

HUMANITIES

COMMUNICATIVE APPROACH TO FOREIGN LANGUAGE TEACHING WITHIN THE FRAMES OF GLOBAL COMMUNITY INTEGRATION

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Abstract. The article represents the main advantages of communicative approach to foreign language teaching and its influence on development all-round person. Moreover, it reveals the way communicative approach can be implemented in all spheres of language teaching as ESP teaching, four skills teaching, material design, and etcetera.

Keywords: communicative approach, foreign language teaching, target language, communicative competence.

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Introduction

Nowadays in the world of innovation technologies, appearance of various communication devices and their development there appears the necessity of various modern approaches to the problem solution. Actually, in the sphere of education, particularly in foreign language teaching, it is also essential to use modern teaching approaches meeting the requirements of current life.

Communicative approach to foreign language teaching within the frames of global community integration

Such an approach is a communicative approach to language teaching which suits modern life trends. The reason why the communicative approach is preferable in language teaching is that at this stage of modern society development it is quite difficult to stay aside all modern gadgets and means of communication where language is fundamental communicative tool. In addition, as a language being in constant change and transformation under the influence of world developing tendencies extending and enriching lexical units by forming neologisms, for example, is a part of communicative process. It means that the approach to foreign language teaching should be changed as well, reflecting all up-to-date tendencies and meeting the requirements and goals set by the society that needs communication, prompt and easy information exchange. If earlier in foreign language teaching the traditional approach was used, for instance "grammar-translation" approach. The primary task of teaching the language at that time was not verbal communication as such, but understanding the written speech. While teaching, for instance, Latin language that was the main subject in educational institutions up to the sixteenth century great attention was paid to

the grammar structure. Moreover, based on that traditional way of teaching Latin languages that became popular as English, German, and French were taught in the same way up to the eighteenth century, namely grammar exercises were taken into consideration, and only grammar rules were explained, sentences and texts were translated. However, minimum attention was paid to oral work. Practice of target language teaching showed that the methods and all the following traditional approaches of language teaching contributed not so well to the speaking and listening skill development. Due to that fact, various up-to-date foreign language teaching approaches directed to the development of understanding, making, and producing target language speech started to appear. One of those foreign languages teaching approaches appeared in Great Britain in the 1960-70-s became popular in the time when English language became an international one. That approach called Communicative one, and it was aimed at forming and developing communicative competence. According to J. J. Jalolov, the word competence in methodology means the characteristics of achieved professional language level. "Competence" (Chomsky, 1965) as a term first used by N. Chomsky was defined as the ability of fulfilling the action. "Communicative competence" (Chomsky, 1965) is the ability to use language studied under the certain social context. Moreover, communicative competence consists of speech, linguistic, social and cultural, educational and cognitive, and other competences. It means that learners while learning the target language develop four speaking activity skills as speaking, listening, reading and writing.

In addition, learners develop good pronunciation skills, enrich their vocabulary and can use correct grammatical units in their speech. In addition, to this, learners via authentic material used in the lesson obtain information concerning the target language culture, customs, traditions and language realities. Moreover, they have an opportunity to represent their native country in the competent way and tell about their own culture and traditions in the circumstances of various culture communications.

However, wrong feeling that communicative approach develops in learners only basic everyday communicative skills can be created. Nevertheless, it is a wrong opinion. The communicative approach also develops in learners social and special educational skills, they find out about new culture and language teaching techniques using innovative technologies. Furthermore, having four communicative skills learners can not only integrate into global community, study foreign popular and scientific literature concerning their profession, but also declare themselves as world level specialists in their field of study. And, finally, in addition to this, possessing a good command of foreign language, a person gets an opportunity to be involved into the self-education process, professional development, to know about the latest global achievements in the sphere of science and technology in the chosen sphere of education.

Though the communicative approach integrates into teaching process all four skills, the main aspect of language development focuses on speaking and listening skills as they are considered active skills. Teaching reading and writing in its turn is directed to the learners' use these skills for their oral speech. For example, while teaching writing learners compile comments, reports, summaries in order to in future use them at conferences, workshops, symposiums; to open joint ventures with foreign partners; to conduct business work, to lead negotiations, to create international projects, etcetera. Concerning teaching English language to elementary level students, at the lesson the ability to compile CVs, cover letters in order to have an effective interview with future work employer is taught. Moreover, the communicative approach is also used in teaching reading. Namely, learners at the lesson not

only read and retell the text as it was common thing in traditional teaching approaches, but also they learn how to tell their opinion developing their critical thinking skills, to understand and to analyze reading material. Developing critical thinking skill is a part of communicative method in teaching foreign languages and it is an important and relevant skill in modern life as it is always necessary to compare and analyze different information.

The use of communicative approach in English language teaching for specific purposes is also topical as in sixties of the twentieth century the direction in teaching English for specific purpose (ESP) became a separate branch as a foreign language teaching. From that time, this English language teaching aspect has taken leading position in ESP. In addition, as ESP teaching means studying specific vocational orientation topics then consequently the target language study is based on the texts of authentic, related topics. As the result, except all four skills development (particularly reading, speaking, listening and writing skills) the main attention is paid to vocation-oriented text reading skill.

In this regard, the use of communicative method in teaching vocation-oriented text reading skill in English language becomes quite relevant to these days. Using communicative method of teaching vocation-oriented text reading skill the teaching process becomes more and more interesting, effective meaning that the learners are highly motivated to study the target language. As regard, motivated to obtaining knowledge learner becomes a literate, intelligent, highly qualified specialist in future.

For the purpose of teaching vocation-oriented text reading skill effectively various pedagogical technologies as “jigsaw reading”, “role-plays”, “case-study”, pair work, or group work are used. Using these types of target language pedagogical techniques verbal communication starts to develop. A key task for using communicative approach established first in Great Britain in 1960s by Noam Chomsky, developed by Michael Halliday in 1970s, integrated by E. I. Passov in Russian, and by J. J. Jalolov in Uzbekistan is to teach learners how to speak target language fluently without creating any logical link between target and native languages, i.e. omitting the native language (*Jalolov, Makhkamova, Ashurov, 2015*). Furthermore, communicative approach is aimed at breaking language barrier giving learners an opportunity not only to understand studied material but also to keep up the conversation on the relevant topic and, as the result, start speaking English fluently and thinking in it as well. In order to bring communicative approach into real teaching life there should be prepared effective teaching material. Particularly with this purpose, it was suggested to compile new coursebooks for teaching English language. Moreover, all the books aimed to use communicative teaching method are compiled according to some criteria: They should contain:

- 1) Authentic material; it means that all the information in the books should be realistic, up-to- date, and reliable;

- 2) Appropriate target language level; at the lesson, all material should be chosen according to learners’ level of target language in order to avoid misunderstanding. Moreover, students can lose interest and motivation to study if the material is too complicated or vice versa too easy for their foreign language level;

- 3) Appropriate learners’ age interests; All chosen material, for instance, for adults, should not contain too easy and childish information. On the contrary, children studying foreign language should not come across with the text for grownups.

- 4) Appropriate field of education; this point refers to the separate branch of foreign language teaching English for specific purposes. It means that while teaching English, for example, the students of Psychology faculty should not use the material prepared for

Mathematics faculty, for the reason that lexicology use in these faculties is quite different from each other.

In addition, it is vital to note that the coursebooks for communicative foreign language teaching approach are compiled without using native language, but only the target one. Namely, they do not contain any word or sentence translation or any explanation in native language; particularly these coursebooks are English-English coursebooks. At the lesson where these books are used foreign language atmosphere is created which is close to the target language environment. In addition, while teaching neither students nor a teacher uses word translation technique, but only definition and explanation one. While teaching English language to elementary students mime, gestures and pictures are usually used to show the word meaning. Moreover, there are no any mechanical exercises to reinforce, revise any grammar structure. Instead of this type of exercises a teacher may use role plays, pair or group work, gap filling, finding mistakes, comparative exercises, writing summaries using target language activating memory, logic, analytical and critical thinking to show how the grammar works in authentic situation. In other words, grammar is studied in the realistic context and reinforced in practical exercises using authentic topics that help students to realize when and where they can use particular grammar structure and apply it in their following oral and written speech opposed to the detached from the context grammar exercises in traditional ways of teaching. In general, studying English language via communicative method the learners develop not only their language skills but also expand their horizons, develop their creativity and learn target language culture and traditions.

What is more, while using communicative approach in English language teaching a teacher takes into consideration students' level of foreign language, i.e. at the lesson there exists multilevel study, namely: elementary, pre-intermediate, intermediate, upper-intermediate, advanced. Finishing one level a student can smoothly go to the next one. Moreover, if someone wishes to check or clarify his/her own English language level he/she may pass the exam of international testing system as TOEFL, IELTS, CEFR etcetera, passing which learners get the certificate showing their level of English. These testing systems based on communicative foreign language teaching approach verifies the level of speaking, listening, reading, writing and critical thinking skills.

Conclusions and suggestions

Overall, communicative approach in foreign language teaching gives several ranges of advantages to the learners as it appeared based on traditional teaching approaches with the integration of modern teaching methods. Moreover, while creating methodological recommendations or book compiling students' interests are taken into consideration. It means that the aim of given approach is to motivate students to the study in general and the the study foreign language in particularly. In addition, the use of multilevel approach and multi-aging groups helps to bring up all-around person with wide outlook and certain value system, a person that can think critically, evaluate and analyze obtained information. Consequently, the communicative teaching method is based on individual approach targeting each learner to get qualified knowledge according to his or her own preferences. Moreover, the communicative approach involves various innovative interactive technologies and resources as internet, audio and video materials that conform to modern tendencies of society development. The use of up-to dated technologies and pedagogical techniques prepare a student to modern life, namely: participation in negotiations, seminars, workshops, conferences, making reports in

the symposiums, conducting scientific project work, business correspondence, reading foreign literature on separate field of study, etcetera. To sum up, communicative approach unites all up-to-date tendencies and global community requirements and help to learn the target language from the elementary level gradually coming to the advanced one and to give each learner an opportunity to achieve one's own goal in foreign language study.

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