

## **THE COMMUNICATIVE METHOD IN TEACHING SPEAKING IN ENGLISH**

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**Abstract:** This article describes the applicability of the communicative method to teaching speaking in English as a foreign language. In addition to describing the principles of the communicative method in teaching a foreign language, the conditions necessary for the implementation of foreign language speaking are also presented, the most important of which is the presence of a speech situation serving as a potential stimulus for speaking. The communicative method implies that the process of teaching foreign language speaking is built as a model of the process of communication, which requires modeling the situation as a unit of communication and as a form of its functioning. The article also describes the functions of speech situations and their classification.

**Keywords:** foreign language, foreign language speaking, communicative method, speech situation.

### **Introduction**

Teaching a foreign language involves teaching speech action, a unique and intricate aspect of human life. Methodologically, speech activity can be divided into two types: productive (speaking and writing) and receptive (hearing and reading). Nevertheless, to effectively teach a foreign language, including English, it's important to differentiate speaking activities based on their unique mechanisms.

Each of the types of speech activity is important in the successful mastery of English, nevertheless, in the conditions of modern reality, when it is difficult to find a promising and highly paid job without knowledge of foreign languages, the

importance of learning to speak English can hardly be overestimated. Thus, the mastery of communicative competence becomes the leading goal, and oral speech activity in general and speaking as an integral part of it come to the fore.

The social order and the needs of society at different stages of its development determine the direction of development of the methodology of teaching English as a foreign language, including such an aspect as teaching speaking. There are problems that science has to address periodically: even if solved at one stage of its development, they require attention at another. Such a

problem is the teaching of English speaking. Despite the fact that considerable experience has been accumulated in this field at the moment, theoretical research and many years of practice as an English teacher show that there is a gap between the purpose of teaching - mastering English as a means of communication - and the nature of academic work, that is, the technology of teaching [10, P. 360]. As a result, in recent decades, it has been customary to contrast traditional foreign language teaching with communicative and intensive methods, including the communicative method that appeared in Britain in the 60-70s of the last century, but has not yet lost its relevance. This method considers language as one of the aspects of human existence and assumes that language learning should reflect and affect this being [8; 258]. There are many different approaches and methods

of teaching English, but the communicative method is one of the most popular due to its effectiveness, since it focuses on conversational practice, contributing to the rapid memorization of

speech structures and overcoming psychological barriers in communicating in a foreign language [1, P. 160].

Speaking is regarded as a form of verbal communication that occurs alongside listening. Research indicates that speaking is a multifaceted, internally driven, well-structured, and active process. Another crucial aspect of the psychological nature of speaking is its outcome, which is a speech utterance that mirrors the communication context and the characteristics of the participants involved in speaking. The fundamental unit of the activity in question is a speech action or phrase that conveys a particular viewpoint and includes both thematic and schematic elements, functioning as a speech act. After identifying a speech act as a fundamental unit of speaking, it's essential to differentiate the units of learning. These units may consist of components or segments of the phrase itself, as well as aspects of intonation and pronunciation, collectively referred to as hyphenation, and language units.

Learning to speak a foreign language meets a number of difficulties on its way:

- 1) the need to stimulate the student to have a thought - the subject of the statement;
- 2) the need to take into account the peculiarities of thought as a subject of speaking, teaching the means and methods of forming and formulating thoughts;
- 3) the need to define, organize and subordinate all units of speaking in order to teach the expression of a thought that implements a speech act in a foreign language.

According to E. I. Passov, a Russian researcher and developer of the communicative method, the term "intercommunicates" implies a speech orientation of the educational process, which consists not so much in the fact that a speech practical goal is pursued, as in the fact that the path to this goal is the very practical use of language. Thus, practical speech orientation becomes not only a goal, but also a means, where both are didactically interdependent [3, P. 432].

Communicative teaching of foreign languages is of an activity nature. This is explained by the fact that speech activity with this approach contributes to solving the problems of human life in the conditions of "social interaction" of people.

Participants of such communication solve real and close to real tasks with the help of a foreign language.

The communicative method of teaching a foreign language is based on the following principles:

- 1) the principle of functionality (any speech unit has certain speech functions);
- 2) the principle of speech orientation (focus on the practical use of a foreign language through dialog communication);
- 3) the principle of novelty (constant change in the process of communication of the topic of conversation, conditions, goals, etc., which gives dynamism of speech);
- 4) the principle of individualization with the leading role of the personal aspect (taking into account the speech abilities and skills of students);
- 5) the principle of modeling (such a selection of the amount of knowledge that is really necessary for students to effectively learn a foreign language and, consequently, effective communication);

- 6) the principle of collective interaction;
- 7) the principle of personal orientation of communication (taking into account personal characteristics such as emotions, life experience, etc. during speech interaction);
- 8) the principle of sensitiveness (building speech communication as close to reality as possible) [2, P. 431].

### **Conclusion**

Consideration of the process of teaching foreign language speaking has shown that its effective flow is facilitated by the use of a communicative method, which, in turn, requires specially created conditions. One of such conditions, without which it is impossible to teach speaking as a means of communication, is the use of speech situations, which makes it possible to give the foreign language speech of students the character of speech communication. Understanding the situation as a lack of information that has arisen in communication, subjectively significant for achieving the goal of the activity, makes it possible to model it in the educational process, creating conditions adequate to speech, and thus manage the process of learning foreign language speaking. It is necessary to note the advantages of the communicative method of teaching foreign languages. These include: immersion in the language environment of the language being studied, which allows you to expand and activate the vocabulary, to master not individual words (as with the traditional method of learning), but immediately phrases suitable for various conditions of conversation; the formation of competent, fluent and confident conversational speech in a foreign language, the skill of communication in a foreign language; conducting classes in an interesting way using a variety of game techniques and based on topics that can arouse the interest of students, which gives an additional incentive to learn a foreign language.

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