Basic Principles of Teaching a Communicative Approach in a Foreign Language

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Abstract: The success of training largely depends on the approach to learning a foreign language and the teacher's ability to use a specific approach depending on the tasks. There are a large number of approaches to teaching a foreign language, which vary depending on their functions and learning objectives. This paper will consider the communicative approach, its essence and features of its implementation in teaching a foreign language.

Keywords: main goal, communication in the language, competence, authentic materials.

INTRODUCTION

The communicative approach is currently widespread throughout the world, and is one of the main methods of teaching foreign languages. Its main goal is to teach to communicate freely in the language, to behave adequately in various situations of communication. That is, the main thing in this approach is the interaction during communication and the achievement of a communicative goal [17,208].

This approach is sometimes opposed to the so-called traditional teaching of foreign languages, where the emphasis is on learning the language as a system of words and grammatical phenomena. This opposition is not entirely correct, since the communicative approach does not exclude either the development of new vocabulary or the study of grammar. However, they are not the goal of learning, but are considered simply as an intermediate link leading to communication in the language.

LITERATURE REVIEW:

The introduction of a communicative approach to teaching a foreign language raises the problem of teacher training, development of teaching materials, testing and evaluation of achievements. Among the most frequently discussed questions are whether communicative learning can be applied at all stages of learning; whether it is equally suitable for teaching English as a second language and as a foreign language; whether it requires a complete rejection of the grammatical curriculum or only its revision and adaptation; how this approach can be evaluated; how suitable it is for teachers who are not native speakers; and how it can be used when students have to take a grammar-oriented test.

All these issues require further study and analysis. However, at the present stage of development of the methodology of teaching foreign languages, communicative learning in one or another of its incarnations is the most common, which undoubtedly contributes to the activities of the Council of Europe. It is on the basis of the principles of communicative learning that the project "Common European Framework of Reference for Foreign Languages" released in 2003 was built. Learning, teaching, assessment" ("Common European Framework of Reference: Learning; Teaching, Assessment").

It is essential in determining the goals of communicative learning that at least two parties involved are involved in the interaction, where one of the parties has an intention (intention), and the other develops or reacts to it in one way or another. Discussion of real life situations attracts students, arouses keen interest and a desire to share their ideas. The teacher directs the students to complete the language task. The main place in the communicative teaching of a foreign language is occupied by game situations, work with a partner, and tasks for finding errors, which not only allow you to build up vocabulary, but also teach you to think analytically.

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The communicative technique is a pragmatic approach to learning a foreign language. To a certain extent, it sacrifices the fundamental nature of knowledge in order to prepare the student for the use of a foreign language in life in a shorter time.

The term "competence" was introduced by N. Chomsky in relation to linguistics and meant knowledge of the language system, in contrast to its possession in real situations of communication [26, 27]. Gradually, in foreign, and then in our national methodology, in contrast to the linguistic competence of Chomsky, the methodological term "communicative competence" appeared, by which they began to understand the ability to communicate through language, that is, to transmit thoughts and exchange them in various situations in the process of interaction with other participants in communication. , correctly using the system of language and speech norms and choosing communicative behavior that is adequate to the authentic situation of communication.

ANALYSES AND DISCUSSIONS:

It turns out that we study any linguistic phenomenon not just in order to know it, but in order to be able to apply it in speech. The main goal of education is not to give students a certain set of knowledge about the language, but to teach them to use the language for communication. This, in fact, is the key point, which largely determines how the learning process is built. In the classroom, the communicative approach often uses the following:

➢ communication situations are simulated that are as close to real as possible, such as finding the way at the airport, booking a hotel room, renting an apartment, making an order in a cafe, and so on;

➢ a variety of authentic materials are widely used, such as articles from newspapers and magazines, video lectures, excerpts from films, commercials, and much more;

➢ work in pairs and groups is actively used: discussions, extracurricular activities, games, projects;

➢ great attention is paid to acquaintance with the history and culture of the countries of the studied language;

➢ communication is conducted mainly in the language being studied, the use of the native language of students is not welcome, and is minimized if possible;

The important task of the teacher is not to transfer knowledge and correct mistakes, but rather to guide and help students, and create conditions for communication. The approach has a huge number of supporters: most modern educational materials have been created precisely with its features in mind. There are many who criticize this approach, and for reasons often diametrically opposed. So, someone considers it rather superficial, not giving really deep fundamental knowledge about the language. Someone thinks that in fact, it is pseudo-communicative, and widely used role-playing tasks and discussions do not help to learn how to communicate in the language, as they are quite artificial. And someone simply does not think of learning a language otherwise than with the help of the grammar-translation method, and considers all other approaches to be newfangled empty shells simply by definition.

Within the framework of the communicative approach, it is assumed that the effective control of knowledge and skills meets certain criteria, namely objectivity, regularity, differentiated nature, clarity and clarity of formulation. Objectivity implies that in the process of assessment the teacher relies on the specific requirements for the supervised level.

Today, many methodologists are of the opinion that it is useful to inform students about the criteria that will be taken into account, because. This gives them the opportunity to understand what is required of them, orients and forms the installation for the task.

Regularity, i.e. the systematic nature of control is important both for the student, because it disciplines, and for the teacher, because it allows you to monitor the degree of assimilation of the material and make the necessary adjustments to the learning process.

Differentiation means that the form of control corresponds, firstly, to that aspect of the language or type of speech activity that is being tested, and secondly, to the stage of learning and the individual psychological characteristics of students.

In the European requirements for language proficiency levels, three main parameters should be taken into account when conducting control.

Reliability: it is recommended to develop requirements and evaluation criteria, taking into account the specifics of the type of speech activity being tested, and varying them in accordance with the levels of complexity

Fairness: Monitoring and evaluation should be as objective as possible.

Availability during the testing process: the developed criteria, taking into account the specifics of each specific task, allow for a differentiated assessment of the communicative competence being tested as part of the testing. [Common European Framework of Reference for Foreign Languages]. Thus, within the framework of the modern paradigm of foreign language education, it is believed that training cannot be complete without regular and objective information about how the material is assimilated and how it is applied to solve practical problems. In this regard, control, firstly, is one of the most important elements of the educational process, and secondly, it must meet the above criteria. Moreover, only clearly and precisely formulated tasks provide control over both the success of students and the reliability of the results obtained during the test. We systematize the requirements for control that appear in recent publications.

The communicative approach involves conducting classes completely in the target language without the use of the native language of the intermediary. To learn a foreign language, one needs to learn to think in it, without mentally translating words from his/her native language into the one being studied. The task of the communicative approach is to ensure that the student associates foreign words not with similar words in their native language, but directly with what these words mean, whether they are objects or abstract concepts.

The communicative approach is based on the ideas communicative linguistics, psychological theory of activity, the concept of the development of individuality in the dialogue of cultures. Initially, this approach was intended only for teaching speaking. Subsequently, the scope of its application expanded to all types of oral and written communication [25, 497].

Thus, it can be noted that the communicative approach in teaching a foreign language occupies an important place in the modern methodology due to its high efficiency. For the most part, the communicative approach is aimed precisely at the development of oral speech, which is a priority, since the goal of learning a foreign language is learn to speak it. When using the communicative approach, the student learns to speak a foreign language without translating individual phrases from his native language into the target language, but by giving form to abstract concepts that already exist in his head. The approach is a broader concept than the method, therefore, as a rule, the communicative approach is implemented in the communicative method. Thus, it can be said with confidence that the communicative method used in teaching a foreign language is based precisely on the communicative approach. Consider the fundamental principles and content of training in the implementation of the communicative method.

The essence of the communicative method lies in the simultaneous development of all components of a foreign language communicative competence necessary for learning any foreign language (reading, speaking, writing and listening). Mastering the necessary material when using the communicative method in a short time and with a sufficient degree of consolidation occurs because vocabulary and grammatical structures are provided to students in a simpler form, i.e. without the use of complex and capacious phrases. This form, as a rule, is emotionally colored for a specific situation (for example, for a dialogue) and, therefore, it is very easy to reproduce it later in real life.

The basis of the communicative method is the idea that the language is used for communication and, therefore, the goal of language teaching should be foreign language communicative competence. Each

of us has ever, one way or another, faced a psychological barrier when the situation required communication in a foreign language. There are many explanations for this phenomenon, one of which is the lack of practice of oral communication. In addition, overcoming the psychological barrier using the communicative method while teaching a foreign language contributes to a pleasant and fun communication process between the student and the teacher, making it much easier to learn to speak a foreign language.

The positive emotional mood of students and the increase in their interest in learning a foreign language are supported by numerous game elements. Students work both in pairs and in groups, participate in discussions on topics of interest to them. All this allows the teacher to take into account the individual characteristics of each student, conduct classes in a creative way and make them more exciting. At the same time; the teacher has the opportunity to exercise total control over the learning process. The main task of the communicative method is that students first learn to speak a foreign language fluently and ultimately to think in it.

An important aspect of the communicative method is the fact that in training through this method there are no exercises aimed at mechanical reproduction or repetition. Instead, exercises are used for comparisons, game situations, working in pairs, as well as for finding errors, which connect and develop not only memory, but also logic, form and develop analytical and imaginative thinking. Unlike audio lingual and other methods based on repetition and memorization, the communicative method sets exercises with an "open ending": students do not have a specific goal that needs to be reached through communication; everything will depend on the reactions and answers of others. The main advantage of the communicative method is the variety of situations and tasks that never repeat and alternate with each other. Thus, students' interest in classes is maintained: after all, everyone wants to meaningfully communicate on relevant and modern topics. Most of the time in the classroom is occupied by oral speech (although attention is also paid to reading and writing). At the same time, teachers speak less and listen more, only directing the activities of students.

The communicative method consists in likening the learning process to the process of real communication, more precisely, it is based on the fact that the learning process is a model of the communication process, albeit somewhat simplified, but adequate in terms of basic parameters, similar to the real one.

CONCLUSION:

All of the above regarding the communicative method of teaching speaking in a foreign language allows us to assert that the subject of training in this case is speech activity in a foreign language. In this method, the allocation of speech skills of speaking is clearly traced, and exercises are offered for their consistent formation. The communicative method is based on the following principles: the principle of speech orientation, individualization of learning, functionality, situationally and novelty. Thus, we can conclude that the essence of the communicative approach, which underlies the communicative method of teaching a foreign language, is the communication of students during a lesson in a foreign language without any involvement of their native language. The advantage of this method is an attempt to combine in the educational process the study of language through culture, and culture through language. The main requirement for the selection of training content is a communicative orientation, which can be implemented in dialogues, monologues, staging various role-playing situations and in other creative tasks.

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