

## THE ROLE OF THE STUDENTS IN COMMUNICATIVE LANGUAGE TEACHING CLASSROOMS

<https://doi.org/10.5281/zenodo.10546731>

**Xayrullayeva Gulasal Farhodovna**

*Bukhara State University, Uzbekistan*

*g.f.xayrullayeva@buxdu.uz*

### **Abstract**

*Today, the communicative method is undoubtedly the most effective way to learn English. It appeared abroad around the 60s of the last century, and came to our country around the mid-90s. The communicative technique is focused specifically on communication. Of the four "pillars" on which any language training rests (reading, writing, speaking and listening comprehension), increased attention is paid to the latter. The communicative method is designed primarily to remove the fear of communication.*

### **Key words**

*communicative methodology, communication, language learning, functionality, practical proficiency.*

As you know, the purpose of teaching a foreign language is practical knowledge of the language, mastering the language system and acquiring language skills. However, experience shows that often after graduating from a university, even the best students do not have spontaneous speech skills; their vocabulary is poor and their grammatical structures are of the same type. Specially conducted studies have shown that more than 90% of foreign language classes are primarily aimed at teaching the language system, rather than mastering it. The main subject and object of learning in the traditional method is the teacher. He directs types of speech activity, gives comments and organizes the learning process as a whole. At the same time, teaching methods and techniques are not aimed at the formation and development of students' speech skills and abilities. The traditional method of learning English is also called grammar-translation. It consists of a systematic study of grammatical material, phonetics, and develops translation and reading skills. Students compose dialogues, memorize them, learn words by topic, retell texts, and perform written grammar exercises. The main features of this approach are memorization of the material and thoroughness. A feature of the traditional method is that in the process of work, students must master all types of speech

activity to a given extent. Currently, the so-called communicative method of language acquisition is widely used. The communicative approach to language learning is not a new technique at all: it appeared abroad around the 60s of the last century, and came to our country around the mid-90s. Then all the English language learners began to complain that “they understand everything, but they can’t speak.” The adherents of the communicative approach have taken the path of combating this discrepancy. Since then, the communication technique has changed significantly and has become widespread throughout the world. Initially, it involved group classes with a native speaker. From the very first lesson, instruction was conducted in English. From the very first lesson, instruction was conducted in English. Later, the approach underwent some changes, and now it is used both in groups and in individual lessons. Much has been said and written about its effectiveness. Results are achieved by minimizing the use of the student’s native language during classes. With this approach, it is very important to teach a person to think in a foreign language so that he perceives foreign speech without any associations with his native language. With this method of teaching, the study of theoretical aspects is minimized or absent altogether, and the main attention is paid to live communication, i.e., spoken language. In fact, in the learning process, much attention and a sufficient amount of time are paid to both vocabulary and grammar, but mastering them is not the main goal of learning a foreign language. Speaking about educational materials used in communicative teaching of a foreign language, it is worth noting their almost unlimited variety. Learning materials play a primary role in stimulating communicative language use. Traditionally, there are three main types of educational materials: text-based, communicative task-based, and reality-based.

Discussion of real life situations attracts students, arouses keen interest and a desire to share their ideas. The main place in communicative teaching of a foreign language is occupied by game situations, work with a partner, tasks to find errors, which not only allow you to increase your vocabulary, but also teach you to think analytically. Many proponents of the communicative approach support the use of authentic materials in the classroom. These can be various linguistic entities, such as magazines, advertisements and newspapers, or visual sources around which communication can be built (maps, graphs, tables, etc.).

The main task of the communicative technique is to help the student get rid of the notorious language barrier. About 70% of the communicative methods class is devoted to speaking practice on various topics. Still, it would be a mistake to think that the communicative approach is exclusively about talking in English. The

communicative approach is designed to develop oral and written speech, vocabulary, grammar, listening and reading skills. The teacher goes through three stages of learning with the student: engagement, study and activation. At the engagement stage, the teacher involves the student in the learning process: he initiates a fascinating discussion, offers to discuss a picture, a problem, a film, etc. At the study stage, the student is explained the grammatical topic and the use of new words and expressions, that is, they work on expanding their vocabulary and mastering grammar. At the knowledge activation stage, the student performs various exercises to consolidate new grammar and words. This may be a continuation of the discussion of the topic being studied, but using the acquired knowledge. Like any other way of learning a language, the communicative approach has transformed over time, but its fundamental principles have not changed. These include the following:

1. The student begins to speak English from the first lesson. Even those who learn a language from scratch master a couple of dozen phrases in the first lesson. This allows you to quickly get used to the sound of speech, prevents the appearance of a language barrier or eliminates it.

2. When learning a language using this method, you don't have to choose: speak fluently or speak correctly. The goal is to make speech fluent and literate at the same time.

Modern authentic manuals are used during training. Carefully researched English texts contain fascinating practical material that can be used in life and in professional activities. The ability to speak competently is the main skill that communication techniques work to improve. Students are taught not only to speak on various topics, but also to monitor the correctness of speech. It's no secret that a language barrier often develops because a person is afraid to make a mistake in a conversation. And the communicative approach successfully combats this fear: up to 70% of the lesson time is devoted to developing speaking skills. The Communicative approach helps to remove both the immediate language and psychological barriers: students lose their fear of speaking English. The more and more often a student speaks English, the faster he learns to formulate his thoughts.

The practice of using the communicative method in school and out-of-school education has made it possible to really evaluate its advantages and disadvantages:

- students develop interpersonal communication skills, fear of the interlocutor, the audience is removed, thinking, situational reaction, and linguistic intuition are actively formed;

- the individual characteristics of each student are taken into account. During classes, everyone participates in communication to the extent that their vocabulary and grammatical knowledge allows. At the same time, stronger students act as an example and incentive for the upward movement of all participants in the communication process;

- constant innovation in the organization of the learning process and its content is ensured. This allows you to maintain interest in classes, emotional uplift during lessons, and a feeling of satisfaction from the results of work during classes;

- students are able to master grammatical structures without lengthy grammatical analysis. Cumbersome and often unproductive tasks on constructions such as “put the verb in the correct grammatical form” are excluded from practice. Even a correctly completed task of this type does not add practical skill in using the “required grammatical form” in speech;

- the method is applicable to any age groups of students and at any stage of education.

It is advisable to adhere to the 70% of teaching time principle for speaking as much as possible. At all stages, the lesson should be rich in oral speech. For example, all lessons in groups can begin with a small warm-up and greeting. Any student is given the opportunity for 2 minutes. say your “Hello, good to see you, how are you.” Having heard an answer like: “Things are so-so,” briefly ask: “Why?” You can notice that Yura looks sleepy today: “Did you sleep well, Yura?” And give Marina a compliment: “You look beautiful today in your new dress.” As a rule, children are happy to join in this short exchange of pleasantries. In this way, standard conversational phrases are established for starting any polite communication. Children learn to react to possible non-standard turns in a conversation, and they themselves initiate such turns. In younger groups, the moment of greeting is not so verbose. But children in the junior and middle groups easily get involved in discussions of the pictures on the board that they themselves draw during the break. Children prepare their drawings with pleasure and then begin to tell stories with the same pleasure. The teacher’s task is to help the student formulate thoughts and put them into a story within the framework of known vocabulary and familiar grammatical structures. The requirement of specialists in communicative methods is met - the child must have the desire to speak. Such work of one child never leaves the class passive. Dialogues and creative disputes arise, i.e. communication in the classical sense of the word.

Some concern is caused by speech errors. However, according to practicing methodologists, one should not pay attention to minor errors (for example, the

absence of an article, inaccurate use of some prepositions, etc.). Moreover, the attention of the child and the entire class is concentrated on the story, and the teacher's corrections will be accepted mechanically, not consciously.

And small mistakes are not terrible, since they were made once, and there is no moment for their consolidation. It is more important that the child is passionate about the discussion, he is concerned about the content of the story and the reaction of the listeners, and he makes a natural effort to convey his thoughts so as to be fully understood by his interlocutors.

Children are eager to take the initiative and bring their own pencil drawings or color photographs from magazine covers to class to discuss with the class, for example the animal story "Polar Bear in the Arctic" or the technical topic "Spaceship Taking Off". It is convenient to select topics for discussion when watching educational cartoons.

#### REFERENCES:

1. Hymes, Dell. On communicative competence. Linguistic anthropology: A reader (2001): P-53-73
2. Wang, F. The Necessity of Grammar Teaching. 2010. English Language Teaching 3/2: 78-81.
3. Richards, J. Communicative Language Teaching Today. Cambridge. Cambridge University Press. 2006.
4. Lightbown, P. and Spada, N. How Languages are Learned. Oxford: Oxford University Press.1999.
5. Littlewood, W. Communicative Language Teaching: An Introduction. Cambridge: Cambridge University. Press.1981. p.108.
6. Nunan, D. Communicative Language Teaching: Making it Work. 1987.
7. Askarovna, S. M., & Djurabayevna, D. N. (2019). Some principles of the formation and development of ethical terms in the English language in the XVI-XVIII centuries. International Journal on Integrated Education, 2(6), 31-39.
8. Shukurova, M. A. (2017). Coherence and cohesion as essential parts in effective writing. Міжнародний науковий журнал Інтернаука, (1 (1)), 143-145.
9. Saidova, Z. K. (2023). PROBLEMS OF LINGUO-CULTURAL ANALYSIS OF PHRASEOLOGICAL UNITS IN THE ENGLISH AND UZBEK LANGUAGES. Finland International Scientific Journal of Education, Social Science & Humanities, 11(2), 700-707.



10. Khudoyberdievna, S. Z. (2022, January). Classification of verbal phraseological units denoting the emotional state of a person. In Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes (pp. 90-93).

11. Saidova Zulfizar Khudoyberdievna Questioning techniques in teaching English // Достижения науки и образования. 2018. №5 (27). URL: <https://cyberleninka.ru/article/n/questioning-techniques-in-teaching-english>.

12. Saidova Zulfizar Khudoyberdievna Implementation of some techniques in developing reading skills in English classes // Достижения науки и образования. 2018. №5 (27). URL: <https://cyberleninka.ru/article/n/implementation-of-some-techniques-in-developing-reading-skills-in-english-classes>.

13. Saidova, Z. (2022). ПРЕИМУЩЕСТВА И НЕДОСТАТКИ МОДУЛЬНОЙ ОБЪЕКТНО-ОРИЕНТИРОВАННОЙ ДИНАМИЧЕСКОЙ ОБУЧАЮЩЕЙ СРЕДЫ (MOODLE) В СИСТЕМЕ ОБРАЗОВАНИЯ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. Uz), 8(8).

14. Saidova, Z. X. Implementation of some techniques in developing reading skills in English classes., Достижениянауки и образования № 5 (27) Россия-2018. стр. 59-60.

15. Saidova, Z. (2022). ПРЕИМУЩЕСТВА И НЕДОСТАТКИ МОДУЛЬНОЙ ОБЪЕКТНО-ОРИЕНТИРОВАННОЙ ДИНАМИЧЕСКОЙ ОБУЧАЮЩЕЙ СРЕДЫ (MOODLE) В СИСТЕМЕ ОБРАЗОВАНИЯ. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. Uz), 8(8).

16. Saidova Zulfizar Khudoyberdievna Model training method: classes in the form of buseness games, lessons such as lesson-court, lesson auction, lesson-press Conference // Достижения науки и образования. 2018. №5 (27). URL: <https://cyberleninka.ru/article/n/model-training-method-classes-in-the-form-of-buseness-games-lessons-such-as-lesson-court-lesson-auction-lesson-press-conference>.

17. Saidova, Z. (2022). ИЗУЧЕНИЕ ФРАЗЕОЛОГИИ И СРАВНИТЕЛЬНЫЙ АНАЛИЗ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ, ВЫРАЖАЮЩИХ ПСИХИЧЕСКОЕ СОСТОЯНИЕ ЧЕЛОВЕКА. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. Uz), 8 (8). ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. Uz), 8(8).

18. Saidova, Z. K. (2023). THE FUNDAMENTAL TYPES OF PHRASEOLOGICAL UNITS. Finland International Scientific Journal of Education, Social Science & Humanities, 11 (2), 517-522.

19. Khudoyberdievna, S. Z. (2018). Questioning techniques in teaching English. Достижения науки и образования,(5 (27)), 60-61.
20. Haydarov Anvar Askarovich, & Saidova zulfizar Khudoyberdiyevna. (2021). EMOTIONAL CONCEPTS IN ENGLISH AND RUSSIAN PHRASEOLOGY. Conferencious Online, 33-37. <https://conferencious.com/index.php/conferences/article/view/55>.
21. Askarovich, H. A. (2021). EXPRESSION OF CONNOTATIVE MEANING IN GRAPHIC MEANS. International Engineering Journal For Research & Development, 6 (TITFL), 91-94.
22. Haydarov, A. (2020). Methodological features of graphic tools. Middle European Scientific Bulletin, 5.
23. Askarovich, H. A. (2022). SOME COMMENTS ON THE STYLISTIC REPETITION. JournalNX-A Multidisciplinary Peer Reviewed Journal, 8 (1), 87-91.
24. Haydarov, A. (2020). Methodological features of graphic tools. Middle European Scientific Bulletin, 5.
25. Haydarov, A. A. (2023). RHYME AS A PHONETIC STYLISTIC DEVICE. Finland International Scientific Journal of Education, Social Science & Humanities, 11(2), 419-422.
26. Gadoeva, M. I., Umurova, X. X., & Vaxidova, F. S. (2019). THE EXPRESSION OF THE MEANING OF THE CATEGORY OF INDEFINITENESS IN NOUNS AND PRONOUNS IN THE ENGLISH AND UZBEK LANGUAGES. Scientific and Technical Journal of Namangan Institute of Engineering and Technology, 1(10), 227-237. <https://namdu.researchcommons.org/cgi/viewcontent.cgi?article=1819&context=journal>.
27. Umurova, X. Semantic Properties of the Terms of Wedding Ceremony Used in Bukhara Dialect. JournalNX, 6 (09), 58-62.
28. Umurova, K. (2022). Linguacultural Features of Weddings In Uzbekistan And United Kingdom. Центр научных публикаций (buxdu. uz), 26(26).
29. Toirova, U. (2021). The interpretation of zoosemy through the symbol of Monkey in the stories of N.Eshonqul "Maymun yetaklagan odam(The Man Leading the Monkey) and W.W.Jacob's "The Monkey's Paw" Toirova Umida Sobirovna A teacher of English literature department Bukhara. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 1(1). извлечено от [http://journal.buxdu.uz/index.php/journals\\_buxdu/article/view/1952](http://journal.buxdu.uz/index.php/journals_buxdu/article/view/1952).

30. Toirova, U. (2022). ВЕРНОСТЬ В ИСТОРИЯХ "КАРАКО'З МАДЖНУН" С.АХМАДА И "ХАТИКО" ПАМЕЛЛЫ СТАРШЕР В ЗООСЕМА "ИТ".ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz), 15(15). извлечено от [http://journal.buxdu.uz/index.php/journals\\_buxdu/article/view/6888](http://journal.buxdu.uz/index.php/journals_buxdu/article/view/6888).
31. Kasimova, R. N. R., & Axmedova, M. F. (2020). STYLISTIC ISSUES IN THE NOVEL "IF TOMORROW COMES" BY SIDNEY SHELDON. *Theoretical & Applied Science*, (5), 68-70. 403 - Forbidden: Access is denied. (elibrary.ru).
32. Kasimova, R. R. (2016). Description of Ceremonial Ethnographisms in English Translation of "Alpomish". *International Journal of Central Asian Studies.- Korea*, 20, 55-74.
33. .I., G. ., & qizi, S. C. B. . (2023). O'ZBEK VA INGLIZ TILLARIDA NUTQ FE'LLARINING FUNKSIONAL-KOGNITIV TADQIQI. *Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes*, 263-265. Retrieved from <https://conferenceseries.info/index.php/online/article/view/1064>
34. Ibragimovna, G. M. (2023, May). SO'Z YASALISHI TALQINI. In *Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes* (pp. 35-39).
35. Ibragimovna, G. M., & Baxtiyorovna, Y. L. (2023, May). OLAM MANZARASI TASVIRIDA SOMATIZMLARNING ROLI. In *Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes* (pp. 40-44).
36. Ibragimovna, G. M., & Nargiza, Q. (2023, May). MATAL VA MAQOLLARDA SOMATIK BIRLIKLAR IFODASI. In *Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes* (pp. 25-28).
37. Izomovich, R. Z., & Fazliddinovna, U. D. (2022, January). Implications from syntax for teaching a second language. In *Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes* (pp. 320-323).
38. Ubaydullayeva, D., & Rasulov, Z. (2021, April). Dealing with phonetic units in teaching pronunciation. In *Конференции*.



39. Расулов, З. И. (2017). Особенности позиционными типологик ва лингво маданиятшунослик ўрни. 56. Илмиймақ [https://scholar.google.com/citations?n\\_for\\_view=BMFYyzIAAAAJ](https://scholar.google.com/citations?n_for_view=BMFYyzIAAAAJ), 7.