching methods. In order to develop the skills of fluent speech they widely apply such interactive forms of training as:

- role plays and business games;
- debates;
- reporting;
- problem solving;
- discussing socially important issues;
- interviews;
- press conferences;
- making multimedia presentations and various projects;

One of the biggest necessities in teaching is to make sure students are exposed as much as possible to the authentic language discourse, for instance, it is supremely important to utilize original multimedia resources to the maximum (DVD-, TV-recordings, video and audio materials taken from online- or radio sources, etc.).

The English authentic materials expose students to the real and up-to-date language, in contrast to the artificial, i.e. pedagogical, contain contexts in which it naturally occurs, and thus, produce a more creative approach to teaching with native speakers within the scope of video conferences.

To organize educational process with the use of information and communications technologies effectively, the teacher should prepare the presentation in advance, provide the list of web sites and other origins, which can contribute to resolving of the raised problem, and also choose the questions or formulate the issue. The essential requirement is to raise such problems which must be obligatory resolved and complex. The more exact and specific the wording of the task will be, the better result will be achieved. It is also significant to discuss the final presentation, the result of work.

The quality of the task performance depends largely on how well-organized the class with the use of information communicative technologies is in the view of methods. The results of the activity can be checked by means of current control using information communicative technologies with the help of testing systems.

The students begin to learn the specifics of their profession in terms of foreign language teaching and research activities, when they get a basic knowledge of a foreign language.

The role of the teacher is organize a dynamic model of the educational process. The teacher is students' assistant, who have to consider their abilities and chooses optimum educational form. The teacher should encourage students to research work, writing scientific articles and reports, to stimulate their interest in mastering specialized courses of legal translation, business English, preparation for getting the international certificates, etc.

### **List of used literature**

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