



Communicative approach in teaching foreign languages

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Annotation:

This article is devoted to the explanation of how communicative approach is significant in teaching a foreign language. To justify the points, the author cites some examples.

Key words:

Communicative approach, communicative methodology, grammatical competence, lexicology, “language barrier”

Today's society is undergoing global changes in the social and communicative spheres, which leads to the need to improve and improve communication skills, philological knowledge of students. That is why the priority importance has acquired the study of foreign languages (especially English, as the world leader in the number of speakers), as the most effective and convenient method of communication and synthesis of the spiritual heritage of countries and peoples. The main purpose of learning foreign languages is to develop the student's ability to communicate in a foreign language. The implementation of this goal is associated with the formation of a number of communicative skills: to understand and generate foreign language statements, based on the specific situation of communication, the speech problem and communicative intention; to carry out their communicative behavior in accordance with the rules of communication and the national and cultural characteristics of the country of the language being studied. In connection with the above tasks, a new and effective way of teaching



foreign languages invented and adapted to the existing system of public education in the Republic is the Communicative Teaching Method. To begin with, the communicative method or the communicative approach to language learning (the communicative approach) is not at all a new method: it appeared around the 1960s, but gained popularity only at the beginning of the 21st century. Initially, the communicative method implied group classes with a native speaker. From the very first lesson, training was conducted in English. Later, the approach underwent some changes, and now it is used both in a group and in individual classes.

The communicative methodology is based on the following principles:

- a) communicative behavior of the teacher, which involves students in general activities and thereby affects the process of communication;
- b) the use of exercises that recreate the situation of communication;
- c) the focus of attention of students on the purpose and content of the statement.

The basic principle of the communicative method is that the study of language systems is not an end in itself of the lessons. The whole learning process is aimed at using language skills in communication. In other words, the main task is to overcome the “language barrier”. However, this does not mean a complete abandonment of the study of grammar, lexicology and phonology. These language components in the communicative method play an important role. But they act as a tool, not a subject of study. The effectiveness of the technique contributes to the atmosphere in which the classes are held. Interesting topics are selected for discussion, free communication in the language is encouraged, group tasks are carried out. This allows each student to feel free and not be afraid to make a mistake. The main purpose of training is the formation of communicative competence of students. The meaning of this term will be more clear and understandable in comparison with the concept of grammatical competence.



Grammatical competence is the ability to correctly build phrases and sentences, properly use and reconcile the times, this knowledge of parts of speech and knowledge of how sentences of different types are arranged. Grammatical competence, as a rule, is the center of attention of many textbooks, in which certain grammatical rules and exercises for practicing and fixing these rules are given. Undoubtedly, grammatical competence is an important, but by no means the only aspect in language learning. Usage (usage) is a much more important and complex aspect on which the communicative approach focuses. A person who has fully mastered all the grammatical rules, who is able to competently build sentences, can discover difficulties in real communication in a foreign language, in real communication. One of the main differences of the method is the use of induction, not deduction. That is, there is no need for lecturing and formulating the rules by the teacher: they themselves are comprehended by the student even without their verbal formulation.

Communicative methods in teaching children are also very effective. Children are trained in the process of playing and simple companionship. Teachers direct the process without forcing babies to cram and repeat grammar rules. The native language is excluded from work in the classroom. Learning through communication allows you to easily overcome the language barrier, eliminating the fear of speaking a foreign language. The child gets the opportunity to use the language in real life situations and even begins to think in a foreign language. He develops an important skill: first of all to think what to say, without thinking how to construct a phrase correctly. At the same time, all language skills are developed: from speaking and writing to reading and listening. Grammar is studied in the process of communication, naturally. A distinctive feature of learning the language using the communicative method is also the refusal of the intermediate language: even English for beginners is taught exclusively in the language being



studied. Translation of words is allowed only in isolated cases in order to save time. However, the communicative approach primarily focuses not on the correctness of language structures (although this aspect also remains important), but on other parameters:

- the interaction of participants in the process of communication, that is, the awareness of possible options for the development of dialogues,
- clarification and achievement of a common communicative goal,
- attempts to explain and express things in various ways, that is, the development of the paraphrasing skill,
- expanding the competence of one communication participant by communicating with other participants.

Exercises and tasks that are used in teaching foreign languages in a communicative technique.

- projects,
- communication games,
- communication exercises
- drama,
- discussions.

Summarizing, we can say that the communicative method has many advantages and today it is undoubtedly the most effective way to learn English. Thus, it is possible to state with confidence: the communicative method of teaching English is suitable for everyone and helps to develop all the components of the English language that are so necessary for full mastery of it.



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