

## COMMUNICATIVE METHODOLOGY OF LEARNING ENGLISH LANGUAGE

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### ABSTRACT:

**The article discusses a communicative system-activity approach to teaching English. This approach is the implementation of such a way of teaching, in which an orderly, systematized and interrelated teaching of the English language is carried out as a means of communication in conditions of speech activity simulated (reproduced) in the classroom - an integral and integral part of the general (extra-linguistic) activities.**

**KEYWORDS:** international communication, human personality, system-activity approach, activity concept, speech activity.

### INTRODUCTION:

In view of the fact that the position of the English language in the world as the leading means of international communication is increasingly strengthening, and there are no significant tendencies to stop or slow down this process, the problem of creating an effective methodology for teaching English is extremely important. As you know, the human brain most actively perceives and memorizes information and works productively during the first half of life; thus, in the case of English, as well as a myriad of other disciplines, it is imperative to enable language acquisition at a relatively early stage in human development. This work is devoted to a review of the so-called communicative methodology of teaching English in secondary school, which seems to the author to be the most effective and promising of all existing and currently used ones. It should be noted that the effectiveness of this technique is confirmed by the results of its application in

European countries over the past 15-20 years. It is also gratifying that in recent years there have been, albeit not universal, but already significant experiences of integrating communicative techniques into the system of language education. Let us first consider in general terms the communicative system-activity approach to teaching English. The communicative system-activity approach presupposes a complete and optimal systematization of the relationship between the components of the learning content. These include:

- A system of general (for example, extra linguistic, pedagogical) activity;
- A system of speech activity, a system of speech communication (communication, interaction and mutual perception);
- A system of the English language itself, a systemic correlation of the native and English languages (their consciously comparative analysis);
- A system of speech mechanisms (speech production, speech perception, speech interaction, etc.), text as a system of speech products;
- A system of structural and speech formations (dialogue, monologue, monologue in dialogue, different types of speech utterances and messages, etc.);
- The system (process) of mastering the English language, the system (structure) of a person's speech behavior. As a result of this approach in teaching, the system of English language proficiency is formed, implemented and operates as a means of communication in the broad sense of the word. Such a system, taking

into account its use for the purpose of teaching English, should also include:

- The interrelation of general activity motives with the motives and needs of the communication associated with it;
- Subject content and methods of performing activities; typical conditions of its course and the nature of the interaction of its participants (interindividual, group), as well as the determination of the nature, content and forms of relationships and communication of the participants adopted in the framework of this activity;
- In the unity of their communicative, interactional and perceptual aspects, role, place, spheres and situations of English-speaking speech communication.

The determining factor for teaching English is:

- 1) The nature of the influence of general activity on the content, selection and organization of educational language and speech material;
- 2) Modeling of communication situations in the educational process and methods of forming speech skills and abilities among students;
- 3) Methods and techniques for managing their educational activities in the classroom with a teacher and in independent work. [4]

For educational purposes, the options for general activity are differentiated, provided that it is related to learning: real (educational), actual (extracurricular) and potential (future). Of great interest for creating a general activity basis for teaching the English language is the correlation of units of activity: operation, action and activity itself. For the organization of management of the process of mastering the English language and the practice of English-speaking society of students, the activity concept is of particular importance. Speech activity as a system is considered as an integral and integral part of general activity. Systematizing speech activity, it should be noted that both special and interrelated teaching of

the types of speech activities that serve communication, including speaking, listening, reading and writing, are significant for teaching English-speaking communication. The hierarchy of units of speech activity (speech operation, speech action and speech activity itself) ensures orderliness, systematicity, continuity and logic in the process of formation of speech skills and abilities. The use of the theory of speech activity makes it possible to form motives of the English-speaking speech communication in the learning process and to ensure their implementation in the situations simulated in the classroom. [3]

Systematization of communication involves the analysis of the content, structure and interaction of its communicative (information exchange between partners), interaction (interaction between partners) and perceptual (mutual perception and understanding between partners) aspects. Of great interest for teaching English-speaking communication is the analysis of the combination in the speech interaction of native speakers of speech and non-speech means of communication (facial expressions, gestures, body movements, etc.), taking into account their national and cultural specifics. Structural forms of communication (dialogue, monologue, monologue in dialogue, dialogue in a monologue, polylogue). Components of the act of communication (cycle, period, macrodialogue), speech genres of communication (monologue-message, reasoning, proof, etc.), dialogue (conversation, argument, question-and-answer dialogue, contemplation, etc.). Speech etiquette and communication techniques adopted in English in certain social situations, as well as the role repertoire of speech influences and reactions in different situationally and thematically conditioned acts of communication. The systematization of linguistic material for the

purpose of teaching English-speaking communication involves the use of both the actual systemic description of the phonetic, lexical and grammatical aspects of the language, and the data of communicative linguistics and pragmalinguistics, functional grammar, contrastive linguistics. Students studying a professional language at a university are characterized by a very high degree of motivation, as they see real prospects for using such a language in their professional activities. [2]

The systemization of language as a means of communication must meet three main requirements:

- To create the linguistic foundations of teaching the English language, taking into account the linguistic experience of the students and their knowledge of their native language;
- To teach them a specific (full, truncated or selective) version of the English language system;
- To correspond to the conditions of implementation in teaching the communicative function of the English language and mastering it by trainees. In the process of selection, organization of linguistic, speech material, and management of mastering them, the principle of assessing their communicative expediency (V.G. Kostomarov) and the principle of active communication (A.A.Leontiev) should be used as the main ones. Along with teaching various units of the English language - phonetic, grammatical, lexical, intonational (prosodic) - in teaching communication, functional statements, various types of speech interaction between interlocutors, functional superphrasal unity, variants of speech implementation of communicative intentions (intentions) of interlocutors, variable methods of communicative reaction, speech communication technique (including speech etiquette), patterns of statements conditioned

by role behavior, etc. The linguistic foundations of teaching English-speaking communication should combine the entire arsenal of linguistic units and speech means of communication into a single whole.

Some methodologists distinguish between a linguistic model and its speech embodiment - speech models. [1] The systematization of the correlation of the native language with English has three aspects:

- Selection and pre-educational organization of language and speech material for teaching English-speaking communication;
- Dynamic correlation of language and speech units in the learning process;
- The formation of skills in the correlation of the native and English languages in the process of mastering the latter. The training includes a linguo-methodological typology of the studied linguistic phenomena and the formation of skills and abilities of foreign language communication. Such a correlation also requires the creation of special communicative reference books and teaching aids that would develop the ability of students to quickly switch from one language to another and include an active comparison of two languages in training, as well as form a developed language-mediator in the linguistic thinking of students for the internal correlation of both languages. In the process of generating and semantic perception of speech utterances in English-speaking society, while maintaining the primacy of the native language in speech thinking. The correlation of native and English languages in teaching English-speaking communication should be provided with such sets of exercises that, without prejudice to the authenticity of English-speaking speech, would allow the original communicative intentions to be fully realized by means of the English language (without adjusting them to the available language means), formed in speech thinking in the native language. In general, the

creation of such complexes of exercises is associated with the peculiarities of the structure and functioning of the mechanisms for the generation and semantic perception of speech utterances, which are included in the system that is appropriate for teaching English-speaking communication.

#### **CONCLUSION:**

In conclusion, summing up this review, we can say that, as can be seen from all the information provided, the communicative method of teaching English seems to be objectively the most effective of all the existing ones, especially when it comes to organizing education in secondary school. At the school level, it is necessary to lay the foundations of English language proficiency precisely as a means of communication, which opens up the opportunity to move from considering English as an object of study to using it in practice as a useful tool. In particular, if successful in this direction, students will have the opportunity to develop their knowledge of English in the future in any direction they choose, say, in terms of studying any specific areas (for example,

professional terminology, "technical" language, etc.) ). Thus, further implementation of the communicative education system is necessary and, possibly, its gradual modernization in accordance with the changing realities of the modern world.

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