Pedagogical principles for the implementation of communicative approach

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Article History	Abstract
	The article reveals a brief description of Communicative Language Teaching (CLT) focusing on basic features and principles of it. The goals, components and principles of the communicative approach used in the teaching process to increase its effectiveness are considered. Particular attention is paid to the advantages of this approach to achieve maximum effectiveness in practical classes and develop the intellectual and creative abilities of students, increase their motivation for learning. The communicative method teaches coherent speech, various colloquial phrases and clichés that allow you to speak fluently later. Students learn not only to listen, but to understand English speech. In the classroom, students listen and analyze small audio and video materials together with the teacher. Usually such material is used as a basis for discussion. **Keywords:** Communicative Language Teaching (CLT), components and principles of the communicative approach, basic features of CLT, communication-oriented language learning, communicative and cognitive tasks, the use of authentic materials in CLT

INTRODUCTION

Mastery of the language is carried out through long routine work. The tasks are already quite monotonous: reading the text, translating, memorizing new words, retelling, exercises on the text. Sometimes, a change of activity - an essay or a dictation, a plush situation - drill as a rest. When priorities were given to reading and working on "topics", only one function of the language was realized - informative. It is not surprising that the language was well understood: only very purposeful and hardworking people could master it at a high level. Currently, language teaching has acquired an applied character, while earlier it was relatively abstract and theorized. The functions of the teacher in the educational process have changed significantly. The teacher-mentor, the teacher-dictator was replaced by the teacher-observer, teacher-intermediary, teacher-"appeaser" and leader[1]. The

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[1] Bagramova N.V. Communicative-interactive approach as a way to improve foreign language proficiency // Proceedings of the XXXI All-Russian scientific and methodological conference of teachers and graduate students. - Issue 18. - p. 3-6.

communicative technique originated in the UK in the late 1960s. At that time, active work was carried out to create new approaches to language teaching instead of the already outdated audiolingual and other methods. There were new views on the language as such and on its study. For example, in 1972, the British linguist Wilkins proposed a new description of the language: not grammar and vocabulary, but systems and meanings. He singled out two types of meanings: the first - significant categories (such concepts as time, sequence, quantity, place, frequency) and the second - functional communicative categories (request, refusal, offer, complaint). Thus, the concept of a functional language arose, which cannot be attributed to either vocabulary or grammar, but which is extremely important for successful communication. The main goals of the communicative method were the development of communicative competencies (i.e. learning to communicate in a language) and the development of all four language skills in conjunction (reading, writing, listening and speaking). This was very different from previous approaches, such as grammar-translation, where listening and speaking were given minimal attention.

Currently Communicative Language Teaching (CLT) is one of the best and a recent approach in teaching English as a foreign / second language and it has been brought under focus by many linguistics and researchers. According to Puren the first foreign language learning is supposed to have happened through direct contact with foreign countries. People in the modern world are closely interconnected, there is a massive intensive communication between people. The age of computers and the Internet requires knowledge of foreign languages. According to [2]Diane Larsen-Freeman the goal of CLT is to enable students to communicate in the target language. To do this, students need knowledge of the linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also that a single form can often serve a variety of functions. They must be able to choose from among these the most appropriate form, given the social context and the roles of the interlocutors. They must also be able to manage the process of negotiating meaning with their interlocutors. Communication is a process; knowledge of the forms of language is insufficient. The communicative method was created in the 1960s and 1970s, when the English language gradually began to be called the language of international communication. It entered the methodology of teaching foreign languages as a unique innovation. In contrast to traditional methods of teaching, which focus on the grammatical rules of the language, this method focuses on improving the communicative competence of language learners.

MATERIALS AND METHODS

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[2] Diane Larsen-Freeman, Techniques and Principles in Language Teaching, Oxford, Second edition, p. 128.

Every pedagogue should be perfectly aware of the theory of teaching their subject. The science of teaching is illuminated by the science of **methodology**, "methodike" is a Greek word that means "a set of methods of doing something according to the purpose"[3]. The term "**methodology**" in a narrow sense refers to the concept of a specific course of education.

Communicative methods of teaching foreign languages are one of the most effective methods in the modern Teaching Foreign Languages Methodology today. Lexically, the term "communicative" means "to communicate". It is no coincidence that this term is associated with the communicative method. Because the communicative method in teaching foreign languages is important in the formation of students' communicative competence. According to Ya.M.Kolker, E.S.Ustinova and T.M. Enalieva, in the last decade, it has become common to put communicative and intensive methods of teaching foreign languages against the traditional method[4]. Scholars argue that the main reason for this is that the traditional way of teaching is mainly about memorizing language rules and doing exercises which means learning about the language instead of communicating in the language. The communicative technique assumes that the unit of communication is a speech act as a means of conveying speech intentions using language. Communication is organized not by topics, but by real social spheres of communication. Communication has a role-based character, that is, each student performs a certain communicative role, such communication contributes not only to the development of linguistic competence, but also social skills - the ability to establish contact with the interlocutor. Based on the **communicative methodology**, the main approach in teaching is the functional approach, which means a different organization of the educational material, where it is necessary to take into account the sphere of communication, the speech situation, the intentions of the speaker and training is carried out on the basis of modeling communication situations. The main advantage of the communicative method is the development of unprepared speech. This is what distinguishes the natural process of communication, where it is impossible to predict the interlocutor's response, so one of the goals of the **method** is to develop a student's quick reaction to the interlocutor's response. Since speech situations imitate the natural process of communication, due to their communicative value, students' need to discuss these problem situations, which means that the motivation for learning increases. Communicative competence is the main goal of Comminicative Language Teaching, that is, the ability and real preparation of students to communicate in a foreign language and to achieve a level of sufficient demand for practical use in future professional activities. It is formed through the implementation of all four

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[3] Jamal Jalolov, Methodology of foreign language study, Tashkent 2012, 16 p
[4] Ya.M.Kolker, E.S.Ustinova and T.M. Enalieva, Practical methods of teaching a foreign language, Publishing Center "Academy", 2000, p.8

types of speech activity, various forms of work, properly selected methods and technologies.

The main place in the communicative teaching of a foreign language is occupied by game situations, working with a partner, the task of finding errors that do not allow you to build up vocabulary, but only teach you to think. CLT teachers select classroom activities based on what they believe will be most effective in developing learners' communication skills in the target language (TL). Oral activities are popular among CLT teachers, as opposed to grammar or reading and writing exercises, because they involve active conversation and creative, unpredictable student responses. Lessons vary depending on the level of the language class in which they are used. They promote cooperation, fluency and comfort in target language. According to Mitchell Rosamond the six activities listed below are commonly used in CLT classes[5]:

- role-play-students put themselves into imaginary situation for a short period of time
- Interviews-a communication process that uses questions and answers in response
- group work-the activity of working together on a task and bounce ideas off of each other
- information gap-a type of activity when learners don't have all necessary information to complete a task. In order to acquire the missing information learners have to talk each other
- opinion sharing-activity to help learners practice language structures for stating opinions
- scavenger hunt-encourages learners' problem-solving skills, as teams race to solve puzzles, riddles and codes to learn the location of items

The use of communicative technology makes it possible to successfully learn a foreign language. The communicative method of teaching foreign languages is currently the most popular and widely used method in various educational institutions. The ability to speak competently is the main skill that the communicative technique is working to improve. Students are taught not only to speak on different topics, but also to monitor the correctness of speech. It is no secret that the language barrier often develops from the fact that a person is afraid to make a mistake in a conversation. And the communicative approach successfully fights this fear: up to 70% of the lesson time is devoted to the development of speaking skills. The communicative approach helps to remove both the linguistic and psychological barriers: students lose their fear of speaking English. The more and more often the student speaks English, the faster he learns

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[5] Mitchell Rosamond (1988). Communicative language learning in practice. United Kingdom: Clearing House for Language Teaching and Research. Page 23-24, 64-68. ISBN 978-0948003875.

to formulate his thoughts. And in the classroom using the communicative methodology, students talk for most of the lesson. The teacher builds the dialogue in such a way that it is interesting for students to answer questions and they can use the acquired knowledge to the maximum.

When using a communicative approach, the lesson should be made interesting and engaging for the students. This greatly contributes to acquisition of the material and it can be retained in the students' memory for a long time. Topics for discussions are introduced and age-appropriate recommendations are made within the scope of the student's personal or professional interests. In the production of organizational structures based on communicative methods, wide variety of materials help, and they are considered as a factor that improves educational reconciliation factors. Today, 3 types of materials are supported in the communicative methods of studying foreign languages, and they are:

- text-based
- task-based
- realia

The use of various communicative materials in the educational process allows students to experience a real and authentic language environment. Richard and Rodgers describe the materials used in communicative teaching methods and describe them are as follows[6]:

- Task-based materials allow foreign language learners to use the foreign language being studied through specific roles.
- Authentic materials allow students to apply materials they cannot learn in the classroom to the learning process and expose them to natural language environments in variety of situations.
- Text-based materials allow foreign language learners to listen, read, view, and analyze texts. Through this critical communication, students develop the ability to evaluate texts.

Therefore, the communicative method of teaching English is focused on more practical needs: grammar-when necessary in a very limited form, vocabulary-when necessary for practical tasks, in the form of practice-dialogues and life situations.

One of the main methods of forming the communicative competence of students in Communicative Language Teaching is the use of authentic materials in educational processes. K.Morrow considers authentic text to be an example of a vibrant language. In his opinion, an authentic text is a fragment of speech created in oral and written speech in order to convey one or another information for a real

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[6] Jack C. Richards, Theodore S. Rodgers, Approaches and Methods in Language Teaching, Second Edition, p. 204-244

listener[7]. Unlike D.Harmer and K.Morrow, D. Nunan studies not only authentic texts, but also other materials, saying that any material not created for the purpose of language learning can be called authentic material[8]. In fact, in his lessons, he encourages his students to bring into the classroom samples of real language data from "real world" contexts outside the classroom. They practice listening and reading authentic language from a variety of sources, including television and radio broadcasts, taped interviews, meetings, interviews, and announcements. They also read magazine stories, hotel brochures, airport notices, bank instructions, advertisements, and many other written messages[9].

In our view, authentic materials are texts written by native speakers and published in contexts specifically intended for native speakers, with themes, language, syntax, and various lexical and grammatical structures specifically designed for and intended through media for a native speaker audience.

According to Harmer, authentic materials are more suitable for students with advanced foreign language skills, as the main reason for this he points out that the text materials are not interesting for such students and are inadequate for real, real-life situations. For students with a low level of language acquisition, authentic materials may seem complex, overwhelming and difficult as they may contain many unknown words and complex grammar[10]. Unlike Harmer, Charlene Polio argues that teachers can easily and comfortably use authentic materials with advanced language learners, but that these materials are accessible to low-language learners and even beginners[11].

Jack Richards says that using authentic materials has the following advantages[12]:

• They provide cultural information about the language being studied

• They provide exposure to real language

• They are related to the needs of the students

• They support a creative approach to teaching

There are also detractors of authentic materials who argue that non-authentic materials are more relevant to the prescribed curriculum, more relevant, and more focused on educational goals. Nevertheless, the importance of authentic materials

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[7] Morrow, K. Authentic Texts in ESP/ K. Morrow, S. Holden (Ed.) //English for specific purposes. London: Modern English Publications. 1977. PP. 13-16.

[8] Nunan, D. Designing tasks for the communicative classroom / D. Nunan. Cambridge: Cambridge University Press. 1989/2000. P.54

[9] Nunan, D. (1991). Communicative tasks and the language curriculum. TESOL Quarterly, 25 (2), p. 279-295

[10] Harmer Jeremy, How to teach English: An introduction to the Practice of English Language Teaching, Harlow: Longman, 1988, p. 68

[11] Charlene Polio, Using authentic materials in the beginning language classroom, Clear news, 18.1(2014): 1-7, http://clear.web.cal.msu.edu/wp-content/uploads/sites/22/2018/10/2014-Spring.pdf

[12] Jack C. Richards, Communicative Language Teaching Today, New York: Cambridge University Press, 2006, p. 20

in the **communicative approach** is increasing today. Widdowson says that the **communicative approach** to language teaching and authentic materials are related: if students naturally want to communicate, it is done by engaging them in a real language environment using authentic materials. In short, the language environment in the classroom should be authentic.

Language learning using communication technology can be carried out from the earliest events. Communication-oriented language learning allows you to increase motivation, expands the expressive possibilities of speech and the naturalness of statements in oral speech and in scientific conditions.

RESULTS AND DISCUSSIONS

Teaching foreign languages is a multi-component process that includes a number of skills and abilities. Acquisition of lexical skills is of systematic importance because, along with grammar, vocabulary is the basis of any language. Chinese scholar Xiao King Liao emphasizes the importance of a balanced teaching ratio in teaching students grammar and communicative communication, saying that an overemphasis on one will lead to the following consequences[13]:

- not paying enough attention to grammar does not reduce students' ability to communicate, but they do so by making mistakes
- when grammar is given a lot of importance, students can master grammatical rules well and make sentences, but their ability to communicate effectively is limited.

CLT methods are based on the principle that language is used for communication. The learners are expected to be able to communicate with native speakers. Another feature of the CLT method is that it provides the learners with a central role in the classroom. That is, they are expected to be responsible for their own learning and to be capable of working independently without the teacher. They are also encouraged to take the initiative, negotiate to mean, and go through the process of learning. The teacher's role, however, is to work as a facilitator to guide the students to perform the tasks set for them. The teacher should also cater to individual differences among learners and should provide them with tasks that contribute to their language development.

David Nunan[14] describes the basic features of CLT(communicative language teaching) by listing five features that are generally accepted by most linguists in their explanation about CLT today.

1. An emphasis on learning to communicate through interaction in the target language
2. The introduction of authentic texts into the learning situation.

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[13] Xiao Qing Liao, Communicative Language Teaching: Approach, Design and Procedure
[14] David Nunan, Language Teaching Methodology, (Newman: London), p. 279.

3. Giving students the opportunity to focus not only on the language, but also on the learning process itself.
4. Expanding the student's own personal experience as an important element of classroom learning.
5. An attempt to link language learning in the classroom with language activation outside the classroom.

The basic principles of communicative methodology are as follows:

In 1983, scientists Finocchiaro and Brumfit[15] deduced the basic principles of a communicative technique. Until now, they have remained virtually unchanged.

1. Value is paramount
2. Dialogues should be functionally meaningful; there is no need to memorize
3. The basis for the presentation of language is the context.
4. There is no need for a perfect pronunciation; just a clear pronunciation is enough
5. Attempts to communicate in the target language are encouraged from the very beginning of learning
6. The native language is practically not used
7. Translation can be used in minimal amounts and only if it benefits the learners
8. Work with all four language skills begins with the first lesson
9. Students work a lot in pairs, groups and as a whole class
10. Language is learned by trial and error
11. Confidence and fluency of speech are put in the first place; grammatical accuracy is acquired a little later
12. The internal motivation of students increases due to the interest in communication in the target language

At the level of language theory, Communicative Language Teaching has a rich, if somewhat eclectic, theoretical base. Some of the characteristics of this communicative view of language follow[16].

1. Language is a system for the expression of meaning;

2. The primary function of language is for interaction and communication;

3. The structure of language reflects its functional and communicative uses;

4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning.

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[15] Finocchiaro and C.J Brumfit, Major distinctive features of the Audiolingual Method and the Communicative Approach, 1983, p: 91-93
[16] Richards, J.C. y T.S. Rodgers (1987). Communicative Language Teaching. En Approaches and Methods in Language Teaching (p 71) Reino Unido: Cambridge University Press

When we talk about knowledge of a language, we mean the ability to use it in real communication, i.e. we are talking about the practical knowledge of the language and, consequently, the development of communicative competence. At the same time, linguistic competence and its constituent parts - grammatical and lexical skills and abilities, occupy a leading place in the process of achieving this goal.

Assimilation of the grammatical system of the language occurs only on the basis of familiar vocabulary. Thus, both grammatical and lexical skills and abilities represent the center of language competence, on which speech skills and abilities are based. After all, it is from the moment of understanding the grammatical form of a phrase and its lexical meaning that a simple set of sounds that a person hears, reads, pronounces and speaks, acquires meaning.

But knowledge of vocabulary and grammar is not enough for communication in a given language to be successful: you also need to know the conditions for using certain language units and their combinations. A native speaker should be able to use the language not only in accordance with the meaning of lexical units and the rules for their combination in a sentence, but also depending on the nature of the relationship between the speaker and the addressee, on the purpose of communication and on other factors, knowledge of which, together with proper linguistic knowledge, is communicative competence of a native speaker.

The communicative technique gives the native speaker the opportunity to experience the work of the language as a means of live communication. It provides a variety of language themes, which is due to the very situation of communication, which involves establishing contact, maintaining a conversation, reacting to an interlocutor, expressing one's point of view, etc. against the background of one dominant topic of conversation. At the same time, the quality of language practice increases, since a native speaker uses the language form not mechanically, but meaningfully. It is undeniable that they must be ready for such linguistic activity, i.e, they must master the relevant linguistic material, be able to navigate it, have an idea of the situation in which its actualization is possible, of the methods, techniques and means of its implementation. This actualization, one's own reading, listening, speaking and writing skills, as well as the ability to show mental independence and self-organization in solving communicative and cognitive tasks, which is an indicator of intellectual readiness.

The communicative method of teaching foreign languages is aimed at developing the ability to spontaneously speak on various topics. In the classroom, only the target language is used. The teacher sometimes explains complex nuances in Uzbek, but 90% of the lesson is conducted in target language. This technique allows not only to "rearrange" to the use of the target language, but also to stop mentally translating Uzbek phrases into target language and vice versa. Grammar and vocabulary are studied for communication, and not just for show. The

communicative technique assumes a very correct and simple principle for studying grammatical constructions: no one crams theory. The teacher explains this or that rule and together with the students begins to work it out in practice, bringing the use of skill into automatism. They do the same with new words: no cramming, only repeated practical application.

The main task of the communicative technique is to help the students get rid of the notorious language barrier. About 70% of classes in the communicative methodology are devoted to conversational practice on various topics. And yet it would be a mistake to think that the communicative approach is exclusively conversations in English. The communicative approach requires the development of oral and written speech, vocabulary, grammar, listening and reading skills. The teacher goes through three stages of learning with the student: involvement (involvement), learning (learning) and activation (activation - use). At the engagement stage, the teacher in the student's admission in the learning process: initiates a fascinating discussion, offers a picture, problem, film, etc. At the study stage, the student explains the grammatical topic and uses new words and expressions, the student, that is, they work to expand the vocabulary and mastery of grammar. During the activation stage, the student performs various exercises to reinforce the new grammar and words. This may be a continuation of the discussion of the topic under study, but with the consumption of knowledge.

With CLT, fluency should take on more importance than accuracy in order to keep learners meaningfully engaged and motivated in their language use. According to Brown with CLT, there is more focus specifically on speaking the target language with fluency and being understood by the listener, while teaching grammar and structure of the sentence are not as important as fluency.[17] . Similarly, it is significant that teachers do not point out student errors directly when they speak, as student"s immediate utterances are a part of the development of their communication skills. As such, it is suggested instead to note student errors during a given activity and then point errors out to them after the activity.

British linguist D. A. Wilkins presented an analysis of communicative meaning, with a functional definition of language where language learners need to understand and express. Thus, making CLT different from other approaches and methods. According to Littlewood[18] "One of the most characteristic features of CLT is that it pays systematic attention to functional as well as structural aspects of language".

Like any other way of learning a language, the communicative approach has been transformed over time, but its patterns have not changed. They can be answered with possible:

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[17] Brown, Douglas H. (1994). Teaching by Principles: An Integrative Approach to Language Pedagogy. USA: Prentice Hall Regents.

[18] Littlewood, W. (1981). Communicative Language Teaching. Cambridge: Cambridge University Press

1. The student begins to speak English from the first lesson. Even those who assess the language from scratch, in the first lesson, master a a number of phrases. This allows one to quickly get used to the sound of speech, the appearance of a language barrier or eliminates it.

2. When learning a language using this technique, you do not need to choose: speak fluently or speak correctly. The task is solved in making speech fluent and literate at the same time.

Speaking about scientific materials, the main rules in a communicative manner on teaching a foreign language should be observed with an almost exceptional variety. Teaching materials play an initial role in stimulating communicative language. Traditionally, there are three main types of materials: based on the text, based on the communicative task, realities. The communicative method of teaching English is more related to practical needs: grammar is found in a limited form as needed, vocabulary - as needed for practical exercises, practice - in the form of life situations. Those who are engaged in the study of a foreign language must have good communication skills. In order to stimulate the development of these skills, it is necessary to choose such forms of the lesson that will most contribute to this[19].

Researches and experiences of innovative teachers have shown that in order to maintain the fruitful and effective activity of students, it is successful to use non-traditional forms of conducting classes, for example, such as a video lesson, a lesson-discussion, a lesson-performance, a lesson-excursion, etc. The fact is that such forms of classes maintain students' interest in the subject and increase motivation for learning. During such lessons, the horizons of students expand, plus with an increase in information about the culture of the country, the language being studied, the socio-cultural competence of students improves.

CONCLUSION

Why do we say that it is necessary to implement Communicative Language Teaching in classes? The fact is that during a video lesson, learners are introduced to the culture of the countries of the language being studied by immersing them in the atmosphere of relationships between native speakers with a demonstration of the features of their facial expressions and gestures. By applying this teaching method during their classes teachers can make lessons more engaging and interactive. Such lessons require great responsibility for teachers but at the same time attract more audience.

Implementing Communicative Language Teaching in classes attracts students' attention to the language being studied, increase students' interest in learning a foreign language, increase their speech and vocabulary, provide a wide

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[19] Www.wikipedia.com

Available online at: https://jazindia.com

range of material for developing listening comprehension skills, provide students with information about the culture of the country.

It can be concluded that the effectiveness of the educational process largely depends on the ability of the teacher to organize a lesson correctly and correctly choose one or another form of conducting a lesson. Non-traditional forms of conducting lessons make it possible not only to raise students' interest in the subject being studied, but also to develop their creative independence, to teach how to work with various sources of knowledge. Such forms of conducting classes "remove" the traditional nature of the lesson, enliven the thought. However, it should be noted that too frequent recourse to such forms of organization of the educational process is inappropriate, since the non-traditional can quickly become traditional, which, ultimately, will lead to a drop in students' interest in the subject.

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