

PROBLEMS OF THE COMMUNICATIONAL APPROACH OF LANGUAGE TEACHING IN THE PRIMARY CLASS

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ABSTRACT

This article is about a communicative approach to language teaching that highlights the benefits of this style. Similarly, some misconceptions and reasons for this approach are explained.

KEYWORDS: *Communicative Approach To Language Learning, Communicative Competence, Theoretical Learning, Broad Mastery, Grammar-Translation Method, Stages Of Language Learning, Grammatical Emphasis, Emphasis On Grammar.*

INTRODUCTION

Significant changes have taken place in the system of teaching foreign languages in Uzbekistan. Because from a very early age, certain experiments were carried out to develop language skills through pragmatic language learning, spiritual and emotional impact on students. This is one of the most important aspects of the educational reform process.

It is well known that communication skills and communicative competence are important when learning foreign languages. The communicative approach to teaching foreign languages is very effective in achieving the consistent goal set out in this regulation.

The communicative approach to teaching a foreign language has been included in this system since the end of the last century. In Uzbekistan, this new style has been introduced since the beginning of the 21st century and gives certain results. This is due to the unique advantages of a communicative approach to language learning.

MAIN PART

The first and most important thing is that this style is aimed at developing the communicative competence of the language learner. The purpose of learning any language is to be able to use this language in practice, to be able to communicate orally or in writing with native speakers of this language or with representatives of other nationalities with whom this language is spoken. The communicative approach, on the other hand, encourages language learners to prepare for these real life situations and is therefore supported by researchers in the field of teaching foreign languages.

Secondly, this approach, along with the study of a foreign language on a theoretical basis, is focused on its practical application and general assimilation. We know that everyone experiences the process of language acquisition in the middle of learning to speak their native language, that is, before the child learns the language, he always hears certain speech expressions from loved ones, the ear learns the language, the senses perceive it, then he begins to pronounce words, and at a certain time begins to speak the language fluently, in other words, to communicate. To do this, the child did not need to learn the grammatical rules of the native language or memorize words and their meanings, which no one taught him directly to learn.

The communicative approach also teaches foreign language learners how to use a foreign language in a given situation based on different life situations. In other words, the teacher teaches students certain actions in a foreign language, creating an environment for their development.

As it turned out, the communicative method of teaching a language is fundamentally different from the grammar-translation method used in our country for decades. It is known that in this style, students of a foreign language studied the grammar of this foreign language, used this grammatical unit to compose words, and performed various exercises; Language units in this language were assimilated and used for translation from one language to another, from one language to another. As a result, they are fluent in the grammar of a foreign language, have a sufficient vocabulary, are well versed in the theory of translation and face serious obstacles in using foreign languages in necessary situations. The reason for such problems is that they learned the language dry, that is, they did not master it in practical terms.

In the same way, communicative language teaching encourages students to learn the language step by step. An attacker can use creative language units, try them and make mistakes in certain situations. Mistakes are the norm in language learning, but as a competent language develops, the student develops skills in fluent and error-free speech.

In other words, a communicative approach to teaching a foreign language provides a meaningful and effective way to learn a language.

The communicative method of language teaching, which has the advantages listed above and similar advantages, is widely used in foreign language teaching groups. However, there are some shortcomings in interpreting this approach in that it has been used by some teachers to make mistakes in organizing their work.

One of these misconceptions, currently the most common, is the neglect of grammar in communicative approaches. This interpretation was made due to the shortcomings of the grammar-translation method. This idea is useful for some professionals who do not have a deep understanding of the correct teaching of grammar based on a communicative approach. In addition, the mistake that foreign language learners do not need to study grammar in order to know and communicate in a foreign language makes them think. In fact, it is impossible to master a foreign language without knowing its grammar. Communicative language learning, on the other hand, involves the development of grammatical competence in language learners through oral and written communication.

Another misconception about the communicative approach is that it only teaches speaking, that is, verbal communication. The reason for this misconception is that in many cases students use a

foreign language to communicate verbally with foreigners. As a result, tasks that develop students' speaking and listening skills in foreign language lessons remain important. However, the meeting involves an oral and written relationship between two people.

CONCLUSION

Thus, all kinds of formal and informal letters, business papers and even messages sent via mobile phones or the Internet are special forms of communication. When teaching a communicative language, one of the learning objectives is to develop students' written language, as well as reading comprehension skills.

This and other misconceptions lead to the fact that the communicative approach to teaching a foreign language is sometimes ineffective. Therefore, when using this or that method, one should not forget that a deep understanding of its essence, and not its distortion, will ensure the effectiveness of this method.

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