6 – TOM 12 – SON / 2023 - YIL / 15 - DEKABR

A COMMUNICATIVE TEACHING APPROACH FOR LANGUAGE

Khilola Pulatova

Jizzakh State Pedagogical University

Abstract. *The purpose of this article is to give readers the theoretical background they need to understand the key concepts we have defined, along with references to some of the top researchers in the field. The definition of communicative competence briefly discussed potential communication challenges that speakers of foreign languages may face, which led us to a summary of the reasons why it is crucial for language learners to develop communicative competence.*

Keywords: *teacher, classroom management, language, foreign, competence, communication, and communicative.*

Interaction between individuals that involves the exchange of something new is called communication. This is among the factors that could make it challenging for L2 speakers to communicate in their mother tongue. Apparently, you have to respond to what the other person has said in order to maintain a conversation. The issue is that if communication is constantly changing, its content cannot be predicted, making it challenging to plan ahead. "It is this element of unexpectedness and unpredictability which makes communication what it is, and for which it is so hard to prepare the student by conventional teaching methods," says Jane Revell, author of Teaching Techniques for Communicative English. (Revell 2013, page 1). We refer to a method of teaching languages that is predicated on an attempt to get students ready for authentic, lifelike communication as the communicative approach. The communicative approach's inception can be found in the early 1970s and is associated with the so-called "communicative movement" in foreign language instruction, which established communicative ability as the primary objective of language learning and extensively examined and documented the implications of this goal. The communicative approach, in contrast to traditional language-centered methods, is learner-centered and offers fresh insights into language instruction. According to Widdowson, "it is impossible to suppose that a knowledge of how sentences are composed and what signification they have as linguistic units follows automatically from a knowledge of how sentences are put to use in communication." [Widdowson, p. 119 in Brumfit & Johnson, 1987] It suggests that language cannot be viewed by educators as merely a collection of structures (vocabulary, grammar), but rather that it is also essential to be curious about the application of the structures in dialogue. Little Wood states that simply teaching students how to work with the foreign language's structures is insufficient. Additionally, they need to come up with plans for connecting these structures to their real-world and real-time communication roles. (Little Wood, 1990) Since the communicative approach

is currently the most widely used method of teaching languages, it has been the subject of many books and studies that define, examine, and comment on it. Brown uses the following four characteristics to define communicative language teaching in an effort to distill its key ideas.1. The objectives of the classroom are not limited to grammatical or linguistic proficiency, but rather to all aspects of communicative competence. 2. Language usage strategies aim to interact encourage students to use language in a practical, real-world, and functional manner for important goals. The main focus should be on language features that help the learner achieve those goals, not organizational language forms.3. Accuracy and fluency are viewed as complimentary ideas that underpin communication strategies. Occasionally, it might be necessary to prioritize fluency over accuracy in order to maintain learners' meaningful engagement with language use.4. In the end, students in a communicative classroom must utilize the language in spontaneous, productive, and receptive situations. (Pages 266-267 in Brown, 2000) A new approach that called for various kinds of in-class activities also suggested new roles for teachers. According to Breen and Candlin, an instructor is viewed as a guide within the classroom as well as an organizer of resources who is meant to enhance the class with "appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities" through "the classroom procedures and activities." (Page 99, Breen and Candlin, 1980) Three additional roles were added by Richards and Rodgers: group process manager, counselor, and need analyst. As a need analyst, a teacher's primary duty is to identify the needs of their students related to language acquisition and provide appropriate instruction. Teachers are expected to be "effective communicators seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback" when they take on the role of counselor. (Page 78 of Richards and Rodgers, 1991) As the team manager of processes the goal of teacher-centered classroom management should be reduced, and the classroom should be established as a place for communication that the teacher supervises and supports.

While it is hard to make generalizations because every teacher is different, and so are their methods of instruction, students have different needs, and a host of other factors, there are certain patterns that emerge in English classes. One of them is the rarity of finding two or more students in a class whose knowledge, skills, or abilities are at the same level. These variations can be seen in a number of aspects of students' school experiences, such as communication. Speakers vary in other aspects of speech as well as in fluency, even when speaking in their mother tongue. As stated by Thornbury, when speaking in a second language, the disparities between speakers become even more apparent, and the ensuing inability to speak with ease causes students to experience frustration, embarrassment, or anxiety. According to Tsui, a lot of students view language learning as a process in which they are "continually putting themselves in a vulnerable position of having their own self-concept undermined and subjecting

themselves to negative evaluations," rather than just picking up language rules or engaging in communicative activities. (Tsui, p. 155 in Bailey, 1996) As she is convinced that teachers "have both the power and the responsibility to counter the development of anxiety by building self-confidence through positive early experiences, Hedge suggests that teachers can eliminate these negative feelings that students may be experiencing." through encouraging self-perception of growing proficiency and offering comforting feedback. (Hedge p. 21, 2000) It suggests that a teacher's job is to establish a welcoming and supportive learning atmosphere where students feel as at ease as possible and can learn to cope with less anxiety. According to Thornbury, one strategy for removing students' reluctance to speak is to assist them in avoiding speaking mistakes, which could lead to frustration. He believes that a deficiency of practice opportunities is the primary cause of speaking failure. Even though the majority of modern approaches are communication-focused, he argues that "speaking activities are often simply ways of rehearsing pre-selected grammar items or functional expressions." (Midbury, 2005; page 28) This indicates that, despite the claim that speaking should come first, speaking is primarily used to practice grammar and is rarely done as a skill in and of itself. Often, the chat phase at the start or end of a class is the only chance for students to engage in realistic interactive communication. According to Thornbury, "many students feel that, no matter how much grammar and vocabulary they know, they are insufficiently prepared for speaking in the world beyond the classroom." This is because they are not given enough opportunities to engage in genuine speaking. This demonstrates the value of include communicative activities in lesson plans and providing students with as many opportunities as possible to practice speaking increase their self-assurance and prepare them to utilize the language in everyday contexts. Even though it is normal for people to communicate, we may observe that many people only speak in their mother tongue when they do so. The explanation for this is that L2 vocabulary, grammar, discourse, and syntactic structures are rarely as developed as L1 vocabulary. While L1 and L2 speaking may go through similar stages of mental processing, there are still many differences between them. According to Thornbury, "Like L1 speakers, L2 speakers also produce speech through a process of conceptualizing, then formulating, and finally articulating, during which time they are also self-monitoring," regarding the stages of mental processing. Concurrently, they will be monitoring their conversation partners, adapting their message appropriately, and managing conversational turns. (Page 28, Thornbury, 2005)

Speaking abilities should therefore be transferrable because the mental processing stages involved are the same for both L1 and L2, but this isn't always the case. The aforementioned distinction between L1 and L2, namely the degree to which L2 grammar, vocabulary, etc. is established, frequently complicates the process. The issue may not always be a lack of knowledge, but rather the knowledge's inability to be effectively processed or accessed for an extended length of time, making it unavailable

for a speaker to employ. (Clarke, 2005) Frequently, speakers also often start thinking in L1 and attempt to translate it to L2. It's time-consuming and detrimental to fluency at the same time. Word-for-word translation and speakers' attempts to avoid errors are to blame for this, which prolongs the self-monitoring phase beyond what is ideal. Stephen Krashen, an American researcher, refers to these individuals as "monitor over users." (Page 29 of Krashen in Thornbury, 2005) It goes without saying that not all L2 speakers make this effort to manage their communication challenges. Other common techniques include creating nonexistent words, employing vague expressions (e.g., stuff, thing), repeating structures, occasionally using words from one's mother tongue, using gestures, and using a lot of words to describe something that can be expressed in fewer or even one word modifying the text or employing paraphrase. A second language learner who is adept at applying the right communication techniques, according to Little Wood, "may communicate more effectively than learners who are considerably more advanced in purely linguistic terms." (Pages 86–87, Little Wood, 1996)

Some researchers are concerned about these strategies' long-term effects, even though they might help speakers overcome their uncertainty and communicate more or less successfully in daily situations. "Although they might give students a "foothold" in conversation at first, they might also cause the learner's developing language system (or interlanguage) to shut down too soon a process known as fossilization." (Page 30, Thornbury, 2005) It is clear from the material in this chapter that students learning a second language are exposed to a significant disruption from both internal and external sources, which makes learning extremely challenging for them. Speech anxiety, a lack of authentic speaking opportunities, or the inability to access previously acquired language knowledge are factors that particularly affect learners and necessitate the use of communication strategies. Regarding the potential ramifications for language instructors, it appears that they must foster a supportive learning atmosphere, give students as many opportunities for verbal communication as they can, and assist them in progressively enhancing their communicative skills to help them feel more confident.

REFERENCES:

[1] Breen, M., & Candlin, C. N. (1980). The essentials of a communicative curriculuum in language teaching. Applied Linguitics 1(2), 89-112.

[2] Brumfit, C., & Johnson, K. (1987). The communicative approach to language teaching. Oxford: Oxford University Press.

[3] Canale, M. (1983). From communicative competence to communicative language pedagogy. In Richards, J. C., & Schmidt, R. W. (Eds.), Language and Communication, 2-27. London: Longman.

[4] Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. Applied Linguistics,1, 1-47.

[5] Hanušová, S. (2008) Developing communicative competence in learners with specific learning difficulties.

[6] Hedge, T. (2000). Teaching and learning in the language classroom. Oxford: Oxford University Press.

[7] Hymes, D. H. (1972). On Communicative Competence. In Pride, J. B., & Holmes, J. (Eds.), Sociolinguistics, 269-293. Baltimore, USA: Penguin Education, Penguin.