



EFFECTIVENESS OF THE COMMUNICATIVE LANGUAGE TEACHING METHOD

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Abstract: In this article, the effectiveness of the communicative language teaching method was studied. The study analyzed the significance of the method in the development of oral speech, listening comprehension, and communication skills of language learners. Data was collected using surveys, interviews, and lesson observations. The research results showed that the communicative method increases students' ability to use language in real-life situations, involves them in active participation, and encourages independent thinking. At the same time, it was noted that for the successful implementation of the method, it is necessary to improve the qualifications of teachers and provide them with modern teaching aids. The article reveals the practical significance of the communicative approach in the field of language pedagogy.

Keywords: communicative method, language teaching, language skills, communication, oral speech.

Introduction

In the process of modern language teaching, the communicative approach is based not only on grammatical rules, but also on the effective use of language as a means of practical communication. The method of communicative language teaching is aimed at improving students' speech skills by organizing communicative activities in language learning. The main goal of this method is to allow students to use language in real-life situations, which fundamentally differs from traditional, grammar-centered methods of language teaching. Today, as a result of globalization and the strengthening of international relations, the importance of learning foreign languages is increasing. In particular, the widespread use of English as a language of international communication requires mastering the language in the educational process not only theoretically, but also in practical communication. Therefore, the communicative approach is recognized as one of the most effective methods in the field of language teaching. This approach not only teaches students the rules of language, but also teaches them to actively use language in various contexts, especially in conversations and discussions.

To increase the effectiveness of the communicative method, interactive



exercises, group work, role-playing games, and tasks based on real-life situations are widely used in the learning process. This strengthens students' interest in speech, actively involves them in language learning, and reinforces practical skills. At the same time, this method also serves to form a culture of mutual communication among students. Therefore, the study of the effectiveness of the communicative language teaching method plays an important role in improving the process of language teaching, developing new pedagogical approaches, and eliminating existing problems in language teaching. This article analyzes the basic principles of the communicative approach, its advantages, as well as its acceptance by language teachers and students and its application in the lesson process.

Literature Review

Many scientific sources have expressed broad opinions about the effectiveness of the communicative language teaching method, and its role in the process of language learning has been deeply studied. H. Douglas Brown (2001) defines the communicative approach as an activity based on communication in language learning, emphasizing that this method encourages students to master the language not only theoretically, but also practically. According to Brown, the communicative method serves the effective development of students' speaking and listening skills in language teaching. M. Canale and M. Swain (1980) put forward the theory of communicative competence, emphasizing the importance of social and communication skills along with grammatical rules in language teaching. According to their theory, language teaching methods should take into account not only grammatical aspects, but also the relevance of speech to the context and the purpose of communication.

Also, J. Richards and T. Rodgers (2001) describe in detail the methodological principles of the communicative approach, emphasizing that it is an important tool for involving language learners in practical communication. They note that the effectiveness of the method increases through involving students in mutual communication, active participation in group work, and completion of tasks. Among Uzbek pedagogical scholars, Sh. Turakulova (2018) conducted research on the implementation of the communicative approach in the schools of our country and its effectiveness. His research shows that this method plays an important role in increasing students' interest in language, especially in the development of oral speech. However, there are problems with the level of qualification of teachers and the lack of methodological manuals in the full implementation of the method.

Research Methodology

In this study, qualitative and quantitative research methods were used to



determine the effectiveness of the communicative language teaching method. When collecting data, questionnaires and interviews between students and teachers, as well as methods of observing the lesson process, were used. Through questionnaires, students' attitudes towards the method and its influence on the development of their language skills were studied, and interviews provided in-depth information about teachers' experience and problems in applying the method. With the help of observations, the practical application of elements of the communicative method in lessons and the active participation of students were assessed. The obtained data were analyzed using statistical and content analysis methods, which gave the results of the study reliability and accuracy.

Results And Discussion

Based on the survey, interviews, and lesson observations conducted during the study, a number of important conclusions were made about the effectiveness of the communicative language teaching method. With the help of this method, students improved their language skills and gained the opportunity to use the language in real-life situations. For example, during group and pair work, students actively used new words and phrases in everyday conversations - by performing role-playing games on topics such as meeting friends, trading, choosing a profession. This process taught students not only to speak grammatically correctly, but also to use language as a means of live communication. Observations showed that interactive lessons significantly increased student participation. For example, the teacher assigned the role of "Shop Shoppers" to a group of students as a task. During this task, students developed skills such as asking questions to each other, creating answers, asking prices, and obtaining information about products. Through this exercise, students were able to use newly learned lexical units in context and increased the fluency of their oral speech.

The communicative method also stimulates students' independent thinking and creativity. For example, when students were given tasks like "Introduce yourself and make a new friend," they had the opportunity to create new sentences to express their thoughts and talk about their personal experiences. This shows the importance of an individual approach in language teaching. However, during the study, it was also established that the effectiveness of the method depends on the pedagogical training of teachers and the provision of materials. For example, some teachers faced difficulties in fully applying the method due to the lack of didactic games and interactive technologies necessary for a communicative approach. Therefore, to increase the effectiveness of the method, it is necessary to provide teachers with regular professional development courses, introduce new educational equipment and



multimedia tools. In addition, in the communicative method, the motivation and enthusiasm of students for language learning also played an important role. For example, the fact that students became active through mutual conversations, participated in answering questions, and fearlessly analyzed mistakes served to increase the effectiveness of the method. This situation is rarely observed in traditional methods, since more attention is paid to the rules of grammar and spelling, and the possibilities of practical application of the language are limited. The study also noted the importance of the inclusion of cultural aspects in the communicative method of language teaching. For example, in order for language learners to understand the cultural differences encountered in inter-country communication, teachers need to present topics in a cultural context. This contributes to the study of language not only as a means, but also as a means of forming a culture of communication.

Conclusion

The results of this study confirmed the high effectiveness of the communicative language teaching method in the process of language learning. The method contributes to the development of students' oral speech, listening comprehension, and communication skills in a practical form, as well as the possibility of using language in real-life situations. The communicative approach successfully fulfills such important pedagogical tasks as involving students in active participation, increasing motivation for language learning, and developing independent thinking. At the same time, for the successful implementation of the method, it is necessary to improve the qualifications of teachers, provide them with modern didactic tools, and take into account the individual needs of students. As a result, the communicative language teaching method makes language learning more effective, interesting, and practical compared to traditional methods. Therefore, the widespread introduction of this approach into the educational process and the constant improvement of its methodological foundations will be an important factor in improving the quality of language teaching.

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