

IMPLEMENTING COMMUNICATIVE APPROACH INTO FOREIGN LANGUAGE CLASSROOM

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Abstract: *This article discusses importance of using communicative approach in foreign language methodology. To support the above mentioned point of view, several scholars' works were looked through and analysed to reach conclusion. Moreover, authentic materials are seen as the main supportive tools of this approach.*

Key words: *communicative approach, foreign language methodology, authentic materials, integrated learning, language barrier, intercultural communication.*

Currently, in the era of integrated learning, English is recognized as the language of global communication, which is evidence of the creation of a "new identity in the modern formation of people for whom English is a means of overcoming interlanguage and intercultural barriers . In this regard, the acquisition of communication skills is in demand more than language competence, and success largely depends on the methodology of teaching a foreign language.

It depends on the motivation and knowledge needs of the student, since only they cause the activity of the trainees [2]. It is worth noting the strengthening of the position of the English language in the course of globalization processes thanks to the Internet, which promotes the spread of the language in international relations and turns it into the language of worldwide communication. This leads to the formation of a new global culture, a global identity that does not displace national cultures [3].

In the history of teaching a foreign language, there have been many methods, each of which has been replaced by another due to the inherent disadvantages of this method. The communicative method is one of the most interesting and effective, since it is based on the ideas of communicative

linguistics, the concept of personality development in the dialogue of cultures, which determine the ultimate goal of teaching a foreign language – mastering a foreign language culture in the process of intercultural communication. In this regard, it should be emphasized that the speech orientation and overcoming the language barrier through the practice of communication determine the tasks of this method

The analysis of the work of foreign researchers *M. Kenning* and *Prabhu N.* in this direction made it possible to present the process of learning foreign languages as an interesting, exciting activity [1, 4].

Philosopher *J. Dewey* notes the importance of emotions and the need to develop students' creativity, emphasizing that learning should not be a boring and unpleasant process [2]. In turn, education theorist *N. Noddings* argues that education should be aimed at achieving the main goal of human life – happiness [3].

The idea of using online resources for the development of speech activity is the logical conclusion of the relevance and effectiveness of the communicative approach in integrated learning of a foreign language. In this case, interest in the language being studied, the possibility of using a variety of techniques in the distance learning system, and a creative approach to the development of educational materials guarantee the achievement of this goal. An important condition in teaching a foreign language should be considered the creation of a language environment as a type of communicative space in which communication is realized. An analysis of the literature on the subject of our study showed that the use of communicative devices in the educational process has changed the quality and lifestyle, as well as the ways of teaching a foreign language. Nowadays, the term "communicative learning" (M-learning) is often used in teaching a foreign language. In this situation, the possibilities of distance learning are expanding: conducting tests and surveys in a foreign language using communicative devices significantly increases the effectiveness of foreign

language education. It is known that communicative learning has changed the ways of teaching and led to the effectiveness of the foreign language learning process.

An analysis of the literature on the use of communicative technologies in the learning process allowed us to draw the following conclusions: communicative learning technologies have an advantage over traditional ones, which are manifested in the fact that the learning process goes beyond the educational institution, and the introduction of the use of communicative approach in teaching a foreign language expands the possibilities of foreign language education. It should also be noted that communicative learning is a constant access to the authentic materials, which has practical value in teaching a foreign language. It is especially important that the introduction of new innovative modern technologies in the educational process is one of the relevant principles of the communicative approach in teaching a foreign language.

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