



## Some Issues of Communicative Language Teaching at Higher Educational Institution

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**Abstract:** The ability to speak, listen and understand authentic material in English, as well as reading and writing skills should be taught in an integrated form. This task can be done with the help of various innovative, interactive methods, technologies. In addition, the creativity of teachers and students is very important for language teaching and learning. This article discusses effectiveness of the introduction of various methods and techniques based on the content for the development of learners' language skills in practice.

**Keywords:** language culture, modern methodology, methodological system, language learning, language skills, teaching process, innovative technologies, interactive methods, literary translation.

The development of a foreign language culture as a teaching goal has necessitated the creation of a new methodological system that will ensure that this goal is achieved in the most effective and rational way. In traditional method, all priorities were given to mastering grammar, vocabulary, reading, and literary translation almost mechanically.

Language learning has been accomplished through a long process. Tasks were presented namely: reading the text, translating, memorizing new words, re-reading the text, exercises on the text. Sometimes, to change the necessary activity, essay or dictation writing were taken. When reading and working on a new theme was given priority, only one function informational function of language was accomplished. Nowadays, language teaching has become practical in nature; previously it was relatively abstract and theoretical. During the teaching process, the responsibilities of the teacher changed significantly. And teaching process has become more learner- centered.

The first line in the popularity rankings is actively held by the communicative approach, its name suggests that it is focused on communication practices. The communicative method is particularly focused on communication capability. The relevance of this work is that the practice of using communicative methodology has shown that it provides not only the study of a foreign language as a means of communication, but also the development of all-round personal characteristics of learners. The oral language of any literate person is very different from the written language. But it would be a mistake to think that the communicative method is only designed to easily make small speeches. Those who want to become a professional in a particular field regularly read publications on their speciality in foreign publications. Having large phrases, they are easily managed in the text, but it takes a great deal of effort to continue a conversation on the same topic with foreign colleagues.

Communication emerged long ago as a direction and developed in other education systems, and its birth was nothing more than an objective need. This need is primarily because after developing the ability to speak a foreign language as a learning goal, over time, the difference between traditional teaching methods and the new goal has become more pronounced and sharp.

According to well known scientist E.I. Passov, our language learning process in communicative should be organized in a similar way to the process of communication with its main qualities and characteristics.

The Communicative Language Teaching approach emerged in England in the 60s and 70s, when English began to gain the status of an international language of communication. It turns out that the traditional methods (audio-lingual, grammar translation methods) that were prevalent at that time ceased to meet the needs of most English students as a foreign language.

What was originally intended for former students has been successfully adapted to the purpose and content of teaching in higher and other educational institutions.

In general, the implementation of a language-learning program for European citizenship should allow Europeans to communicate freely, remove language barriers, and achieve mutual understanding and respect. In a carefully designed form, both levels are an example for a planned (reading for a certain period) foreign language as an effective means of communication.

Defining boundaries for a number of Western European languages has allowed the development of short-term (up to two years) projects related to various aspects of the organization of foreign language teaching. In particular, they are aimed at creating new, differentiated curricula, further developing a communicative approach to different forms of teaching, theoretically substantiating and applying the skills of individual-oriented and individual learning of foreign languages.

Let us now turn to the peculiarities of a foreign language. First of all, a foreign language teacher teaches children ways of speaking activities, so we are talking about communicative competence as one of the main goals of foreign language teaching.

As some scientist's state: "In recent decades, traditional methods of teaching foreign languages have been at odds with communicative and intensive methods". Communicative Language Teaching of foreign languages is active because speech communication is carried out through "speech activity", which in turn serves to solve the problems of human activity of production in the context of "social interaction" of communicating people. The participants of the dialogue are trying to solve the real and imaginary tasks of the joint activity using a foreign language. J. Harmer states: "Strictly speaking, speech activity does not exist. There is only a complete system of theoretical, intellectual or partially practical speech actions that are part of any activity" From the I.A.Passov's point of view "Speech activity is an active, purposeful, language tool and communication, a process in which people interact with each other (with each other)".

The peculiarity of the type of activity-based teaching is that in terms of its purpose and essence, it is primarily related to a particular type of speech activity, so we use it in teaching reading, listening, translating, and so on widely used. If we know one of the methods known to us, the method of teaching a foreign language in general, namely the communicative method, we will find the main features of teaching activities. According to the opinion of J.C.Richards "communicative refers to the speech direction of the learning process, which is not the achievement of the practical goal of speech; have practical use of language itself. Orientation to practical speech is not only a goal, but also a dialectically interrelated tool"

Some researches point out: "The speech partner is in many respects dependent on the communicative behavior of the teacher, who ultimately enters into the speech direction of learning and is related to the active nature of communication".

In fact, communication is taught at all stages of material mastery. But there are a number of ideas that require special preparation.

Thus, it plays a special role for the ability to communicate:

- the ability to access, shorten, and maintain communication;
- the pursuit of their own strategic direction in communication, the ability to implement it in tactics of behavior that contradict the strategies of other communicators;
- The ability to account for partners (several new ones at a time) each time, to change the role of partners, or to change communication; the ability to predict the behavior of speech partners, their statements, and the outcome of a particular situation. At the current stage of foreign language teaching, many linguists consider communication to be the most effective and criticize traditional methods that work on the principle of “moving from grammar to vocabulary, then reinforcement exercises”.

The structure of the communicative method includes cognitive, developmental, and educational aspects aimed at educating the learner. Given this and the content of the concept of "communicative", as well as the versatility of the teaching system, we can formulate the following methodological principles of communicative methods.

The principle of mastering all aspects of foreign language culture through communication. The Communicative Language Teaching approach first suggested that communication should only be taught through communication. In this case, communication can be used as a channel of education, knowledge and development.

Communication is a social process in which there is an exchange of actions and experiences that take place in material and spiritual culture. In communication, people interact emotionally and rationally and interact with each other. Communication is the most important condition for proper education. Thus, communication performs the functions of teaching, learning and development and upbringing in communicative learning methodology. The process of teaching communication in a foreign language is a model of the actual communication process according to the main parameters: motivation, purposefulness, information content of the communication process, novelty, situation, functionality, nature of interaction of communicators and speech system. This creates a learning environment that is consistent with real knowledge, which ensures the successful acquisition of skills and their use in real communication.

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