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Communicative Techniques in Teaching English

The good teacher explains. The superior teacher demonstrates.

The great teacher inspires. - *William Arthur Ward*

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ANNOTATION: This article is about communicative techniques in teaching English. Communicative method is the dominant one in teaching L2 and foreign language instruction. The purpose of communicative techniques is to teach communication. Communicative techniques can develop in learners productive, receptive and interactive skills that are necessary for effective communication.

The main principle of communicative - based learning is a speech activity. But to build and improve communicative activity should be a combination of all its components. I will describe communicative techniques and show their role in the teaching FL. In the article I prove that the communicative techniques are very effective.

Key words: Communicative, productive, receptive, interactive, technique, activity, methodology, information, jigsaw

Аннотация. Эта статья посвящена коммуникативным техникам в обучении английскому языку. Коммуникативный метод является доминирующим в обучении L2 и обучении иностранному языку. Цель коммуникативных техник - научить общению. Коммуникативные методы могут развить у учащихся продуктивные, восприимчивые и интерактивные навыки, необходимые для эффективного общения.

Основным принципом коммуникативного обучения является речевая деятельность. Но для построения и совершенствования коммуникативной деятельности необходимо сочетание всех ее компонентов. Я опишу коммуникативные техники и покажу их роль в процессе обучения. В статье я доказываю, что коммуникативные приемы очень эффективны.

Ключевые слова: коммуникативный, продуктивный, рецептивный, интерактивный, техника, деятельность, методология, информация, головоломка

I. INTRODUCTION

Foreign language is a social need. Our society needs more than ever to have people speak foreign languages. In teaching English as a second focuses on many type of techniques. In recent years, there has been a desire to reduce the role of grammar, which leads to a significant increase in errors in pupils' speech due to the use of a communicative skills to learning foreign languages. Activities with listening and reading aim at improving the learners skills of receiving information. Activities with speaking and writing develop in learners skills of producing information. Both can be learner interactive and thus promote communication. Some activities are more relates to reading and listening (receptive skills), while others are more often used with speaking and writing (productive skills).

An information gap is organized in order to provide with speaking activities in english classroom. An information gap activity is a technique that students need to complete necessary information which is missed. The task is to use communication for finding out complete information on the given topic. An information gap can take the format of an

opinion gap when the participants differ in their opinions. The gap is filled in the course of active communication. This activity takes place between student not between teacher and student.

Reading from cues. It is organized when the participants write information about themselves on sticky labels or tables in the form of separate words, dates, names, etc. Other students ask questions trying to find as much as possible about person. To achieve this goal they have to think first what a date on the sticky label might mean and ask a questions like “ Did you come to school in 1991? ”, “Maybe you got your first award in 1991? “ etc.

“Matching” activity. In this activity the participants should match pictures and texts, pictures and pictures, texts and texts (both oral and written) by using questions.

Jigsaw reading activity is organized mostly with the texts that are meant for reading or listening (“jigsaw” reading and “jigsaw” listening).A text is divided into several parts. Every participant has access to only one part of the oral or written text. They ask each other questions and share information in order to know the contents of the whole text. Another variant is jigsaw listening when each participant or a small group listens to only some information as part of the whole. These pieces can be brought together only in the course of active communication efforts.

Another activity for reading is sequencing (re-ordering). The task consists of asking the learners to restore the logical order between parts of the text. This can produce an “opinion gap” and boost communication.

Productive skills of speaking and writing are developed in simulations. A simulation means that an episode of the real world is reproduced in the classroom environment in the form of a role-play, discussion (problem solving), piece of writing or project work.

An important aspect of communicative teaching is classroom interaction. This form of communication develops between the learners and the teacher. Learners’ interaction is organized in pairs, small groups, moving circles, parallel lines of pairs, etc. Classroom interaction creates a communicative classroom atmosphere and effective communicative teaching.

Communicative teaching is often organized in the three-phase framework. They are pre-activity, while-activity and post-activity. Pre-activity is organized to arouse interest in the learners towards the main task, to motivate performance, to activate in learners their prior knowledge and to prepare them for the language that may be necessary to perform the main task. While-activity is organized as oral or written communication and is based on engaging the learners in the communicative tasks. Post-activity is reflection on the ideas and language that was produced during the main activity. This phase also includes extra language drills and integration with other skills.

II. TRADITION IN TEACHING METHODOLOGY

Each of the above methods has its own distinctive characteristics but together they share several important commonalities. First, every method purports to be a better method than other methods, and each has commanded both a loyal following of supporters and a disbelieving chorus of skeptics. Indeed, an increasing number of methodologists would argue that none of these methods could possibly meet all of a learner’s needs.

As many researchers point out, language teaching and learning are too complicated for any individual method to be able to address for a long period of time. Far more critical to a learner’s success is a teacher who is informed about a learning processes, is aware of, sensitive to, learner needs, and uses a variety of teaching skills to guide and assist the learning process.

Second, each method is affected by the contexts in which it is implemented. Thus, even the most prescriptive and rigid method will be implemented differently, depending on whether it is being used within a second or a foreign language environment, in a large class or on an individual basis, to teach children, adolescents, or adults. Factors such as educational and professional background of the teachers also play a critical role in the ways in which a method is employed.

Third, each method embraces a number of goals, concerns and values that have been sustained over time. These traditional goals, concerns and values have shaped the ways in which educators have approached each transition in methodology or adapted to transitions forged by others. Thus, these goals, concerns and values remain a constant in our current English teaching.



III.CONCLUSION

Teaching foreign languages involves the acquisition of skills and abilities of foreign languages. An important role in this process is played by the methodology of a foreign language, which is expressed in the need to organize professional communication. Therefore, much attention should be paid to the structure of the lesson, its logic, the nature of the tasks and the organization of the whole work of the teacher and pupils, who are increasingly acquiring the features of genuine communication. In modern conditions it is necessary to pay great attention to the development of methods and methods of teaching a foreign language. Methods and techniques of training - one of the most important components of the educational process. Without the use of appropriate methods, it is impossible to realize the goals and objectives of teaching your subject planned by the teacher. Every teacher should be able to competently use the methods and techniques in the teaching process.

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