



ORGANIZING THE COMMUNICATIVE ACTIVITIES OF FUTURE ENGLISH LANGUAGE TEACHERS BASED ON THE PRODUCTION-ORIENTED APPROACH

Ibragimova Gulruh Rustam qizi
ibragimovagulruh166@gmail.com

Abstract: This paper examines the theoretical and practical possibilities of utilizing the Production-Oriented Approach (POA) in organizing the communicative activities of prospective English language teachers. Developed by the Chinese researcher Wen Qiufang to enhance the effectiveness of foreign language teaching in higher education, the POA is based on the principle of integrating the processes of language learning and language use. The approach is implemented through three stages: motivating, enabling, and assessing. The paper analyzes the significance of these stages in developing the oral and written speech, professional communication skills, and communicative competence of prospective English language teachers.

Keywords: Production-Oriented Approach, communicative competence, prospective English language teachers.

Introduction

Nowadays, a primary objective of foreign language education is not merely to teach learners grammatical rules and lexical units, but to enable them to use these elements effectively in real-life communicative situations. This issue is of particular importance in the training of future English language teachers. A future teacher must not only possess communicative competence in English but also understand the methods for fostering this same competence in their students.

In traditional educational settings, language learning and practical language use are sometimes treated as separate processes. Consequently, a student may know grammatical rules or new vocabulary yet struggle to express their thoughts freely in real-life communication. The Production-Oriented Approach, developed by Wen Qiufang, aims specifically to bridge the gap between learning and use. According to the researcher, language learners should actively apply the knowledge acquired during the learning process by performing specific communicative tasks [1].

Main Body

The Production-Oriented Approach (POA) was initially developed to address the needs of English language teaching within the Chinese higher education system. Wen's study, published in the journal **Language Teaching**



in 2018, provides a detailed account of the POA's theoretical foundations, core principles, and instructional process [1]. Central to this approach is the principle of the "integration of learning and use." In other words, students must not merely acquire language material but also apply it while performing specific communicative tasks.

The POA comprises three key pedagogical stages: motivating, enabling, and assessing. In the first stage, students are assigned a specific communicative task. This task creates a genuine communicative need for the student. For instance, a prospective English teacher might be asked to prepare a short presentation on the topic "How can students be motivated to learn English?" When attempting to complete the task, the student identifies the vocabulary, grammatical structures, or strategies for expressing ideas that they lack. Consequently, the subsequent learning process is grounded in a concrete communicative need [1].

The second stage is "enabling"—the phase in which students are equipped with the necessary knowledge and skills to perform the communicative task. In this process, the teacher selects the necessary language materials for the students, guides them in analyzing model texts, teaches new lexical units, and organizes communicative exercises. Crucially, the materials provided should not be generic in nature but should serve the purpose of accomplishing the final communicative task [1]. For instance, if students are required to deliver a presentation on a pedagogical topic in English, the "enabling" stage might cover the presentation structure, devices for logically connecting ideas, academic and professional vocabulary, and techniques for substantiating arguments and drawing conclusions. Subsequently, the students independently carry out the final presentation by utilizing these tools.

In organizing the communicative activities of future English language teachers, effective use can be made of methods such as discussions, role-plays, presentations, problem-solving, pair and group work, debates, and micro-teaching. For instance, dialogues based on roles such as "teacher–student," "teacher–parent," or "teacher–colleague" prepare students for future professional communication. In such activities, the student employs English not merely as an object of study, but as a tool for professional practice.

The third stage of the POA framework is *assessing* (evaluation). At this stage, the communicative task performed by the student is evaluated based on established criteria. Assessment should not be limited to identifying grammatical errors; it must also take into account speech fluency, vocabulary range, pronunciation, coherence of ideas, the ability to engage in communication, and the level of task completion. Furthermore, the use of self-assessment and peer assessment methods helps students independently



analyze their own communicative performance.

The teacher's role in the POA framework also differs from the traditional model. The teacher is viewed not merely as a provider of ready-made knowledge, but as a facilitator who organizes the student's communicative activities and acts as a pedagogical mediator. Wen identifies the teacher's pedagogical mediation as a crucial component within the POA framework [1; 2]. Consequently, the teacher manages the entire process—ranging from selecting the communicative task and presenting the necessary input to organizing exercises and evaluating the final outcome.

The theoretical aspects of the Production-Oriented Approach have been further developed in subsequent research. Wen's 2024 monograph, "A Production-Oriented Approach to Teaching Foreign Languages: Does a Post-Method Era Need a New Approach?", provides a comprehensive analysis of the POA's developmental history, theoretical foundations, and practical application [2]. This study demonstrates that the POA focuses on developing not only linguistic knowledge but also the learner's actual communicative performance.

From this perspective, when organizing the communicative activities of future English language teachers based on the Production-Oriented Approach (POA), it is advisable to employ the following logical sequence: communicative task → identifying needs → mastering necessary linguistic tools → guided practice → independent production → assessment and feedback. This sequence enables students to link their theoretical knowledge with practical application.

Conclusion

In conclusion, the Production-Oriented Approach (POA) can be regarded as an effective pedagogical approach for organizing the communicative activities of future English language teachers. Its primary advantage lies in the seamless integration of language learning and language use. During the "motivating" stage, a communicative need is established; in the "enabling" stage, the knowledge and skills required to complete the task are developed; and in the "assessing" stage, the student's communicative production is evaluated and feedback is provided.

Therefore, the regular use of POA-based activities, such as presentations, debates, role-plays, discussions, problem-solving tasks, and microteaching, during the training of future English language teachers serves to develop not only their communicative competence in English but also the professional communication skills essential for their future pedagogical practice.

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