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## **IMPLEMENTATION OF A COMMUNICATIVE APPROACH IN TEACHING A FOREIGN LANGUAGE.**

### **SUMMARY**

The growing need for fluent communication skills in today's globalized world creates a challenge for English and foreign language teaching. Students must be given a proper foundation of communication skills that are demanded in different interactive real-world situations outside of the classroom. Students need to be prepared for real-life scenarios instead of just helping them to pass a superficial ESL, ELT or modern language exam. Traditional language teaching methods focus on grammar and vocabulary, with less emphasis on communication skills and are therefore criticised as they do not develop students speaking and listening skills adequately.

Communicative teaching methods are currently a popular point of discussion and their effectiveness in building students' fluency and communication skills have been taken into account by language teachers all over the world. We consider it appropriate to provide language teachers with an overview of communicative language teaching methods, with encouragement and tips for integrating CLT methods into classroom activities.

**Key words:** language teaching, new methods, communicative teaching, communicative approach, students' language skills

The current state of the theory of teaching foreign languages and the accumulated knowledge make it necessary to once again return to the concept of communicative teaching. Taking into account the prospects for the development of the economy and social sphere, today it is important to develop new professional and personal qualities in school graduates, such as systematic, creative thinking, environmental, information culture, linguistic and communicative competence, the ability to consciously analyze their activities, and independent actions in conditions of uncertainty. Due to the fact that this can only be achieved with a communicative approach, the goal of which is to teach how to freely navigate a foreign language

environment and be able to respond adequately in various situations, I use this approach in my work.

First of all, let's look at the concepts of “communicative teaching” and “communication-oriented teaching” of foreign languages.

Communicative teaching of foreign languages is teaching organized on the basis of tasks of a communicative nature, i.e. communication. Communication-oriented training aims to teach foreign language communication, i.e., communication in a foreign language, using all the tasks and examples necessary for this (not necessarily only communicative ones).

In reality, training based only on communicative tasks practically does not occur. Therefore, “communicative learning” and “communication-oriented learning” are gradually becoming synonymous.

So, at present, the ultimate goal of teaching foreign languages is to learn how to freely navigate a foreign language environment and the ability to respond adequately in various situations, that is, communication.

To learn to communicate in a foreign language, you need to create real, real life situations (i.e., what is called the principle of authenticity of communication), which will stimulate the study of the material and develop adequate behavior.

It is necessary to prepare a student to participate in the process of foreign language communication in the conditions of foreign language communication created in the classroom. This determines the essence of communicative learning, which lies in the fact that the learning process is a model of the communication process.

The communicative approach is the best motivated: its goal is to interest students in learning a foreign language by means of accumulating and expanding their knowledge and experience. Exposures must be prepared to use the language for real communication outside of class, for example, while visiting the country of the target language, while receiving foreign guests at home, when corresponding, when exchanging audio and video tapes, assignment results, etc. with schools and friends in the country the language being studied. At the same time, the term communicativeness “cannot be reduced only to the establishment of social contacts through speech, to the mastery of a tourist language. This is the introduction of the individual to the spiritual values of other cultures - through personal communication and through reading.” This approach engages learners by focusing on topics that interest them and providing them with a choice of texts and assignments to achieve program goals. Learners' communication skills are developed through their involvement in a wide range of meaningful, realistic, meaningful and achievable tasks, the successful completion of which brings satisfaction and increases their self-confidence.

The communicative technique contributes to the rapid acquisition of speaking skills by students. This is ensured by mastering various types of monologue speech, standard dialogues and forms of language modeling. Here, in the foreground, is a specific language model. The main unit of the lesson and the entire teaching strategy of this technique is the act of speaking.

The features of the communicative approach in teaching foreign languages are most clearly expressed in provisions that reflect the essential patterns of educational activities, which serve to build a theory of learning, the basis for the development of an appropriate method and guideline for the proper organization of educational activities. Such provisions acquire the status of teaching principles.

The principles of teaching can be conceptual (derived from theoretical reasoning within the framework of the concept) and reflective, that is, “returned” after practical testing and built on the analysis of the real experience of teachers. Table 1 outlines the main features of these principles.

**Table 1.**

<b>Conceptual principles</b>	<b>Reflective principles</b>
Developed within the framework of a theoretical concept.	Goes beyond a specific concept
Formulate theoretical principles about the organization of training	Formulate practical recommendations on the organization of training
Are "theory of thought"	Are a "theory of action"
Reflect the state of ideas in the scientific world.	Reflects teachers' beliefs.
Select research experience.	Choose practical teaching experience.
Derived from theoretical reasoning.	Deduced from teaching experience.
They are of a generalized abstract nature.	They are of a specific applied nature.
Prompted by theoretical logic.	Prompted by pedagogical practice.
Relevant to current research interests.	Meet the real practical needs of teachers and students.

The difference between these principles is that the conceptual principles are based on the theory of foreign language teaching and are based on research experience, while the reflective principles are based on the practice and experience of teachers, which means they correspond to the real practical needs of teachers and students.

***Principle 1. Communication-oriented teaching of foreign languages in an activity-based approach.***

Communicative teaching of foreign languages is activity-based in nature, since verbal communication is carried out through “speech activity”, which, in turn, serves to solve the problems of productive human activity in the conditions of “social interaction” of communicating people. Participants in communication try to solve real and imaginary problems of joint activity with the help of a foreign language. This principle is detailed in the following fundamental provisions:

1. The activity-based essence of communicative-oriented teaching of foreign languages is carried out through “activity-based tasks”. They are implemented using methodological techniques and create exercises.

2. Activity-based tasks for communicative-oriented teaching of foreign languages are based on playful, imitation and free communication.

3. The activity essence of communicative-oriented teaching of foreign languages is implemented in the “here and now” position. (The “here and now” position is achieved if in the lesson: conditions are created for students’ verbal and mental creativity; the process of foreign language speech thinking is carried out directly at the moment of development of the speech situation; foreign language communication is a spontaneous experience.)

4. The activity-based essence of communicative-oriented teaching of foreign languages increases the importance of the methodological organization of the learning process. (The fact is that communicative tasks are often carried out in conditions of increased speech and physical activity, the revival of students, their free movement around the class and their involuntary assimilation of educational material. In these conditions, a carefully thought-out organization of communicative and cognitive activity in the form of strictly defined procedures. Almost any task can be performed (and this increases work efficiency) in 3 stages: preparatory; executive; final.)

5. The activity-based essence of communicative-oriented teaching of foreign languages is implemented in the conditions of a humanistic approach to teaching. (The humanistic approach involves student-centered learning. This means that the student, or more precisely, students interacting with each other, are the center of cognitive activity in the lesson.)

***Principle 2. Communication-oriented teaching of foreign languages is possible in the conditions of an authentic process of socialization of students.***

In this context, the concept of “authentic” implies not only the use of educational material taken from life in the lesson, but also the creation of methodologically appropriate conditions for natural educational communication. To achieve this, “rehearsal of actual language use” is provided in educational settings.

Let us consider this principle in more detail in the fundamental provisions:

1. Authentic communication-oriented teaching of foreign languages is carried out using speech interaction tasks. (Speech interaction tasks are structured in such a way that they cannot be completed without a partner or partners. They are performed in pairs or small groups.)

2. Authentic communicative-oriented teaching of foreign languages is carried out using tasks that assume “information inequality” of students.

3. Authentic communicative-oriented teaching of foreign languages is carried out using problem-based speech-thinking tasks. (Problematic verbal and mental tasks can be based on the following: on a sequence of actions, on a guess, on classification, on finding similarities and differences, on eliminating the superfluous, etc.)

4. Authentic communication-oriented teaching of foreign languages is carried out using organized role-playing communication. (Role-based communication is implemented in a role-playing game - a type of educational communication that is

organized in accordance with the developed plot, assigned roles and inter-role relationships.)

5. Authentic communication-oriented teaching of foreign languages is carried out using spontaneous communication. (Such communication has the following features: its content is not always predictable; transitions from one topic to another are possible; unfamiliar or forgotten words and grammar are required; a foreign language is used in real action.)

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### **Xarici dilin tədrisində kommunikativ yanaşmanın həyata keçirilməsi**

#### **Xülasə**

Müasir qloballaşan dünyada səlis ünsiyyət bacarıqlarına artan ehtiyac ingilis və xarici dillərin tədrisi üçün problem yaradır. Tələbələrə sinifdən kənarında müxtəlif interaktiv real dünya vəziyyətlərində tələb olunan ünsiyyət bacarıqlarının düzgün təməli verilməlidir. Tələbələr səthi ESL, ELT və ya müasir dil imtahanından keçmək üçün onlara kömək etmək əvəzinə real həyat ssenarilərinə hazır olmalıdırlar. Ənənəvi dil öyrətmə üsulları qrammatika və lüğətə diqqət yetirir, ünsiyyət bacarıqlarına daha az diqqət yetirir və buna görə də tənqid olunur, çünki onlar tələbələrdə danışma və dinləmə bacarıqlarını adekvat şəkildə inkişaf etdirmir.

Kommunikativ tədris metodları hazırda məşhur müzakirə nöqtəsidir və onların tələbələrin səlis danışmaq və ünsiyyət bacarıqlarının formalaşdırılmasında effektivliyi bütün dünyada dil müəllimləri tərəfindən nəzərə alınmışdır. Dil

müəllimlərinə KTM metodlarını sinif fəaliyyətlərinə inteqrasiya etmək üçün həvəsləndirmə və məsləhətlər ilə kommunikativ dil öyrətmə üsulları haqqında ümumi məlumat verməyi məqsəduyğun hesab edirik.

**Açar sözlər:** dil tədrisi, yeni metodlar, kommunikativ təlim, kommunikativ yanaşma, tələbələrin dil bacarıqları

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### **Реализация коммуникативного подхода в обучении иностранному языку.**

#### **Резюме**

Растущая потребность в навыках свободного общения в современном глобализованном мире создает проблему для преподавания английского и иностранных языков. Студентам необходимо дать надлежащую основу коммуникативных навыков, которые требуются в различных интерактивных реальных ситуациях за пределами классной комнаты. Студентам необходимо быть готовыми к реальным ситуациям, а не просто помогать им сдать поверхностный экзамен ESL, ELT или современный языковой экзамен. Традиционные методы преподавания языка сосредоточены на грамматике и словарном запасе, уделяя меньше внимания коммуникативным навыкам, и поэтому подвергаются критике, поскольку не развивают у учащихся должным образом навыки говорения и аудирования.

Коммуникативные методы обучения в настоящее время являются популярной темой дискуссий, и их эффективность в развитии беглости речи и коммуникативных навыков учащихся принимается во внимание преподавателями языка во всем мире. Мы считаем целесообразным предоставить учителям языка обзор коммуникативных методов обучения языку, а также поддержку и советы по интеграции методов КМО в классную деятельность.

**Ключевые слова:** обучение языку, новые методы, коммуникативное обучение, коммуникативный подход, языковые навыки учащихся

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