

## USING COMMUNICATIVE ACTIVITIES THROUGH APPROACHES IN TEACHING MODERN ENGLISH

*Rashidova Gulshoda, teacher of the Department  
“Theoretical aspects of the English language” №3, Faculty of  
foreign languages, Uzbekistan State University of world  
languages*

## ZAMONAVIY INGLIZ TILI O‘QITISHDA KOMMUNIKATIV FAOLIYATDAN YONDASHUVLAR ORQALI FOYDALANISH

*Rashidova Gulshoda, O‘zbekiston davlat jahon tillari  
universiteti Chet tillari fakulteti 3-son “Ingliz tilining nazariy  
jihatlari” kafedrasida o‘qituvchisi*

## ИСПОЛЬЗОВАНИЕ КОММУНИКАТИВНОЙ ДЕЯТЕЛЬНОСТИ ЧЕРЕЗ ПОДХОДЫ В ОБУЧЕНИИ СОВРЕМЕННОМУ АНГЛИЙСКОМУ ЯЗЫКУ

*Рашидова Гульшода, преподаватель кафедры №3  
“Теоретические аспекты английского языка”  
факультета иностранных языков Узбекского  
государственного университета мировых языков*

**Abstract:** The article is devoted to the communicative method of teaching foreign languages, which is the nature of the activity. The objective of the communicative approach - to interest students in learning a foreign language by the accumulation and expansion of their knowledge and experience. The main purpose of this procedure - to teach students to be fluent in the first language, and then to think on it. The main thing that is needed to implement the communicative method in the practice of school a psychological preparedness of teachers, their belief in the need communicative, their faith in the efficacy of this direction.

**Key words:** communicative activity approach, communicative methodology, foreign language communicative competence, communication, subject-subject scheme of communication, foreign language communication, foreign language environment, "way above", "way below".

**Annonatsiya:** Maqola faoliyatning tabiati bo‘lgan chet tillarini o‘qitishning kommunikativ usuliga bag‘ishlangan. Kommunikativ yondashuvning maqsadi – talabalarning bilim va tajribasini to‘plash va kengaytirish orqali chet tilini o‘rganishga qiziqish. Ushbu jarayonning asosiy maqsadi - talabalarni birinchi tilda erkin gapirishga o‘rgatish, keyin esa unda o‘ylash. Kommunikativ usulni maktab amaliyotiga tatbiq etish uchun zarur bo‘lgan asosiy narsa o‘qituvchilarning psixologik tayyorgarligi, ularning kommunikativ ehtiyojga ishonishi, ushbu yo‘nalishning samaradorligiga ishonchi hisoblanadi.

**Kalit so‘zlar:** kommunikativ faoliyat yondashuvi, kommunikativ metodologiya, chet tilining kommunikativ kompetensiyasi, muloqot, muloqotning subyekt-subyekt sxemasi, chet tilidagi muloqot, chet tili muhiti, “yuqoriga yo‘l”, “pastga yo‘l”.



<https://orcid.org/0009-0004-2598-1126>

e-mail:

[rashidovagulshoda@gmail.com](mailto:rashidovagulshoda@gmail.com)

**Аннотация:** Статья посвящена коммуникативному методу обучения иностранным языкам, который является родом деятельности. Цель коммуникативного подхода – заинтересовать учащихся в изучении иностранного языка путем накопления и расширения их знаний и опыта. Основная цель этой процедуры – научить студентов свободно говорить на первом языке, а затем уже думать на нем. Главное, что необходимо для внедрения коммуникативного метода в практику школы, — это психологическая подготовленность учителей, их вера в необходимость коммуникативной деятельности, в эффективность этого направления.

**Ключевые слова:** коммуникативно-деятельностный подход, коммуникативная методика, иноязычная коммуникативная компетенция, общение, субъект-субъектная схема общения, иноязычное общение, иноязычная среда, «путь вверх», «путь вниз».

**INTRODUCTION (KIRISH).** The main objective of foreign language teaching at the present stage is the formation of foreign language communicative competence is regarded as a certain level of language, speech, socio-cultural, and compensatory educational and cognitive competencies that allow the student to verbal behavior it is advisable to vary depending on the functional factor of foreign language communication. The purpose of training is to teach foreign languages free orientation in a foreign environment and the ability to adequately respond in different situations, i.e. communication.

The objective of the communicative approach - to interest students in learning a foreign language by the accumulation and expansion of their knowledge and experience. Students must be prepared to use the language for real communication outside the classroom, for example, during a visit to the country to learn the language during the reception of foreign guests at home, in the correspondence. The term communicative "is not limited to the establishment by a speech of social contacts, it is the communion of the individual to the spiritual values of other cultures" [1,24]. The process of learning in the communicative and active approach is built on the model of communication. According to this model, the training as close to real communication. As the issues discussed are not, as a rule, a unique solution, then discuss them participants - teachers and students - are equal partners as speech. Therefore, the main feature

of this approach is communicative, which includes a number of characteristics that allow for the transition from the first to the situations of social contacts. "Communication involves verbal orientation of training, promotion of brain activity, providing individualization, keeping speech functionality, creating situational training, adherence to the principle of innovation and unconventional organization of the educational process" [2,76]. The parameters of communicative dialogue implemented in the communicative behavior of the teacher, the active behavior of the student in the subject of discussion, the situation of communication, use of speech means. It is necessary that students can "skip over the situation itself" giving it a personal character. This increases the efficiency of mastering a foreign language, because along with children's emotions connected intelligence. Personal-significance of the situation makes the role that students receive at the time of communication. The most adequate intake of teaching speaking are various forms of dramatization, including improvisation and role-playing games.

#### **MATERIALS AND METHODS (ADABIYOTLAR TAHLILI VA METODLAR).**

In the communication, which is based on the problem under discussion, along with the communicative function of language and cognitive acts, so communicative and active approach holds great promise for the development of the intellectual capacities of students. Focusing on communication and active students, the basic in its implementation is the

development of thinking and behavioral skills. This contributes to learning to communicate in a foreign language, the involvement of the individual in activities during the learning process, the formation of the ability to work continuously. Communicative and active approach puts at the center of learning a foreign language subject-subject scheme of communication. Student acts as an active, creative subject of training activities, teacher-driven; initiative promotes pupils, their capacity for creative solutions. The student must feel that the whole system work is focused on its immediate operations, experience, worldview, interests, feelings that are taken into account in the organization of communication in the classroom.

Thus, the content of the classes is based on the discussion of topical problems of life, not ready or the texts. In addition, this approach allows us to implement the principle of individualization, as "mastery of the communicative function of a foreign language involves consideration of the individual characteristics and interests of the students, their abilities, inclinations and desires" [3,126]. Priority is given to understanding the transmission of content and expression of meaning, and grammar is the foundation for achieving this goal. Learners need to know what language means to express his thought in the immediate situation in the classroom when they exchange views, experiences and knowledge.

#### **DISCUSSION (MUHOKAMA).**

Communicative methodology facilitates rapid mastery of teaching skills spoken language. This is achieved due to the assimilation of different types of monologues, dialogues and typical forms of language modeling. In the foreground is a particular language model. The basic unit of the lesson and the entire training strategy of this method is the act of speaking. When teaching speaking very important to consider the ratio of its most important forms: monologue and dialogue (etiquette character, dialogue, questioning, dialogue-a call to action, dialogue,

exchange of ideas, information) and polylogue. The training in the methods of monologues taken two ways: "The Way of the top" - the original unit of study is the complete text; "Way below" - the basis for learning proposal reflecting elementary statement. "Way above" through a variety of retellings of the source text, creative processing of the material, when the source code is completely redrawn, it becomes motivated, personally colored. Work on the text, as a rule, preceded by training in pairs, answering questions, filling the tables, a description of the illustrations to the text. "Way below" involves deploying statements from the elementary unit, LLC to over monologue.

This statement in connection with the subject or situation, the description of the picture, the expression of his attitude. The unit of the dialogue is dialogical unity, a pair of replicas belonging to different interlocutors. Only together they represent a complete statement. The technique of training dialogic speech, standard and free dialogue. Standard dialogues serve typical situations, a mini-dialogue on a social topic, expressions that are learned by heart. To free dialogue includes an interview (the dialogue - questioning), conversation (dialogue - an exchange of views), the dialogue - the impulse to action (debate). Sometimes reacts replica unfolding, turning into a monologue. As with teaching monological utterance in teaching dialogue is possible "path from the top" of the whole sample and dialogue "Way below" Elementary dialogic unity. Drawing on a dialogue sample, students identify its characteristics, role-play it and create a dialogic communication on the basis of similar, but new situation by changing the individual components. At the same time students are given support, wildcard elements on the basis of which the dialogic communication. "Way below" - it is a quest for the restoration of one of the replicas. Very effective is the use of game time during the questioning, sometimes the game allows you to turn dialogue into a monologue or polylogue. Admission of polylogue - dramatization, role play with a lot of

students. "The systematic character of a combination of various educational components opens up wide possibilities for their differentiated use at certain stages of training, to determine the level and specific learning objectives, and the form appropriate to them the structure and contents of exercises and teaching methods" [4,51]. Selection Criteria linguistic units in the process of learning a foreign language is quite simple, since students are always interested in information about contemporary life peers, their interests and hobbies.

**RESULTS (NATIJARLAR).** In this case, the main objective of foreign language teaching at the present stage is the formation of a "foreign language communicative competence." Foreign language communicative competence - the ability (knowledge and skills) understanding of others and causing their own programs in foreign language speech behavior space of adequate targets areas and situations of communication. As a consequence, it is worth noting that the formation and development of communicative competence in a foreign language involves work in two main directions: 1) the development of communication skills, communication skills in a foreign language related articles: Independent work of students in the process of learning a foreign language in a language high school 2) Development skills

proper verbal behavior in different life, home and professional situations. An effective means to achieve this goal is, in our view, "communicative-activity" approach. The key words are - "communication" and "activities" - namely, communication in a foreign language which provoked - and any activity connected with it.

**CONCLUSION (XULOSA).** To sum up, we can say, that many foreign language ceased to be an end in itself. People learn a language is not only just to know it, and to communicate and develop in various fields. This approach, when a foreign language becomes a tool to help achieve new heights and is valid.

**REFERENCES (ADABIYOTLAR RO'YXATI):**

1. Бим И.Л. Теория и практика обучения немецкому языку в средней школе/ И.Л. Бим. – М.: Просвещение, 1988 – 358 с.
2. Рогова, Г.В. Методика обучения иностранным языкам в средней школе/ Г.В. Рогова. – М.: Просвещение, 1991 – 187 с.
3. Гальскова Н.Д. Современная методика обучения иностранным языкам/ Н.Д. Гальскова, – М.: Арти-Глассо. 2000 – 281 с.
4. Соловьёва Е.Н. Методика обучения иностранным языкам, базовый курс лекций: пособие для студентов педвузов и училищ/ Е.Н. Соловьёва, – М.: Просвещение, 2005. – 239 с.

