

COMMUNICATIVE METHOD OF LANGUAGE TEACHING AND SOME OF ITS INTERACTIVE
METHODS

Hamidova Dilnoza

Vocational school No. 2 of Beshariq district

Abdurahmonova Manzura

Vocational school No. 2 of Beshariq district

Annotation

Communicative method of language teaching or communicative approach to language teaching is one of the most modern and effective methods today. Today he is accepted to teach English

Keyword: Language, teaching, communicative, method, lexical, grammatical, pronunciation, sociolinguistic, foreign language.

Introduction

It turned into the "Standard" road. In 1970, during the observation work carried out by specialists and scientists, they witnessed that language learners correctly express sentences in a foreign language during the lesson, but are unable to use them appropriately during real communication outside the lesson. Indeed, learners may know the rules of linguistic usage but may not be able to use the foreign language in conversation (Vidovson, 1978). According to Dell James (1971), fluency in a foreign language is more important than linguistic competence; communicative competence requires knowing what to say, when and how to say it. Such research led to a shift from the linguistic structure-based approach that was at the center of the late 1970s and early 1980s to the Communicative Approach.

The main goal of this method is to teach language learners to communicate in a foreign language. According to Richards Jack, "The communicative method of language teaching aims to teach communicative competence. Communicative competences include the following aspects of language knowledge:

- Knowing how to use language for different purposes and tasks;
- To have the skills to provide language diversity according to the communication situation and participants (for example, knowing when and where to use formal and informal speech);
- Knowing how to understand and narrate different forms of text (for example, stories, interviews, dialogues, documents);

"Despite the limited knowledge of a foreign language, knowing how to continue it using various strategies of communication"

According to Taylor, "Communicative method emphasizes the ability to communicate according to the content of the text (speech) being presented, rather than ensuring grammatical or phonetic perfection."

Theorists of Smiz English School emphasize that the communicative method of language teaching is based on the acquisition of knowledge and skills about the sociolinguistic aspects of the language rather than lexical, grammatical and pronunciation rules. This confirms our opinion that the above language learners should learn to use the foreign language in any situations of the society.

As we mentioned above, the communicative approach promotes the idea of learning a foreign language through real communication. This method is student-centered, interactive, collaborative, and content-based. Rendell Jewin, an American expert, argues that asking a language learner how to pronounce the word "apple" - "apple" and say the letters in it one by one is not communicative, because the teacher knows the answer expected from him, the goal here is not clear and truthful. Asking a student to name his favorite fruit is communicative because the teacher may not be sure of the student's answer.

Qualified expert David Newnan (1991) lists the following 5 characteristics of the communicative language teaching method:

1. Focuses on learning to communicate in a foreign language by influencing each other;
2. Introduces reliable texts (speech) taken from real life into the language learning process;
3. Provides opportunities for language learners to focus not only on the foreign language itself, but on the learning process;
4. Considers the personal experiences of students as important elements of the learning process;
5. Engages in connecting the language learning process and classroom with activities outside the classroom.

Considering the personal experiences of language learners as important elements of the communicative language teaching method shows that it is related to the unique individual needs of each learner. Students should be given the opportunity to freely express their ideas and opinions in front of others in a foreign language. In addition, the teaching of a foreign language, especially English, through functional and social interactive activities is the main requirement of Communicative Language Teaching (CLT-Communicative Language Teaching). It should also be noted that in the process of teaching a foreign language, the use of only the studied foreign language in the classroom shows the main difference between this communicative method and other approaches. This is a quick and effective way to achieve the goal of building students' communication skills. Қуйидаги усуллар ўқувчиларнинг чет тилида мулоқот қўникмаларини ва оғзаки нутқини шакллантиришга ёрдам берувчи самарали машғулотлардир:

Brainstorming is a method that involves language learners to express their free thoughts and opinions on a problem. The participants do not criticize each other's thoughts and opinions, but through them they focus on a specific solution to the problem. Language learners explain the answers in a foreign language and conduct the discussion in a foreign language. They choose the most appropriate and effective among the answers. This method fulfills all the tasks of communicative language teaching. But its main task is to form the language learning process of language learners, to make them interested in independent understanding and solving of problems, and to develop communication culture and exchange of ideas skills in them. The role of the language teacher in the process of using this method is that he only helps students, guides and does not participate as an active participant in the process..

Story narrating through the pictures is a method that encourages free speech and creates a friendly atmosphere in the classroom. To use this method, language learners are asked to read a story in the foreign language being studied or to create a story themselves. Drawing pictures that help to tell this story and represent the sequence of events in it is a stage of preparation for this activity. When the students arrive in the classroom, the stories they have prepared are told with accompanying pictures. This method can be carried out individually or in small groups. At the end of the story, the rest of the class can ask questions about the story and pictures in the foreign language being studied.

This method helps language learners in the following aspects:

- To form public speaking skills;
- To develop creativity and imagination;
- To develop logical thinking skills

Role-play strategies provide advantages for both the language learner and the teacher. It can be used in different ways. This method is a method by which language learners demonstrate various conditions of life situations by staging. The principle of this method is to show the personality of a specific person, including a historical figure, famous people, using the studied foreign language in a staged situation. According to Jones (1982) "students should take their tasks and roles as responsibilities and duties and show their skills to show this scene"

The Onion method is a form of the debate method, which is also aimed at developing the speaking skills of language learners. For this method, the class is divided into 2 numerically equal groups. In the classroom, chairs are placed in two rings - inner and outer. Students in the inner and outer ring sit facing each other. Each member of the group inside the inner ring is seated facing the participants in the outer ring. Members of both circles start a discussion on some issue. After some time, the members of the outer ring move to one chair and change places to continue the discussion with the new pair.

СПИСОК ИСПОЛЬЗОВАННОЙ ЛИТЕРАТУРЫ

1. Вишнеvский А. Современная семья: идеология и политика Свободная мысль. - М.: Проспект, 2007. - 584 с.
2. Гребенников И.В. Основы семейной жизни учеб. пособие для студентов пед. ин-тов / И.В. Гребенников - М.: Просвещение, - 2010. - 140 с.
3. Mамурjonovна N. D., Nurislom Ulug'bek o'gli K. A STUDY OF THE SOCIAL PERCEPTIONS OF CHILDREN OF HAPPY AND CONFLICTED FAMILIES ABOUT THE FUTURE //Conference Zone. - 2022. - С. 9-11.
4. Mамурjonovна N. D., Abdugarimova M. R. ON THE PSYCHOLOGICAL CRITERIA AND ORIGINAL FACTORS OF DISPUTES BETWEEN YOUNG PEOPLE //Archive of Conferences. - 2021. - С. 50-55.
5. Mамурjonovна, Nuraliyeva Dildora, and M. R. Abdugarimova. "ON THE PSYCHOLOGICAL CRITERIA AND ORIGINAL FACTORS OF DISPUTES BETWEEN YOUNG PEOPLE." Archive of Conferences. 2021.
6. Mамурjonovна, N. D., & Abdugarimova, M. R. (2021, July). ON THE PSYCHOLOGICAL CRITERIA AND ORIGINAL FACTORS OF DISPUTES BETWEEN YOUNG PEOPLE. In Archive of Conferences (pp. 50-55).
7. Dildora N., Social A. K. psychological characteristics of families on the verge of divorce 2021 //Special Issue on Engineering Technologies and Management C-3889-3897.
8. Dildora, Nuraliyeva, and Abdusamatov Khasanboy Social. "psychological characteristics of families on the verge of divorce 2021." Special Issue on Engineering Technologies and Management C-3889-3897.
9. Dildora, N., & Social, A. K. psychological characteristics of families on the verge of divorce 2021. Special Issue on Engineering Technologies and Management C-3889-3897.
10. Nuraliyeva D. M. STUDYING SUSCEPTIBILITY TO THE BEHAVOIR OF THE PAIR IN THE RELATIONSHIP BETWEEN MAN AND WOMAN AND GIVING A SOCIAL-PSYCOLOGICAL HELP //Теория и практика современной науки. - 2018. - №. 5. - С. 32-34.

11. Nuraliyeva D. M. Development of socio-psychological mechanisms of psychological services to families and children. – 2019.
12. Nuraliyeva D. M. STUDYING SUSCEPTIBILITY TO THE BEHAVIOIR OF THE PAIR IN THE RELATIONSHIP BETWEEN MAN AND WOMAN AND GIVING A SOCIAL-PSYCOLOGICAL HELP //Теория и практика современной науки. – 2018. – №. 5. – С. 32-34.
13. Dildora N., Social A. K. psychological characteristics of families on the verge of divorce 2021 //Special Issue on Engineering Technologies and Management C-3889-3897.
14. Dildora N., Social A. K. psychological characteristics of families on the verge of divorce 2021 //Special Issue on Engineering Technologies and Management C-3889-3897.
15. Nuralieva D. M. CHARACTERISTICS OF MARRIAGE RELATIONS IN PROVIDING PSYCHOLOGICAL AID TO THE FAMILY AND IT INFLUENCE ON THE STRENGTH OF MARRIAGE //Психологическое здоровье населения как важный фактор обеспечения процветания общества. – 2020. – С. 411-414.
16. Nuraliyeva D. M. Examining the orientation of women in the field of psychosocial service for the family and the empirical analysis of psychological qualities //International scientific and practical conference Cutting Edge-science Primedia E-launch page115-116. USA Conference Proceedings. – 2020. – Т. 6.
17. Nuralieva D. M. CHARACTERISTICS OF MARRIAGE RELATIONS IN PROVIDING PSYCHOLOGICAL AID TO THE FAMILY AND IT INFLUENCE ON THE STRENGTH OF MARRIAGE //Психологическое здоровье населения как важный фактор обеспечения процветания общества. – 2020. – С. 411-414.
18. Mamurjonovna N. D., Nurislom Ulug'bek o'gli K. A STUDY OF THE SOCIAL PERCEPTIONS OF CHILDREN OF HAPPY AND CONFLICTED FAMILIES ABOUT THE FUTURE //Conference Zone. – 2022. – С. 9-11.
19. Mamurjonovna N. D. PSYCHOLOGICAL SERVICE AND ITS ROLE IN FAMILY RELATIONSHIPS. – 2022.
20. Mamurjonovna, Nuraliyeva Dildora. "PSYCHOLOGICAL SERVICE AND ITS ROLE IN FAMILY RELATIONSHIPS." (2022): 115-121.
21. Mamurjonovna, N. D. (2022). PSYCHOLOGICAL SERVICE AND ITS ROLE IN FAMILY RELATIONSHIPS.
22. Mamurjonovna N. D., Moydinova Z. FAMILY STABILITY THE INFLUENCE OF PREMARITAL FACTORS. – 2022.
23. Mamurjonovna, Nuraliyeva Dildora, and Z. Moydinova. "FAMILY STABILITY THE INFLUENCE OF PREMARITAL FACTORS." (2022): 268-273.
24. Mamurjonovna, N. D., & Moydinova, Z. (2022). FAMILY STABILITY THE INFLUENCE OF PREMARITAL FACTORS.
25. Mamurjonovna, Nuraliyeva Dildora. "PSYCHOLOGICAL SERVICE AND ITS ROLE IN FAMILY RELATIONSHIPS." (2022): 115-121.
26. Mamurjonovna, N. D. (2022). PSYCHOLOGICAL SERVICE AND ITS ROLE IN FAMILY RELATIONSHIPS.
27. Mamurjonovna N. D., Moydinova Z. FAMILY STABILITY THE INFLUENCE OF PREMARITAL FACTORS. – 2022.

-
28. Mamurjonovna, Nuraliyeva Dildora, and Z. Moydinova. "FAMILY STABILITY THE INFLUENCE OF PREMARITAL FACTORS." (2022): 268-273.
 29. Mamurjonovna, N. D., & Moydinova, Z. (2022). FAMILY STABILITY THE INFLUENCE OF PREMARITAL FACTORS.
 30. Нуралиева Д. М. ОСОБЕННОСТИ ОБЩЕНИЯ ДЕТЕЙ И РОДИТЕЛЕЙ В СЕМЕЙНЫХ ОТНОШЕНИЯХ //Uzbek Scholar Journal. – 2022. – Т. 6. – С. 39-43.
 31. Нуралиева, Дилдора Мамуржонова. "ОСОБЕННОСТИ ОБЩЕНИЯ ДЕТЕЙ И РОДИТЕЛЕЙ В СЕМЕЙНЫХ ОТНОШЕНИЯХ." Uzbek Scholar Journal 6 (2022): 39-43.
 32. Нуралиева, Д. М. (2022). ОСОБЕННОСТИ ОБЩЕНИЯ ДЕТЕЙ И РОДИТЕЛЕЙ В СЕМЕЙНЫХ ОТНОШЕНИЯХ. Uzbek Scholar Journal, 6, 39-43.
 33. Нуралиева Д. М., Джалолова М. А., Абдурахманов Х. Х. РОЛЬ ЖЕНЩИНЫ В СЕМЕЙНЫХ ОТНОШЕНИЯХ //Uzbek Scholar Journal. – 2022. – Т. 6. – С. 34-38.
 34. Нуралиева, Дилдора Мамуржонова, Мохинур Абдусатторовна Джалолова, and Хайруллох Хокимжонович Абдурахманов. "РОЛЬ ЖЕНЩИНЫ В СЕМЕЙНЫХ ОТНОШЕНИЯХ." Uzbek Scholar Journal 6 (2022): 34-38.
 35. Нуралиева, Д. М., Джалолова, М. А., & Абдурахманов, Х. Х. (2022). РОЛЬ ЖЕНЩИНЫ В СЕМЕЙНЫХ ОТНОШЕНИЯХ. Uzbek Scholar Journal, 6, 34-38.
 36. Mamurjonovna N. D. PSYCHOLOGICAL SERVICE AND ITS ROLE IN FAMILY RELATIONSHIPS. – 2022.
 37. Mamurjonovna, Nuraliyeva Dildora. "PSYCHOLOGICAL SERVICE AND ITS ROLE IN FAMILY RELATIONSHIPS." (2022): 115-121.
 38. Mamurjonovna, N. D. (2022). PSYCHOLOGICAL SERVICE AND ITS ROLE IN FAMILY RELATIONSHIPS.