

IMPACTS OF COMMUNICATIVE TEACHING ON LEARNERS IN ENGLISH TEACHING

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ANNOTATION

At present, most people desire to improve their English skills or make their children fluent in English. There are many opportunities to learn English provided through various means such as formal education, travel, study abroad, and through the media and the Internet. The most important demand for English has created a great need for quality language education. For this, the way we teach and what is taught is more important than ever. Today, modern teachers who teach language students know a wide range of techniques and methods. The topic of this presentation also deals with one of the teaching methods - the Method of Communicative Language Approach.

This publication seeks to explore the effectiveness of the use of teaching methods in English classrooms. Because it can improve students' understanding of the language. In addition, learning communication allows students to be more confident in communicating with other people, and they also enjoy talking more.

The sample section contains detailed information on the relevance of English learning, the role of the teacher. In communication learning, the basic components of communication learning and the activities of learning related language .

Keywords: Communicative language teaching (CLT), authentic texts , coach-supervisor, a “pacifier” coach , communication skills sociolinguistic communication, interpersonal skills, “clean communication” , verbal actions.

АННОТАЦИЯ

В настоящее время большинство людей хотят улучшить свои знания английского языка или сделать так, чтобы их дети бегло говорили по-английски. Существует множество возможностей для изучения английского языка с помощью различных средств, таких как формальное образование, путешествия, обучение за границей, а также через средства массовой информации и Интернет. Самый важный спрос на английский язык создал большую потребность в качественном языковом образовании. Для этого то, как мы учим, и то, чему учат, важнее, чем когда-либо. Сегодня современные преподаватели, которые обучают студентов языку, владеют широким спектром приемов и методов. Тема данной презентации также касается одного из методов обучения - Метода коммуникативно-языкового подхода.

Эта публикация направлена на изучение эффективности использования методов обучения на уроках английского языка. Потому что это может улучшить понимание языка учащимися. Кроме того, обучение общению позволяет учащимся быть более уверенными в общении с другими людьми, а также им больше нравится говорить.

Раздел пример содержит подробную информацию об актуальности изучения английского языка, роли преподавателя. В коммуникативном обучении основные компоненты коммуникативного обучения и деятельность по изучению родственного языка.

Ключевые слова: обучение коммуникативному языку (CLT), аутентичные тексты, коуч-супервайзер, коуч-«пустышка», коммуникативные навыки, социолингвистическое общение, межличностные навыки, «чистое общение», речевые действия.

Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

Language learners in environments utilizing CLT techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class.

Learners talk about personal experiences with partners, and teachers who teach subjects outside the realm of traditional grammar, to promote skills in the field language in any situation. This method is also said to encourage students to integrate their experience into their language learning environment, and to focus on the experience in addition to learning the relevant language.

Today, language learning has taken on a new meaning; but at first it was a little secretive and thoughtful. The role of the teacher in the teaching process has changed dramatically. The coach-mentor, coach-supervisor was replaced by an observer coach, a mentor coach, a "pacifier" coach, and a leader [1, 3].

The first line in the popularity of methods is strongly held by the communication method, which, as its name suggests, refers to the communication method. The communication method is directly related to the access of the communication. The communication approach is based on the idea that language is related and, therefore, the goal of language learning should be communication skills, which includes language proficiency (availability of language materials for use in the context of spoken speech), sociolinguistic communication (inability to use language units in terms of communication), interpersonal skills (inability when you understand and achieve interdependence in the vision and development of individual information in the use of critical discourse), what is called "skills (degree of familiarity. with a cultural view of language use), social skills (ability and willingness to communicate and others). The emergence of the communication system and the precise definition of "clean communication" was influenced by the notion of N language competence. Chomsky, which refers to the speaker's ability to generate structural correct grammar.

The communicative approach of learning foreign languages is one of the most popular in the world. And even those who are looking to see what this method is all about, are convinced that it is the most advanced and most effective way of learning a foreign language [3, 67].

A.A. Leontiev emphasizes: "to be frank, speech, as it were, does not exist. It is merely a form of speech that is part of any activity - very specific, mental or physical" [2, 127].

The verbal partnership is largely dependent on the teacher's communicative behavior, which, in turn, also enters the course of the speech orientation of learning and is due to the dynamic nature of communication. In fact, at all levels of use, communication is specially trained. But there are many areas that require specialized training. Thus, for communication, a specific role is played by: the ability to access communication, reduce and restart; the ability to follow your guideline in communication, implemented in behavioral tactics as opposed to the plans of other

networks; the inability to share regularly for new speakers (several new ones at the same time), changes in partner roles, or changes in communication; inability to predict the behavior of speaking partners, their statements, the outcome of a particular situation.

In the age of foreign language learning, many language teachers consider communication to be the most effective and criticize traditional ways of working on the principle of "from grammar to words, then the change in performance for enforcement." Special exercises are made by not using a language, and a person who learns a language correctly by this method will be more silent than saying the wrong phrase. And the "assistant", on the other hand, is called to "stop" the language.

Communication develops all language skills - from speaking and writing to reading and listening. Grammar is intelligent in the process of communication in a language: the student first remembers words, information, grammar and then begins to understand what grammar means. The goal is to teach the student to speak a foreign language not only effectively, but also accurately. Rules, meanings of new words are explained by the teacher with the help of familiar words to the student, basics and grammar information, with the help of gestures and facial expressions, drawings and other aids. They can also use computers and CDs, the Internet, TV programs, newspapers, magazines, and more. All of this helps to awaken students' interest in the history, culture, traditions of the country of the language being studied.

In foreign language lessons, the teacher creates situations where students interact in pairs and with each other, in groups. This makes the lesson even more varied. When working in a group, students demonstrate speaking independence. They can help each other to properly correct the interviewers' information. The teacher in the classroom is responsible for the tasks of organizing communication, asking leading questions, communicating ideas to participants' initial ideas, and acting as a proxy in discussing controversial issues. Unlike voice-language and other methods based on repetition and memorization, the communicative approach organizes performances "with an open-ended conclusion": students do not know what their actions are within. the classroom will pour out everything that will depend on the answers and answers. Standards apply every new day. This reinforces students' interest in classes: after all, everyone wants to be meaningfully connected to meaningful topics. Most of the time in lessons speaking (although reading and writing are also audible). At the same time, teachers talk less and listen more, only directing student activities. The teacher sets the exercise, then "talks" with the students, and then he or she disappears backwards and acts as an observer and judge. He prefers to use only research language.

To conclude, the communication approach is to compare learning to the communication process, more accurately, based on the fact that learning is a model of the communication process, although somewhat simplified, but even in basic parts, it is the same as real communication system. All of the above about the interactive approach of learning to speak a foreign language allows us to argue that the subject of education in this case is speaking a foreign language. In this way, the division of speech skills is clearly seen, and exercises are ordered for their continuous formation.

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