



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC  
SOLUTIONS  
**COMMUNICATIVE METHOD OF TEACHING OF FOREIGN  
LANGUAGE: NATURE AND SPECIFICITY.**

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**Abstract:** *The purpose of the work is to study the communicative method in teaching foreign languages. The communicative technique assumes that the unit of communication is the speech act as a means of conveying speech intentions using language. Communication is organized not by topic, but by real social and everyday spheres of communication as the space of human life. Communication has a role-based nature, that is, each student performs a certain communicative role; such communication contributes not only to the development of linguistic competence, but also social skills - the ability to establish contact with the interlocutor.*

**Key words:** *communicative method, communicative approach, reading, writing, speaking, listening comprehension, methodological techniques, discussion.*

**Introduction.**

The communicative method originated in Britain in the 1960s and 1970s, when English began to acquire the status of the language of international communication. It turned out that the traditional methods common at that time (audio-lingual, grammatical translation) ceased to meet the needs of the majority of learners of English as a foreign language. But the reason was not so much the old methods as the new contingent of "pragmatics" students with a purely functional view of language as a communication tool. And they needed not a deep, systematic mastery of the language they were learning, which traditional academic programs were aimed at, but the opportunity to immediately apply their knowledge in practice. In this regard, the problem of studying the communicative method of teaching a foreign language remains relevant for pedagogical science.

The communicative approach allows you to visualize the system of foreign language communication. The methodology of teaching foreign languages considers the communicative act as an informational-speech product of a communicative situation. Teaching a foreign language is teaching speech activity in the target language. One of the necessary conditions that contribute to the formation of a student's foreign language communicative skills is training based on communicative exercises. The volume and nature of the exercises required depend on a number of factors. One of the pedagogical conditions for the formation of communicativeness is a contextual-situational approach. Training students and developing their professional communicative competence should take place within the framework of a situational approach.





### **The purpose of the study.**

The purpose of the article is to study the essence and specifics of the communicative method of teaching a foreign language.

### **Research materials and methods.**

The basic principles of the communicative method are clear, but, as with any other method, they are difficult to apply in their pure form in specific teaching conditions. The system of additional education, unlike the school system, has greater freedom in the formation of curricula and the organization of the educational process. Here there is an opportunity to take full advantage of the communicative technique and direct it towards achieving the specific goal of teaching oral speech.

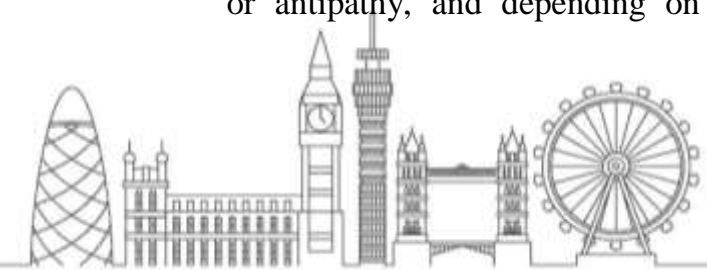
The subject of the research is the communicative method of teaching a foreign language. The research method was the analysis of scientific literature, in particular, the works of teachers and psychologists.

### **Discussion.**

Discussion is one of the most effective forms when using the communicative method. As a rule, the teacher chooses an interesting topic for discussion, and each student has the opportunity to share his opinion in a foreign language, analyze the situation or question with other participants in the conversation. However, it is necessary to pay attention to a number of factors: first, the topic and content must interest students and be appropriate in level; Students must know the rules of discussion. In conclusion, it is important to note the fact that one should not focus on errors in speech during a discussion.

The act of communication, as it is known, is, on the one hand, the expression of any thoughts using language, i.e., the generation of an utterance, and on the other hand, understanding what others are saying, i.e., understanding their thoughts expressed in linguistic form. In both cases, we rely on knowledge of both linguistic and non-linguistic properties. All this knowledge forms a common database that underlies the functioning of language and is associated with common processes of understanding, storing and transmitting information.

When studying the problem of communication, first, it is necessary to keep in mind the exchange of information between people with different ideas of thoughts and feelings, ideas, interests, moods, etc. If all this can be considered as information, then the communication process can be understood as the process of information exchange. But this approach to human communication is simplistic. This is because in the context of such communication, information is not only transmitted, but also formed, clarified, and developed. Shevandrin gives the following definition of the concept of communication: "It is the exchange of information between two or more people. In communication, we make mutual "deliveries" of emotional experiences and value concepts. Gestures, facial expressions, intonation, the volume of our voice, clothes, etc. the recipient of information primarily analyzes in order to find out what the interlocutor feels towards him: sympathy or antipathy, and depending on the results of such analysis accepts or rejects the







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interlocutor as a communication partner". According to Fr. Connor, communication is a multifaceted word that includes any interaction with other people: casual conversation, persuasion, learning, and negotiation.

In order for communication to be successful, V.V. Boyko and L.V. Markin suggest the following ways to improve communication efficiency:

1. Before entering into business communication, clearly imagine what you want to communicate, think about it in possible detail.
2. Be attentive to possible semantic barriers.
3. Watch your poses, gestures, facial expressions, intonation.
4. Be attentive to the feelings of your communication partner, open and capable of empathy.
5. Seek adequate feedback.

Currently, the problems of transmitting, receiving and processing information attract the close attention of researchers in various fields of science. Certain provisions of information theory are widely used not only in physics and mathematics, but also in natural sciences, as well as in the humanities. In linguistics, this can be confirmed by the emergence of such branches of knowledge as communicative linguistics, situational linguistics, etc. When applied to a living language, the qualitative rather than quantitative side of information, the problem of its interpretation, comes to the fore. Information can be adequately interpreted only if the identity of the recipient of the information, as well as the communication situation, are sufficiently identified.

The main features of the communicative teaching method are the following::

1. The differentiation of the method, manifested in the fact that each method serves as a means to achieve a specific goal. Any kind of speech activity can be such a goal, or rather the ability to perform this type of activity.
2. The independence of the method from the learning environment. The method determines the learning strategy, not its tactics, and therefore its choice cannot depend on the language, degree of study, etc.
3. The ability of the communicative method covers all aspects of teaching this type of speech activity; this is achieved due to the totality of the principles included in the method, due to the completeness of their nomenclature, as well as due to the volume of content of each of them.

The presence of the main core in the method, or, to use the words of M.V. Lyakhovitsky, the dominant idea of solving the main methodological problem. This basic idea cements all the principles included in the method, integrates them. It is the presence of the main idea that allows the principles to be functionally interdependent.

Based on this, E.I. Passov defines the method as a system of functionally interdependent private methodological principles, with a single strategic idea aimed at teaching any type of speech activity. The basic principles of teaching speaking as a type





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of speech activity include the principle of speech-thinking activity, individualization, functionality, situationally, and novelty.

The method under consideration is aimed at the simultaneous development of basic language skills (oral and written speech, grammar, reading and listening, or listening) in the process of lively, relaxed communication. Teaching a student to communicate in a foreign language is the main task of a foreign language teacher. Vocabulary, grammatical structures, and expressions of a foreign language are presented to the student in the context of a real, emotionally colored situation that promotes rapid and lasting memorization of the material being studied.

The peculiarities of the communicative approach to teaching foreign languages are most clearly expressed in the provisions reflecting the essential patterns of educational activity, serving as a direction for the development of learning theory, the basis for the development of an appropriate method and a guideline for the proper organization of learning activities. Such provisions acquire the status of principles of the regulation. The principles of teaching can be conceptual (introduced from theoretical considerations within the framework of the concept) and reflective, i.e. "returned" after practical testing and based on the analysis of the real experience of teachers. Other, most general modern conceptual principles of communicative teaching of foreign languages are considered here, taking into account both Russian and foreign theory.

Among the main provisions characteristic of the communicative method of teaching communication in a foreign language, E.I. Passov, V.P. Kuzovlev and V.B. Tsarkova mention the following: on the communicative orientation of teaching all types of speech activity and language means, on stimulating students' speech-thinking activity, on individualization of learning, on the functional organization of speech means, on situational the organization of the learning process, the novelty and informative content of the material.

Important provisions of communicative learning include the formation of communicative competence, i.e. internal readiness and ability for verbal communication. The importance of interaction and collaboration of students, as well as speech tasks for the organization of communicative language acquisition is emphasized. It is considered necessary to take into account the psychological factors of a communicative lesson, which include respect for the learner's personality, acceptance of personal uniqueness, protection of the individual from psychological trauma in the lesson, and the development of interpersonal relationships.

We absolutely agree with R.P. Milrud and I.R. Maksimova, who determine that the principle of communication-oriented teaching of foreign languages is possible in the context of an activity approach. This principle is based on the theory of purposeful activity and the theory of speech activity (I.A. Zimnaya, A.A. Leontiev, C.L. Rubinstein), Communicative teaching of foreign languages is of an activity-based nature, since speech communication is carried out through "speech activity", which, in turn, serves to solve







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the tasks of productive human activity in the context of "social interaction" of communicating people. Participants in communication try to solve real and imaginary tasks of joint activity using a foreign language.

### Results.

The practical needs of teaching foreign languages at a particular stage of society's development determine the priority of certain methods. At the same time, the development of teaching methods is closely linked to the emergence of new approaches and methods of language learning in all the variety of functions performed. The priority use of communicative methods seems to be the most logical and justified, since the leading role of the communicative function of language is indisputable. All its other functions (expression and formation of thoughts, information storage, etc.) lose their meaning if there is no objective need to transmit any information or exchange thoughts in this particular language.

### Conclusion.

In the modern world, there are various classifications of modern teaching methods. The effectiveness of foreign language teaching methods depends on many factors. Today, the communicative method is widely used to achieve high results. The communicative method has many supporters among teachers and methodologists, theorists and practitioners. It is believed that foreign language teaching abroad is based primarily on communicative methods. In practice, no matter what language teaching methodology is used, elements of the communicative method are inevitably present in it. Otherwise, there is no practical knowledge of the language. But in the communicative methodology, in addition to its effectiveness as a means of teaching, purely pedagogical elements are also important, such as raising children, developing their thinking and creative skills. Finally, the method does not pose any difficulty for teachers. Its elements can be easily applied in the education system or club activities.

This method and principles reflect the patterns of communicative learning of speech activity. The communicative method, as it is presented, is intended for teaching speaking. In this case, the "method" as a concept becomes unambiguous: only the method of teaching any type of speech activity has its inherent features. Moreover, communication skills as a category of methodology can serve as a basis for creating teaching methods for other types of speech activity, such as listening, reading, and writing.

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