

**COMMUNICATIVE APPROACH TO TEACHING FOREIGN LANGUAGES**  
**КОММУНИКАТИВНЫЙ ПОДХОД К ОБУЧЕНИЮ ИНОСТРАННЫМ**  
**ЯЗЫКАМ**

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**Annotation**

A communicative approach is an approach which is worldwide known and established it has established itself in many parts of the world as a way of teaching languages, especially English. It is the approach that has prevailed in English Language Teaching over the past 50 years, and it is still used nowadays. The following article looks into the application of this approach in language classes.

**Key words:** method, approach, techniques, grammar translation method, structuralism, communicative approach.

**Аннотация**

Коммуникативный подход-это подход, который известен во всем мире и утвердился во многих частях мира как способ обучения языкам, особенно английскому. Именно этот подход преобладал в преподавании английского языка на протяжении последних 50 лет и используется до сих пор. В следующей статье рассматривается применение этого подхода в языковых классах.

**Ключевые слова:** метод, подход, приемы, метод грамматического перевода, структурализм, коммуникативный подход.

The goal of the linguist is to study the linguistic competence native speakers are endowed with. He also showed, rightly, that structuralism and behaviorism were unable to account for one fundamental aspect of language, namely the creativity and uniqueness of individual sentences. A child is able to produce an infinite number of sentences that s/he has never encountered. This makes the factors of imitation, repetition, and habit formation weak arguments to account for any language learning theory.

Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

Language learners in environments utilizing CLT techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class. Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment, and to focus on the learning experience in addition to the learning of the target language.

According to CLT, the goal of language education is the ability to communicate in the target language. This is in contrast to previous views in which grammatical competence was commonly given top priority. CLT also focuses on the teacher being a facilitator, rather than an instructor. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach the target language, but rather works on developing sound oral/verbal skills prior to reading and writing.

However, all these linguists and educators felt that students during those years were not learning the language in the right way. They claimed that they did not learn the ‘whole language’ and realistic language. Students did not know how to communicate outside the classroom in real life situations, using the appropriate social language. So far they were relying on the structures of language instead of relying on functions and notions of language. This made them unable to communicate in the culture of the language studied.

Communicative Language Teaching (CLT), which is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as the “Communicative Approach”. Historically, CLT has been seen as a response to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus. Task-based language learning, a more recent refinement of CLT, has gained considerably in popularity.

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Communicative competence includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions;
- Knowing how to vary our use of language according to the setting and the participants;
- Knowing how to produce and understand different types of texts;
- Knowing how to maintain communication despite having limitations in one’s language knowledge.

So, Communicative Language Teaching is an approach to the teaching foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language.

Principles of CLT:

–In the CLT approach, the meaning is given prime importance. The main focus of the approach is to make the learners able to understand the intention and expression of the writers and speakers.

–In this approach, it is believed that communicative functions are more important rather than linguistic structures. Littlewood states that «one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combine these into a more fully communicative view». Each language has a limited number of sentence patterns. Mastering only those sentence patterns does not help the learners to communicate in the target language. The learner needs to learn the communication functions of those structures.

–While using the CLT approach in teaching language, the target language is used in the classroom. The target language is a vehicle for class room communication, not just the object of study.

In a world where communication of information and information technology have broken new considerable ground, CLT can play an important role in education.

### Criticism

Notional syllabus was criticized as merely replacing one kind of list, namely a list of grammatical structures, with another list of notions and functions.

The various categories of language functions are overlapping and not systematically graded like the structures of the language.

The communicative approach focuses on the use of language in everyday situations, or the functional aspects of language, and less on the formal structures. There must be a certain balance between the two. It gives priority to meanings and rules of use rather than to grammar and rules of structure. Such concentration on language behavior may result in negative consequences in the sense that important structures and rules would be left out.

The approach relies extensively on the functional-notational syllabus which places heavy demands on the learners.

A major principle underlying this approach is its emphasis on learners' needs and interests. This implies that every teacher should modify the syllabus to fit the needs of the learners. The requirements are difficult. Not all classrooms can allow for group work activities and for teaching aids and materials.

In spite of its critics, CLT has gained widespread acceptance in the world of language study. CLT can succeed, as long as teachers don't completely reject the need for the structure provided by grammar. Teachers must strive for moderation and shouldn't neglect the merits of other methods. CLT, in the hands of a balanced teacher, can bring new life and joy to the classroom. Its vitality makes it an important contributor to language learning approaches.

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