
TEACHING FOREIGN LANGUAGE GRAMMAR BASED ON COMMUNICATIVE APPROACH

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Annotation.

The communicative approach (CA), sometimes known as communicative language teaching (CLT), is a method of teaching languages that places a strong emphasis on interaction as both a means and an end in itself. By interacting with one another and the teacher, reading "authentic texts" (texts written in the target language for purposes other than language learning), and using the language both inside and outside of the classroom, learners in communication-based environments can learn and practise the target language. In order to foster language proficiency in a variety of contexts, instructors teach subjects other than standard grammar to learners while they chat about personal experiences with their partners. Additionally, that approach says it encourages students to put their own experiences into their language-learning context and to put more emphasis on the learning process than just the target language itself. The ability to communicate in the target language is the aim of language instruction, claims CLT. This is in contrast to earlier perspectives when grammar proficiency was frequently given great emphasis. In this article the way of teaching grammar is discussed.

Key words.

Communicative language learning, communicative approach, authentic materials, grammar competence, grammar proficiency, practice, learner-centered.

Today, it is evident that acquiring a foreign language's grammar is less important than it once was. In some locations, it is also asserted that learning the grammar of a foreign language is not required for effective communication. Up to a certain level of language proficiency, excellent results can be achieved without learning the grammar of that language, but in order to master a foreign language, a thorough understanding of its grammatical foundation is required. Because grammar is the structural basis for our ability to communicate. The greater our understanding of how language functions, the greater our ability to control its meaning and effectiveness, as well as that of others. It aids in improving precision, identifying ambiguity, and utilizing the variety of expression available in

English.[1] On this basis, we can conclude that grammar is more than just a form of language; rather, grammar functions to convey meaning in language.

In the grammar-translation method, which is extensively used despite being one of the oldest methods of language learning, the primary focus is on teaching the language's grammar. First, a new grammatical topic is explained, then the topic is reinforced with exercises, and then the texts must be translated. This method of language learning requires more time and effort from the language learner, but it is more difficult for them to communicate in the language they have learned, and in some cases the language may not even be formed. This is primarily due to the lack of exercises designed to improve students' language abilities.

Some linguists, including Stephen Krashen, believe that reading and listening to a great deal of foreign language material is the most effective method for teaching grammar. [2] However, an abundance of evidence demonstrates that this viewpoint is incorrect. For instance, Norris and Ortega concluded, based on their extensive research and surveys, on the whole students who receive some explicit instruction in grammar perform better than those who do not. Teachers and students also generally feel that grammar instruction is helpful. [3]

The primary objective of the majority of language learners is to be able to communicate with others in the target language. Based on this objective, the communicative approach to acquiring a foreign language is the most effective method. The answer to the query "what is a communicative approach?" is as follows. The communicative approach is centred on interpersonal communication. Communication entails exchanging ideas with others on a variety of topics, inquiring about their interests, objectives, and the opinion of others in the group on similar topics, and being able to convey one's own opinion on these topics.[4]

How is grammar taught using a communicative methodology?

Lessons based on a communicative approach are organised around an intriguing general topic and a grammatical topic. Thus, a topic is selected based on the age and academic level of the students. For example, topics such as "Family", "Friends", and "Jobs" can be selected by novices. It is appropriate for learners with a higher level of language proficiency to select topics that are more complex and enigmatic. In contrast to the traditional grammar translation method, the lessons begin with a short query about the new topics to be covered, rather than with the direct introduction of a new grammar topic. Within this topic, students work in pairs or small groups, and the teacher functions as an observer, corrects errors, and assists students in expressing their ideas. A new aspect of grammar is introduced.

The instructor avoids explaining the topic in a lecture-like manner during the explanation. During the explanation, students are asked queries that promote their independent comprehension of the rules. There are exercises provided to reinforce the structure of the grammar topic. Then, a series of exercises that integrate all language skills based on these grammatical topics are performed. Step-by-step instruction is provided for learning subject-specific terms. Following each exercise, students discuss the information in the target language. This procedure can be carried out in partnerships, small groups, or large groups. The exercises are organised with an emphasis on communicating using the newly acquired grammar topic. In other words, the query, affirmative, and negative forms of the subject occur frequently. In this way, students begin to use the grammar topic to express their thoughts, as opposed to merely acquiring its structure. At this stage, the primary focus of language learners is on being able to communicate with others, and grammar becomes secondary; language is used for this purpose in the actual world. This method of instruction is a learner-centered approach that increases retention of information when students are involved in the learning process.

In conclusion, in the communicative approach, grammar is relegated to a secondary level, and the emphasis is placed on students' use of grammar in communication. The role of the teacher is to provide guidance and monitor the students' proper execution of assigned duties. And the objective of the lesson will be met, and efficiency will increase, when the students use the newly learned topics to express their own views rather than listening to the teacher speak.

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