COMMUNICATIVE APPROACH IN TEACHING A FOREIGN LANGUAGE

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ABSTRACT

This article is devoted to nontraditional methods of teaching a foreign language, specifically the use of communicative situations in English classes. The communicative approach is based on the assertion that to master a foreign language, students must know not only linguistic forms but also be able to use them for real communication. This approach is a necessary, well-thought-out methodology, the purpose of which is to form foreign language communication skills.

Keywords: communicative competence, grammatical competence, clichéd phrases, communicative approach, language forms.

The communicative approach to teaching foreign languages (Communicative language teaching) is an approach aimed at developing students' semantic perception and understanding of foreign speech and also mastery of language material for constructing speech utterances. The communicative approach to teaching foreign languages is, first of all, designed to teach students to freely navigate a foreign language environment and also be able to respond adequately in various language situations.

A communicative approach to teaching a foreign language for the first time arose in the 70s due to the work of experts from the Council of Europe. Since then, this approach has become widespread worldwide and one of the main methods of teaching foreign languages. [2, c. 223]. Perhaps many teachers have difficulty defining the communicative approach. What exactly is meant by a communicative approach? Learning to talk, lack of grammar training, or classes in which the emphasis is placed on using open one's discussions? To better understand what a communicative approach is, it is worth considering the principles accompanying it. [3, c. 640].

Basic Principles of Communicative Approach in a Generalized Form submitted in this way:

1. In the course of study, students are included in the knowledge of the environment peace.

2. Students are asked to express their own opinions and feelings and share their experiences.

3. Students are responsible for the outcomes of their studies and develop their views to learn.

4. The role of the teacher is different, depending on the tasks at each stage. The main objective of education is communicative competence among students. The

term's meaning will be clearer and more understandable than grammatical competence. [4, c. 208].

Grammatical competence is the ability to construct correctly phrases and sentences, to use and harmonize times, to know parts of speech, and to know how proposals are arranged. Grammatical competence is usually the focus of many training manuals, which provide certain grammar rules and exercises for the work and consolidation of these rules. Grammatical competence is undoubtedly an important but not the only aspect of language learning. A person who has fully mastered all the grammar rules and can make proposals can find difficulties in real communication in a foreign language. That is, a person will be deficient in communicative competence [5, p. 223].

Communicative competence may include knowledge of how to use language for various purposes and functions, knowledge of how to change language depending on a communicative situation, and the participants themselves (e.g., knowledge of the differences between formal and written language); skills of creating and reading and understanding of texts of different types and character (e.g., stories, interviews, dialogue, reports); and the ability to maintain conversation even with limited lexical and grammatical bases. The first place in the popularity ranking of methods is actively pursued by a communicative approach, which, as its name suggests, is aimed at communication. This technique works great in Europe and the United States. The Communicative method, as already in its name, is directed precisely to communicate. Of the four whales that hold any language training (reading, letter, speaking, and hearing), the latter is given increased attention to the latter. You will not hear particularly complex syntax structures or serious vocabulary in classes [6, p. 276]. The oral speech of any competent person is quite strong and differs from written.

The Communicative Method is primarily intended to relieve fear of communication. A person with a standard set of grammar structures and a vocabulary of 600 to 1,000 words will easily find a common language in the country. However, there is also a negotiable medal side: clichéd phrases and poor vocabulary. The Oxford and Cambridge approaches to language are the basis for work most courses have a communicative methodology integrated with some traditional teaching elements. The main objective of this methodology is to teach the student to speak fluently first and then to think about it. It is also important that there are no mechanical reproductive exercises: they are in play situations, working with a partner, assignments for error, comparisons, and comparisons, which involve not only memory but also logic, the ability to think analytically and figuratively.

The whole set of techniques helps create an English-speaking environment where students should "function": read, communicate, participate in role-playing games, express their thoughts, and draw conclusions. Oxford and Cambridge courses are focused not only on language knowledge but also on the student's creativity and overall horizons. The language is very closely intertwined with the cultural characteristics of the country, consequently, courses necessarily include the country-specific aspect. The British consider it necessary to allow a person to navigate easily in a multicultural world, and this is easily done by such a powerful unifying factor as English. We have not yet overcome isolation so much as to understand the importance and inevitable need for

this aspect. The Communicative approach is based on the claim that students must know not only language forms but also be able to use them for real communication. This approach is a necessary, well-thought-out methodology, the purpose of which is to develop the skills of foreign-language communication [7, p. 159].

The exercises and assignments used by the teacher in the class must conform with these principles and, therefore, the entire communicative approach: - Projects; − Communication games; − Communication exercises; - Theatricalization and discussions. If you go back to the problem of organizing the course, this can be easily done by the example of a textbook of English file, which is one of the leading places in the rankings of Russian courses. This is a course (or an English study system) specially designed by London Methodists John and Liz Soares for youth and adults. Each of the five levels (Elementary, Pre Intermediate, Intermediate, Upper-Intermediate) has its own "methodical kit," which includes a textbook, a book for students and teachers, and audio tapes, and can be mastered within about 120 academic hours. Each practice consists of several sections. The first is usually devoted to the development of spoken skills and analysis of some grammatical designs, the execution of written communication practice, the discussion of certain topics in pairs, the practice of dialogue based on suggested tips, listening to audio tapes, as well as the consolidation and repetition of material that has been traced in previous classes. The second session aims to develop language skills (skills development): "tight" vocabulary through oral and written exercises. Next, work on text (small numbered paragraphs for English textbooks), and reading is also diverse (scan reading, reading for gist, summary reading, etc.).

Work on text is usually preceded by working in pairs, in small groups, answering questions, and filling out tables. This is a good guide to the student to the perception of subsequent information, and encourages reading interest [8, p. 240]. The class usually completes the audio part, which is also preceded by various exercises that make it easier to take on the new material. The distinctive feature of the English file course is the study of grammar at two levels: first, in the context of the lesson and then more fully in the student's workbook (self-study and revision exercises); it is also summarized at the end of the textbook in a special app. If the class time was long, it could be called communicative. Although the teacher's speech is reduced, several nonverbal means can be used to save time in class. The teacher shows gestures to complete the task or explain the word's meaning. For example, Hand drop-down - sit down, on the contrary - get up, hand applied to the ear - Listen, drop class - all to the whole, cotton - all to the side - wave your finger - you are wrong, affirmative nod - you are right. All of the methods and techniques described above are certainly the result traced in monitoring the quality of knowledge. The findings indicate the effectiveness of the communicative approach and the need to be implemented everywhere in English-speaking audiences [9, p. 67].

The teacher, in the communication approach, usually acts as an assistant, friend, or counselor. The focus is on group training. The task of the teacher and the students is to learn to work together and to move away from individualized training. The student learns to listen to his companions, to talk and to discuss in the group, and to work on projects with other members of the group. The student focuses more on his teammates than his teacher as a model. Each stage starts with the organizational moment. Any

questions that will be of interest to students can be raised. "You might ask, "What did you have for breakfast?" If you write on board 3, or 4 words on a specific topic, what you can talk about, develop it. In developing the topic, students not only tune into English but also gain new lexical units. During the main part of the class, either a new grammar material or a text should be provided, and a survey and consolidation of the material should be conducted.

Grammatical phenomena should be viewed not only as a form but also as a communication function. An explanation of the communicative function must be given the basic concept of its meaning [10, p. 204]. For example, The Present Simple Tense is a lesson for regular or permanent action. If students have a certain grammar knowledge, time functions should be compared. For example, The Present Simple Tense is the facts; The Present Progressive Tense is the process. To consolidate grammar material, the teacher uses various training exercises (drills) that must be personalized and communicative. So, if we summarize, or in English, British techniques have several distinctive features. Most are developed by integrating traditional and modern teaching methods [11, p. 184]. Differentiation by age groups and multi-level approach enables the development of an individual human personality and affects its outlook, values, self-identification, and ability to think. Simply put, the now-popular approach is at the forefront of the popular individual approach. All British methods aim to develop four language skills: reading, writing, speaking, and auditing. The use of audio, video, and interactive resources is greatly emphasized. Due to the variety of methodological techniques, several of which one of the leading places is in language technology, British courses contribute to the skills that a person needs in modern business life (the ability to report, present, correspond, etc.). The indisputable "pros" of British developers are authentic material-based courses, great attention to stylistics, and the desire to teach "situational" and "live" English through "living" examples of semi-real characters [12, pp. 138]. Some (but not all) methods are well-systematized. Perhaps British techniques are the best option for those who want to study "real English" or have a narrowly specific purpose of linguistic training.

The communicative approach to teaching a foreign language emphasizes interaction as the primary means and goal of learning. By focusing on real-life communication, this method equips learners with practical language skills that go beyond grammatical accuracy to include fluency, context-appropriate usage, and confidence in social interactions. Its learner-centered framework fosters active participation, collaboration, and problem-solving, making language acquisition more engaging and dynamic. Furthermore, the communicative approach addresses the diverse needs of learners by incorporating authentic materials, meaningful activities, and cultural nuances, ensuring that language learning remains relevant and applicable. While challenges such as balancing fluency and accuracy or addressing varying proficiency levels exist, these can be mitigated with thoughtful lesson planning and teacher training.

In conclusion, the communicative approach is not just a method but a philosophy that views language as a tool for meaningful human interaction. Its adaptability and effectiveness make it a cornerstone of modern foreign language pedagogy, offering learners a pathway to becoming competent and confident global communicators.

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