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UNDERSTANDING THE COMMUNICATIVE APPROACH IN ENGLISH LANGUAGE TEACHING

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Abstract

The Communicative Approach to language learning, or Communicative Language Teaching (CLT), has changed the English language teaching from a focus on grammar in learning to using the language in real life communication. CLT differs from other methods and it emphasizes memorization, practice, and accuracy, that it seeks to generate a large volume of language use that is meaningful and purposeful and often interactive. In this article, I will discuss some of the principles, benefits, and challenges of the communicative approach. I will provide a brief literature review and discuss how it develops speaking skills, inspires confidence in communication, and develops the ability to use English. Although it may be difficult to apply in large classes and with non-skilled teachers, the communicative approach has significantly progressed language acquisition.

Key words: Communicative Approach, Communicative Language Teaching, English language teaching, CLT, real-life communication, language skills, student-centered learning, fluency, task-based learning.

Аннотация

Коммуникативный подход к изучению языка, или коммуникативное преподавание языка (CLT), изменил преподавание английского языка с акцента на грамматику в обучении на использование языка в реальной жизни. CLT отличается от других методов, которые делают упор на запоминание, практику и точность, тем, что он стремится генерировать большой объем использования языка, который является осмысленным и целенаправленным и часто интерактивным. В этой статье я рассмотрю некоторые принципы, историю, преимущества и проблемы коммуникативного подхода. Я предоставлю краткий обзор литературы и расскажу, как он развивает навыки говорения, вселяет уверенность в общении и развивает способность использовать английский язык на практике. Хотя его может быть сложно реализовать в больших классах и с неквалифицированными учителями, коммуникативный подход существенно продвинулся в освоении языка.

Ключевые слова: Коммуникативный подход, коммуникативное обучение языку, преподавание английского языка, CLT, общение в реальной жизни, языковые навыки, обучение, ориентированное на студента, беглость, обучение на основе задач.

Annotatsiya

Kommunikativ yondashuv, ya'ni Kommunikativ tilni o'qitish (CLT) sifatida ham tanilgan, grammatikaga asoslangan ta'limdan ko'ra real hayotdagi muloqotni birinchi o'ringa qo'yib, ingliz tilini o'qitishni o'zgartirdi. Yodlash va aniqlikka qaratilgan an'anaviy usullardan farqli tarzda, CLT talabalarni tildan mazmunli va interaktiv foydalanishga undaydi. Ushbu maqolada kommunikativ yondashuvning tamoyillari, asoslari, afzalliklari va muammolari o'rganiladi. Shuningdek, u asosiy adabiyotlarni qisqacha ko'rib chiqishni o'z ichiga oladi va bu usul o'quvchilarning nutq ko'nikmalarini, ishonchini va amaliy vaziyatlarda ingliz tilidan foydalanish qobiliyatini qanday oshirishi muhokama qilinadi. Yondashuv malakali o'qituvchilarni talab qilsa va katta sinflarda qo'llash qiyin bo'lishi mumkin bo'lsa-da, uning tilni o'zlashtirish uchun foydalari katta.

Kalit so'zlar: Kommunikativ yondashuv, kommunikativ tilni o'rgatish, ingliz tilini o'rgatish, CLT, real hayotdagi muloqot, til ko'nikmalari, o'quvchiga yo'naltirilgan o'rganish, ravonlik, vazifaga asoslangan o'rganish.

In a globalized world, the ability to communicate in English is more important than knowing grammar. Traditional approaches to teaching English, such as the Grammar-Translation Method or the Audio-Lingual Method, often emphasized memorization, repetitions, and translations. They did not prioritize helping students use English in real-life communicative situations. The communicative approach, or communicative language teaching (CLT), began to use in the 1970s as a solution to this issue by focusing on helping students communication in the English language, against only knowing the rules of grammar. Communicative Language Teaching (CLT), also known as the communicative approach, is a method of teaching languages that emphasizes using communication and helps English language learners, whose native language is not English, develop their skills through real-life communication. Many researchers have studied the communicative approach and its impact on language learning. According to Richards and Rodgers (2001), CLT is based on the idea that language learning should involve meaningful communication. They argue that learners learn best when they are involved in authentic conversations.

Hymes (1972) was introduced the term "communicative competence," which emphasized that being able to use language appropriately in different social situations is more important than just knowing grammar. Canale and Swain (1980) expanded this idea by identifying four components of communicative competence: grammatical, sociolinguistic, discourse, and strategic competence.

Littlewood (1981) supports the use of communicative activities such as role plays and group discussions to improve students' fluency. He believes that interaction plays a key role in developing confidence and language skills. Other scholars, like Nunan (1991), highlight that CLT encourages student participation, making the classroom more dynamic and learner-centered. The communicative approach uses task-based, interactive, and student-centered methods to teach English. Instead of focusing only on grammar rules or memorizing vocabulary, this method encourages students to use the language for real communication. Teachers conduct lessons based on situations students may face in everyday life, such as asking for directions, shopping, or attending an interview.

Some common methods that we can use in communicative approach:

1. Group Work: Students work together to complete tasks like role plays, interviews, or problem-solving activities. This helps improve speaking and listening skills.

2. Role Plays: Students act out real-life scenarios (e.g., at a restaurant or hotel). This helps them to practice useful vocabulary and sentence structures in real life context.

3. Task-Based Learning: Lessons are based on completing a task, such as planning a trip or writing a letter. The task gives students a reason to communicate. They can discuss the task with their peers.

The Communicative Approach has provided numerous positive outcomes in language learning. Students have shown increased fluency and confidence in speaking English, even if they make small grammatical errors. They are more engaged and actively participate in lessons through pair work and group activities, leading to better communication in real-life situations.

The approach also seems to increase students' motivation and enjoyment, with many starting practice English independently. With all language components taught in class, learners improve in speaking, listening, reading, writing, and their pronunciation, all simultaneously.

Teachers report greater student engagement in the classroom and faster improvement of fluency compared to other methods. Overall, the approach helps students to use English effectively and boosts their confidence in daily situations.

The results that students achieved in the classroom where the Communicative Approach was used are extremely engaging. The appropriate results fit the underlying principles of real world communication. The major focus is not accuracy however; it is fluency of thought and speech. Students are more willing to express their thoughts and ideas as they are given the opportunity to speak and communicate with minimal anxiety and restrictions. This added confidence helped in developing their speak skills and students were able to participate actively in the classroom.

The communicative approach brings new forms of student motivation and engagement, Makes them motivated at a different level. Due to the reality contained in the lessons, the level of participation from students increased along with the incorporation of English outside of the classroom. The rise in motivation was often indicative of engaging in communications in English outside the classroom.

The ability to develop multiple language skills was another benefit of the design of the method. The Communicative Approach promotes a balance of skill and gives students the ability to develop all four language skills the approach promotes spontaneous speaking skills and listening comprehension, while the methods of speaking, listening, and reading/writing develop meaning through interaction in a a community of learners. The focus on interaction and communication with peers can help the student participants to continue to develop both their language and a new form of interpersonal communication.community of learners. The focus on interaction and communication with peers can help the

student participants to continue to develop both their language and a new form of interpersonal communication.

Despite its advantages, the method does have challenges, particularly in large classrooms where teachers can not work individually with learners. Teachers need to be adaptable and skilled in managing group atmosphere to ensure that all students benefit and participate equally from the approach. The overall effectiveness of the Communicative Approach in fostering real communication skills remains it a valuable method in modern language teaching.

The communicative approach has brought a positive change to the way English is taught around the world. By focusing on communication and real-life use, it helps students become better speakers in English. Although there are some challenges, the benefits of this approach make it one of the most effective methods in modern English language teaching. To use this method, teachers need proper training and support, and students should be encouraged to practice using English outside the classroom as well.

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TIL VA ADABIYOT O'QITISHDA MUAMMO VA YECHIMLAR