

Principles of the Communicative Approach

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Abstract:

This article demonstrates that the communicative approach to language instruction, encompassing the categories of pronouns, is widely acknowledged as a successful and learner-centered methodology. This method prioritizes significant engagement and interaction, enabling learners to enhance their communicative competency and fluency in pronoun usage.

Key words: language, perception, behaviourists, structuralists, natural, semantic.

Introduction. The seasoned educator would declare: "Our instruction was not futile." Certain generations exhibit proficiency in English. Indeed, the amount of attempts necessitated was considerable.

Primary Section. Structural linguists contended that an immersive linguistic context is essential for language acquisition. This statement signifies that verbal communication was the exclusive means of interaction. The creation of a linguistic context was considered crucial for second language acquisition.

Oral discourse is primarily the exclusive or, at minimum, the predominant means of communication. Nonetheless, foreign languages are often employed in written communication.

Main body: In contrast to behaviorists and structuralists, advocates of the communicative method assert that each educator must clarify the importance of each language discipline and teach language according to localized solutions. Communicative thinking lacks a strict ideological framework, hindering instructors from distinguishing primary and secondary notions.

N. Chomsky's internal "code" is not connected to the cognitive method in language acquisition, resulting in less capable pupils facing an inferior experience in language classes. In a conventional classroom environment, the teacher's personalized attention depends on the student count, lesson

length, and other factors, leading to numerous students, irrespective of their capabilities, receiving inadequate attention.

4. Unique characteristics of communicative technique Section

A:Evaluation

Assessment is a fundamental element of the learning process. Nevertheless, testing must be performed concerning communication. For example, you present students with the following text: A circumnavigation of the lighthouse.

Tom and Mary are embarking on a motorboat excursion. Each pleasant summer day, the Skylark embarks on an excursion around the lighthouse. It is a blustery morning, and the sea is somewhat tumultuous; yet, Tom and Mary are relishing the experience. The journey to the lighthouse requires thirty minutes. Tom expresses a desire to become a lighthouse keeper, although his father merely smiles in response. Mary enjoys observing the bow of the boat as it navigates across the sea. Subsequent to reading the material, the teacher poses questions in a disordered sequence, targeting issues of logic and syntax.

1. The ocean is turbulent due to

It is overcast.

The sun radiates light.

It is summer.

The wind is gusting.

2. What kind of transportation do Tom and Mary utilize?

via bus,

via ferry,

by vessel,

via motorboat.

Such grammatical investigations necessitate students to employ logical thinking, so incorporating grammar as an integral element of the broader linguistic framework.

Students read the book and answer the questions if it seems extensive. He must be informed that he is awarded +10 points for the fulfillment of all assignments. Offering encouragement during assessments is advantageous.

Audio-linguists conduct careful analyses of spoken discourse. Their approach asserts that understanding auditory input is essential for language development, similar to the communicative method. Audio-linguists furnish students with fixed language structures, but the communicative technique empowers students to employ language structures considered suitable for particular settings. The difference between audio-linguists and communicative techniques is that the former supplies students with texts featuring pre-structured logical frameworks in their memory, while the latter motivates students to respond spontaneously to communicative stimuli.

Phonetic specialists contend that the study and acquisition of dialogues are the basis of this system. Like behaviorists and structuralists, they create optimal circumstances with programmed responses. Audio-linguists will utilize criteria from English literature and culture to analyze English language usage among Lithuanians. In contrast, a proponent of the communicative approach does not limit himself to "English" circumstances. It is superfluous to solely focus on literature pertaining to England. Students acquire a foreign language more efficiently while engaging in discussions about

familiar, personal, and intelligible subjects, even at the early stages of learning. Audio-linguists require flawless pronunciation that lacks communicative meaning.

The oral form precedes reading, which acts as a supplementary component for verbal communication, fostering dialogue and enhancing vocabulary. Audio-linguists focused on the practical application of language, which appeared logical; nonetheless, it ultimately demonstrated thematic limitations in the retention of communicative structures. Audio-linguists attained notable expertise in the precise implementation of linguistic structures through the use of language laboratories and recordings of native speakers. Students necessitate clear and straightforward communication.

Before submitting the revised examinations, the instructor evaluates the students' recall of knowledge. The instructor might cover the same grammatical topic by asking questions related to the text.

Evaluation must encompass all aspects of language: auditory comprehension, reading comprehension, and writing skill. For example, if the instructor aims to evaluate the perception of English phonemes not present in the Lithuanian language, he may do the following assessment. Conclusion. Advocates of the communicative approach prioritize the consistent and accurate application of linguistic structures, while it is not overly emphasized. They also advocate emphasizing pupils' abilities to express their own thoughts and emotions, rather than simply imparting linguistic patterns for their own sake. Thus, communicativists strive to understand pupils' cognitive traits, alongside their personal and lifelong competencies.

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