

TEACHING LANGUAGE THROUGH COMMUNICATION

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Annotation: *The principles of the communicative approach to language learning and instruction promote the use of effective, positive learning practices. Communicative concepts and learning strategies work together to shape the language learning environment. This article explores the application and impact of communicative concepts and learning strategies in the classroom.*

Аннотация: *Принципы коммуникативного подхода к изучению и обучению языка способствуют использованию эффективных, позитивных практик обучения. Коммуникативные концепции и стратегии обучения работают вместе, формируя среду изучения языка. В этой статье исследуется применение и влияние коммуникативных концепций и стратегий обучения в классе.*

Annotatsiya: *Til o‘rganish va o‘rgatishda kommunikativ yondashuv tamoyillari samarali, ijobiy ta‘lim amaliyotlaridan foydalanishga yordam beradi. Kommunikativ tushunchalar va o‘qitish strategiyalari til o‘rganish muhitini shakllantirish uchun birgalikda ishlaydi. Ushbu maqola aloqa tushunchalari va o‘qitish strategiyalarining sinfda qo‘llanilishi va ta‘sirini o‘rganadi.*

INTRODUCTION

One needs to have essential words, speak clearly, and organize important subjects in order to communicate with others. One well-liked method in language instruction that highlights the need of using the target language for real-world contact and conversation is the communicative language learning approach. This approach places a strong emphasis on enhancing students' communicative competence, which covers not just the use of proper grammar but also meaningful discussion, efficient message comprehension, and effective communication. Several authors have contributed significantly to a thorough examination of the communicative language education methodology and its successful use. They emphasize the importance of engaging learners with authentic materials and tasks that reflect real-world language use, which helps develop communicative competence. Authentic materials like newspaper articles are particularly effective in exposing students to practical language applications and enhancing their engagement [1]. Additionally, they describe how communicative language prioritizes interaction and communication over more conventional grammar-focused techniques like the audiolingual and grammar-translation systems. They claim that because it places more of an emphasis on meaningful communication, communicative language better prepares students for language usage in everyday situations [2]. Furthermore, experimental study provides



data supporting the introduction of cultural education into the communicative language teaching framework, demonstrating that exposure to multiple cultures improves both cultural awareness and communication abilities. This is in line with the principles of communicative language instruction, which promote using language in real-world, culturally appropriate situations in order to improve proficiency. The theoretical underpinnings of the communicative language learning approach are based on the work of linguists and educators who have questioned traditional grammar-focused language training. Thus, the communicative approach is a response to prior "non-communicative" methods, such as the Grammar Translation Method and the Audio-Lingual Method [3].

This approach emphasizes the development of communicative skills through genuine, meaningful interactions rather than language form mastery.

Crucial elements of the communicative language education approach include the use of authentic language materials and a focus on language exercises that mimic real-world communication. Communicating in the target language is the primary objective of language acquisition, according to this method. Since the communicative language education approach calls for a shift in the teacher's traditional role from instructor to facilitator, its implementation in the classroom may prove challenging. A range of resources and strategies are employed in the application of the communicative language learning approach. Because of this, teachers that employ this method typically serve as facilitators, guiding and supporting students as they acquire a language, as opposed to serving as the primary source of knowledge. This approach prioritizes real-world communication exercises, like role-plays, discussions, and debates, to enhance students' oral communication skills while cutting down on teacher lecture time. By fostering meaningful communication and empowering students to take charge of their education, these activities enhance their language proficiency as well as cultural acuity [4].

This method has had a particularly big impact on English language teaching (ELT), where the main objective is now communicative competence rather than reading competency. "English language as an international language has been occupying a dominant role in the industry, commerce, education, and human sciences, and all professions and walks of life" [5]. A number of essential components are needed for the communicative language education strategy to be implemented successfully. Authenticity and relevance to the needs and interests of the students should be the first considerations while choosing instructional materials. Newspaper articles and other authentic reading materials can be utilized to captivate students and expose them to language use in everyday situations. On the other hand, the communicative approach subtly promotes pupils using a range of language learning techniques and accepting greater accountability for their education. The conventional roles of instructors and students are changed by the communicative approach. This approach transforms the conventional, teacher-centered, noncommunicative classroom into a creative, communicative, student-centered one. With this method, pupils are seen as meaning negotiators or communicators.



CONCLUSION

The role of the teacher in a communicatively-oriented classroom broadens to include advisor, manager, resource person, facilitator, and co-communicator in addition to that of an expert-teacher. In this way, the instructor creates a multitude of communication opportunities and creates a setting that inherently motivates students to interact with one another.

References:

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