

## COMMUNICATIVE APPROACH TO TEACHING ENGLISH

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**Abstract:** *The role and importance of the communicative approach in English language education in secondary schools is determined. An approach is a set of concepts related to the characteristics of language teaching and learning. The approach is axiomatic. It represents the content of the taught subject. The term "approach" is defined in dictionaries in the sense that it is based on a certain theory to solve a problem or find a solution to a problem.*

**Keywords:** *Foreign language, communicative approach, laws, learning, teaching.*

In English teaching manuals, this term was first used by Edward Mason Anthony, a professor at the University of Michigan, USA, to express the laws related to the nature of language and its learning/teaching methods, and it is defined as follows: An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught66 .... Approach: Theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings. The approach is a theoretically well-explained position and point of view about the content of language teaching and the nature of language learning, as well as the possibilities of introducing them into the pedagogical process.

According to Anthony, an approach is a set of principles or concepts about language, its learning and teaching, which is adapted to a method or theoretically based on it. That is, the term approach refers to the theory of language and language learning that serves as the source of English language teaching practices and principles.

The approach is a fundamental component at the core of the language teaching system, embodied as the general methodological basis of teaching and the existing educational content about the purpose, tasks of the (language) subject and the possibility of their implementation in the educational process. characterized by points of view.

According to methodologists, the approach summarizes views on the content of educational science (Vyatyuntnev, 1984), is used as a general methodological basis for research in the field of concrete knowledge (Bim, 1984), determines the direction of the researcher's activity in the study of one or another phenomenon ( Skalkin, 1981).

There is no single classification of approach in the methodology. For example, M.V. Lyakhovitsky (1981) classifies approaches from a psycholinguistic point of view as follows:

Behaviouristic - language is learned through the method of forming speech automatisms in response to external stimuli;

Inductive-conscious - the language is learned through the acquisition of language laws and methods of their use in speech as a result of analytical observation of speech patterns;

Conscious (cognitive) - the language is learned in the consistency of formation of speech skills and abilities based on acquired knowledge;

Integrative - organizationally coordinates conscious and unconscious components in the process of language teaching, that is, English is learned through the parallel acquisition of knowledge, skills and abilities.

Taking into account the linguistic factors of language learning, M.N. Vyatyutnev divides the approaches to classification of modern methods into 6 types: grammatical, correct, behavioral, educational, collective, communicative, individualized types. J.S.Richards, T.S.Rodgers, D.Brown, D.L.Freeman in researching methods about language (structural, functional and interactive) and theories about language learning, that is: a) psychological and cognitive processes that are important in language learning;

b) refer to situations that activate the language learning process and factors that optimize it. A.N.Shukin divides the approaches into groups that look at language as an object of education and a means of education.

Looking at language from the point of view of the object of learning:

- a) to learn the language;
- b) to learn speech;
- c) approaches aimed at the development of knowledge, skills and abilities differ from the types of speech activity.

Looking at language as a learning tool:

- a) correct (intuitive);
- b) conscious (cognitive);
- d) person-oriented and activity-oriented approaches can be distinguished.

The terms audiolingual method and audiolingual approach or communicative method and communicative approach are often found in the literature.

The methods are based on certain principles. The principles are based on a well-known theory of English language teaching and learning.

General classification of the communicative approach (KYO) The KYO to English language teaching is formed on the basis of the communicative method that has been developing since 1960. American and British experts recognize that

communicative English teaching is not a method, but an approach, and that communicative competence should be the goal of language teaching, to ensure the interdependence between language and communication, all began to promote the need for integrative development of knowledge, skills and abilities from speech activities.

By the 1960s, the audio-lingual and situational approaches to English language teaching had passed their time, the linguistic theories developed on their basis did not meet the requirements of the time, the communicative and functional characteristics of individual sentences were inadequately interpreted in these theories promoting structure. articles and theses of authors such as N. Chomsky, K. Kendlin, H. Windowson, T. Pika, R. Oxford about the need to prioritize the development of communicative skills in English language teaching rather than memorizing the structure (speech patterns) was published. In this context, the concept of "Learning to use English and using English to learn it" was developed.

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