

ENGLISH LANGUAGE TEACHING THROUGH COMMUNICATIVE APPROACH

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The Communicative Approach (CA) to language teaching has gained significant popularity over the past few decades, emphasizing real-world communication and the functional use of language. This approach represents a shift from traditional, grammar-centered methods, focusing instead on the use of language in social contexts to express meaning. It was developed as a reaction to the limitations of the Audio-lingual Method and Grammar-Translation Method, which were primarily concerned with rote memorization of rules and patterns, rather than actual communication skills. The Communicative Approach seeks to ensure that learners develop the ability to communicate effectively and meaningfully in real-life situations.

Scholars such as Hymes (1972), Canale and Swain (1980), and Littlewood (1981) have played a significant role in shaping the communicative approach. Hymes introduced the concept of "communicative competence," which underlined the idea that knowing a language is not only about knowing its grammatical rules but also about being able to use the language appropriately in different contexts [2;269]. Canale and Swain expanded on this by identifying the different components of communicative competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. The Communicative Approach integrates all these competencies into language teaching, ensuring learners are equipped with the necessary skills to engage in communication effectively [1;17].

The Teacher as a Model

In the Communicative Approach, the role of the teacher is transformed. Rather than being the sole authority who imparts knowledge, the teacher becomes a facilitator and guide. The teacher serves as a model for communication and language use, demonstrating appropriate speech acts, pronunciation, and vocabulary in authentic contexts. The teacher's behavior sets an example of effective communication that students are encouraged to emulate. According to Richards and Rodgers (2001), the teacher's primary role in a communicative classroom is to create opportunities for students to engage in meaningful, purposeful communication. Teachers are expected to set up communicative tasks, monitor and support students' language use, and provide feedback. Importantly, the teacher also helps foster an environment where learners feel comfortable taking risks and making mistakes, which are seen as integral to language learning. For example, in a role-playing activity, the teacher may initially demonstrate how to initiate a conversation in a specific context (e.g., ordering food at a restaurant), and then allow students to practice the conversation in pairs or groups. The teacher's role is to encourage participation, offer support when necessary, and provide constructive feedback that guides learners toward more effective communication.

Classroom Interaction

Classroom interaction is central to the Communicative Approach. Language learning is seen as a social activity, and communication within the classroom mirrors real-life interactions. Instead of passively receiving information, students are actively involved in the learning process, using language to express themselves, ask questions, and negotiate meaning with their peers and the teacher. This dynamic interaction enhances students' confidence and encourages the development of spontaneous language use. One of the key features of classroom interaction under the Communicative Approach is pair and group work. Tasks that involve collaboration, such as group discussions, problem-solving activities, and information gap exercises, promote language use in authentic contexts. By interacting with others, students are exposed to different speaking styles, vocabulary, and perspectives, which enriches their understanding of the language.

Additionally, classroom interaction provides the opportunity for immediate feedback, which is crucial for correcting mistakes and reinforcing correct language use. Teachers play a significant role in guiding these interactions, helping learners to focus on both accuracy and fluency. For example, during a group discussion, the teacher might monitor students' performance, offering

suggestions or corrections when needed, while allowing students to communicate freely without constant interruption.

Meaningful Communication

Meaningful communication is at the heart of the Communicative Approach. The goal is to use language to convey meaning, rather than merely practicing structures in isolation. In this approach, learners are encouraged to focus on the message they wish to convey, not just the grammatical accuracy of their speech. This emphasis on meaning over form helps learners to internalize the language in a way that is relevant to real-world contexts.

According to Nunan (1989), meaningful communication occurs when students engage in tasks that require them to use language purposefully. This might include giving directions, making requests, or telling a story. These tasks encourage learners to think critically and creatively about how to express their ideas, leading to greater fluency and confidence in using the language. Moreover, learners are more motivated to engage in activities that are meaningful to them personally, which increases their investment in the learning process[4;39]. For example, a communicative task might involve learners working together to plan a trip to an English-speaking country. They would need to discuss and decide on various aspects of the trip, such as transportation, accommodations, and itinerary. In this task, the focus is on effective communication, with language used as a tool to achieve a shared goal.

How the Communicative Approach Enhances Language Skills

The Communicative Approach enhances all aspects of language learning: speaking, listening, reading, and writing. Its emphasis on interaction and meaningful communication ensures that learners develop both linguistic competence (knowledge of grammar and vocabulary) and communicative competence (the ability to use the language appropriately in various contexts).

Speaking: The Communicative Approach offers ample opportunities for speaking practice. Activities like debates, discussions, role-plays, and problem-solving tasks enable students to express their ideas clearly and coherently. The focus on communication in context encourages learners to speak spontaneously, which is essential for real-world conversations.

Listening: Through communicative activities, learners also develop their listening skills. By engaging with peers during group work or listening to the teacher in real-world contexts, students learn how to interpret spoken language and understand different accents, tones, and speeds of speech.

Reading: Reading activities in the Communicative Approach are often designed to expose learners to authentic texts, such as newspapers, advertisements, or dialogues. These texts not only develop students' reading comprehension but also introduce them to the culture and context in which the language is used.

Writing: Writing in a communicative context often involves tasks that require learners to produce texts for real purposes, such as writing emails, reports, or messages. The focus is on clarity and the ability to convey meaning effectively, rather than simply following grammatical rules. Overall, the Communicative Approach helps learners develop a balanced set of skills that are essential for effective language use in real-life situations.

The Communicative Approach revolutionizes language teaching by focusing on practical communication skills and interaction in meaningful contexts. By placing the learner at the center of the learning process, this approach encourages active participation, risk-taking, and the development of all language skills. Teachers act as facilitators, guiding students through authentic communicative tasks and providing feedback to enhance their competence. The emphasis on meaningful communication not only improves language proficiency but also fosters greater motivation and engagement. Ultimately, the Communicative Approach offers a holistic and learner-centered framework for English language teaching, ensuring that students are equipped with the skills necessary for effective communication in diverse social settings.

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