

COMMUNICATION-ORIENTED APPROACH IN TEACHING FOREIGN LANGUAGES

Z.I.Agzamova,

Z.P.Xidirova,

Uzbekistan, National University of Uzbekistan

Due to the development of a pragmatic approach in linguistics, in particular the theory of speech acts, interest in the mechanisms of communication through language and its communicative function has increased. The processes of direct implementation of the language system and norms in practice have come into the orbit of linguists' attention. It became clear that when language functions in communication, it is not an abstract norm or system that is implemented, but those variants of it that are represented in speakers, listeners, readers and writers in everyday communication.

The object of research was, therefore, what linguistics usually calls speech — any written or spoken text. It is important to note that speech was considered not in itself, but in the totality of factors that generate it: who, with whom, how and for what purpose communicates. The Central concept of linguistic pragmatics, and with it the methodology, has become a communicative situation, including all the listed and other factors that affect the nature, goals and methods of communication. This led to a real revolution in the methodology of language teaching, namely, to the development and development of a communicative approach, the purpose of which was to teach communication in a foreign language, close in its qualities and characteristics to how native speakers use this language. Since all operations with language are understood in the pragmatic theory as an action, the methodological system of the communicative approach also considers the learning process as an action performed with and in the language. It follows that this methodological concept assumes greater activity of students and loading the maximum number of channels for receiving information as a prerequisite for successful memorization and further use of language information. The concept of a communicative situation is adopted by the methodology as a phenomenon that determines the logic of presenting the material on the pages of the textbook and in the classroom. All exercises of the communicative approach are somehow connected with the need to recreate the situation of real communication, learn its parameters and develop the skill of transferring the learned material to all similar situations.

This active practice is based on language material — vocabulary and grammar. The choice of material is made for purely practical reasons. It is known, for example, that any traditional textbook of a foreign language has a paragraph (unit, Lektion, etc.) and a corresponding topic in its structure. Communication - oriented textbooks partially overcome these traditions. The new thing is that the basis on which the "paragraph" is built is not the "topic" (family, food, school, etc.), but the speech intention (what I want to say/write). Speech intent, for example: to request information, ask a question/request, or Express gratitude, is brought into line with possible communication situations in which it is necessary to be able to implement such a speech intent. So there is a relationship: intention-situation. However, since the same intention can be expressed in different ways within the same situation (more or less politely, in literary language or in jargon, more complex or more simple in language terms), the "intention — situation" pair is supplemented by the "language/speech means" component. It is assumed that all alternative possibilities cannot be assimilated at once, within the framework of a "single paragraph". Therefore, the logic of the textbook must include an inevitable return to the material, but with the use of new language tools. In this case, the method refers to a "cyclical progression", that is, an increase in complexity along the spiral model: with each turn of the spiral, we move further away from the starting point, but inevitably, nevertheless, we return to it.

Thus, speech intent determines the choice of both the situations themselves and the lexical and grammatical means necessary to solve the problem of communication "here and now".

The goal of learning to communicate "as in life" defines a number of other points that are extremely important in the communicative method.

- Real communication situations are related not only to "spoken" texts, but also to other sign systems (road signs, pictograms, etc.) and printed texts (advertising, questionnaires, menus, train schedules, etc.).

These texts are included in the learning process in order to operate with them in the context of the proposed situations. Therefore, in parallel with learning a foreign language, we study what surrounds native speakers of this language in their everyday life, learn to work with these types of texts-fill out real questionnaires, choose travel routes according to real train schedules, read real ads from Newspapers. This concept is called integrated country studies.

- In a communicative situation, we act not only as speakers, but also as listeners. The thesis that there is no speaking without listening leads to an awareness of the need to develop not only speaking skills, but also listening (listening) skills using a special system of exercises and authentic audio materials (radio ads, radio plays, information from an answering machine, etc.). Despite the fact that this approach is firmly established in the teaching methodology, it has not remained a frozen system. Over time, the communication methodology was adjusted to take into account the criticism that it was subjected to at the first stages of its existence.

One-sided focus exclusively on situations of speech communication and increased attention to speaking did not allow paying sufficient attention to such types of speech activity as reading and writing. In addition, this determined the nature of the majority of selected texts in communication textbooks. There was a need to return the literary text to the textbook, since it makes it possible to diversify approaches to reading by understanding the purpose for which the text is read. If you want to understand the contents only in very General terms, determine the theme of the text, that is, to know "what text?", we apply the so-called strategy of global reading; if we want to delve into the contents, we adopt the strategy of reading for details; if we need specific data, facts, quotes, etc., we maintain a selective reading strategy. These approaches were transferred to training texts.

In addition, the need to return to using the native language of students as a basis for comparison or, which is very important for the teacher, as a basis for predicting possible errors was gradually realized. Today, Methodists do not so categorically reject the use of the native language in teaching.

Together with the support of the native language, it was necessary to rely on the native culture, on the personal experience of students. Awareness of the specifics of the culture of the language being studied also comes through awareness of their national and cultural characteristics and traditions. The authors of textbooks came to the need to create on the pages of the textbook, as far as possible, an objective picture of someone else's reality. Under the motto of the intercultural approach to teaching, new goals were set: comparison of two or more cultures, search for common points of contact and differences, and reaction to differences taking into account political and cultural correctness.

The new principle of selecting material and working with it is based on the processes of awareness and understanding. It is through understanding the text, the situation, the phenomenon of someone else's reality that students come to the need to formulate a statement. Speaking is not understood or planned as a repetition or simulation of dialogues, but as a conscious activity, for example, in a discussion, in the search and presentation of an argument, in the ability to convince, to share your thoughts.

At the lesson, such forms are widely used as working in small groups in order to find a joint solution to the problem and then discuss the proposed solutions, project-type tasks that go beyond the educational process and represent a kind of collective creativity.

It is clear that in these conditions, the activity of the teacher himself changes. From a controlling and explaining authority, it turns into a partner and adviser.

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