

## Development of the Communicative Approach of Elementary School Students in Foreign Language Teaching

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**Abstract:** *Foreign languages are a social order of society in our country intended for teaching in primary classes and for communicative purposes increased the need. English is a subject of primary education introduced as teaching foreign languages in preschool and primary education training of specialists in the field has been launched. Modern purpose and content of English language teaching in primary education and technology improvement, to students of junior school age traditional and foreign experiences accumulated in the practice of teaching English due to the lack of generalization training manuals enough in the process of training pedagogic personnel for this field efficiency is not being achieved.*

**Key words:** *Approach, method, behaviorist, inductive-conscious, conscious (cognitive) integrative, structural, functional, interactive, audiolingual method, audiolingual approach, communicative method, communicative approach.*

Today, about 60 percent of the world's population has two or more everyone knows that he can speak languages. Globalization processes in the world acceleration, transition to free market relations and higher production promotion of the introduction of technologies to "linguistic capital", i.e. foreign the need for specialists who have excellent command of languages (especially English is strengthening. Foreign languages in order to ensure quality and efficiency in foreign language education the experience of reducing the learning/teaching age is becoming popular. The concept of "the younger the better / early is better" is broad spread. Inclusion of English in the curriculum of primary education. The decision was approved based on the following conclusions: Critical Period Hypothesis states that there is a limited developmental period during which it is possible to acquire a language, be it L1 or L2, to normal, native-like levels. - The Critical Period Hypothesis is natural in a foreign language, whether it is a native language or a foreign language a limited period of development that can be acquired at a level close to speech emphasize its existence.

The term approach is defined and English language teaching approaches are analyzed. Also, English language for elementary school students general description of the communicative approach in teaching, communicative linguistic and psychological foundations and principles of competence theory will be lit. The role of the communicative approach in primary English language education and significance is determined. In this paragraph KYO (communicative approach), KK (communicative competence) abbreviations were used.

Approaches are concepts related to the characteristics of language teaching and learning is the amount. The approach is axiomatic. The content of the subject to be taught represents.

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This term in the English language teaching methodology was originally from the USA a language feature by Professor Edward Mason Anthony of the University of Michigan and in order to express the laws related to its learning/teaching methods used.

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. Approach is a fundamental component of the language teaching system. It is embodied as a general methodological basis of teaching and is characterized by the existing points of view about the goals and tasks of the (language) educational subject and the educational content that provides the possibility of their implementation in the educational process.

According to methodologists, the approach summarizes views on the content of academic science (Vyatuyntnev, 1984), is used as a general methodological basis for research in the field of concrete knowledge (Beam, 1984), the direction of the researcher's activity to study one or another phenomenon determines (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: Behavioral - language is spoken in response to external stimuli is learned through the method of forming automatisms; Inductive-conscious - language as a result of analytical observation of speech patterns are studied by mastering the laws and methods of using them in speech; Conscious (cognitive) - speech skills based on acquired language knowledge and it is learned in the consistency of formation of skills; 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. Vyatuytnev 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 research methods on language (structural, functional and interactive) and language learning theories, 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 the language from the point of view of the object of learning: a) language learning; b) to learn speech; c) speech activity approaches to the development of knowledge, skills and abilities are different. Those who look at language from the point of view of 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.

#### **General classification of communicative approach (KYO).**

KYO has been developing English language teaching since 1960 formed on the basis of communicative method. 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 integrated development of knowledge, skills and abilities from speech activities.



Audiolingual and situational in English language teaching by the 1960s approaches are outdated, linguistic theories developed based on them do not meet the requirements of the time, communicative and functional features of individual sentences are inadequately interpreted in these theories that promote structure, structure (speech patterns) is not memorized to develop communicative skills in English language teaching articles and theses of authors such as N. Chomsky, K. Kendlin, H. Windovson, T. Pica, R. Oxford were published about the need to give priority. Shuasno "Learning to use English and using English to learn it", that is, from the English language develop a concept of using it to learn and learn how to use it released.

English language training courses in 1971-1972 studies were conducted for the purpose of improvement. The members of the group headed by D.A. Wilkins analyzed the needs of Europeans to learn English and developed a communicative curriculum. Later, Wilkins summarized the research materials and published a special collection, and this book by introducing a communicative approach to teaching English had a significant impact on the popularization of the theory of the development of linguistic, sociolinguistic and pragmatic competences of learners. According to V.A. Sukhomlinsky, a teacher who can forget that he is a teacher is the best teacher. The meaning behind these words is expressed in English lessons. To do this, we simply give up the tone of advice, to the students and their words show genuine interest, remember that you are one step above it is necessary to stand side by side with the student. Only then the student's interest increases, he wants to talk, as a result communication and interaction take place during training.

To prove our point, let's look at the linguistic foundations of KYO. Linguistic foundations of the communicative approach to English language teaching in primary education Linguistic foundations of KYO: Communicative approach to English language teaching The term communicative competence introduced into the linguistic discourse by A.N. Chomsky and D. Haiman and the language developed under it developed on the basis of the theory that it is a means of communication. The term KK consists of two words, communication - exchange of ideas or information; competence - good knowledge of a field or issue and this means a set of necessary knowledge, skills and abilities that ensure successful operation in the field. The term competence refers to qualities, qualities and characteristics that enable a person to work in a certain field. Competence of the speaker (listener) based on his models should be able to compose (understand) an unlimited number of sentences, as well as to be able to make rational judgments, taking into account the similarities and differences between languages. Also, the word competence means to compete, to compete, to compete we focused on the core. If this core concept is taken into account, the meaning of the word competence becomes deeper and it is successful activity in a certain field represents the necessary knowledge, qualifications and skills that ensure the competitiveness of a specialist.

The definition of KK is the European Union's "Language Learning for European Studies carried out within the framework of the program "Citizenship" (Strasbourg, 1996) and CEFR - "All-European competences of foreign language acquisition: learning, teaching, preparation of a document that is one of the international norms on evaluation developed in detail during Competence and communicative language in the CEFR - competence is defined as follows:

- Competences are the sum of knowledge, skills and characteristics that allow a person to perform actions.

-Communicative language competencies are those which empower a person to act using specifically linguistic means.



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