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COMMUNICATIVE METHOD OF TEACHING FOREIGN LANGUAGES IMPROVES THE LEARNING PROCESS

**Коммуникативная методика преподавания иностранных языков
улучшает процесс обучения**

**Чет тилдерин окутууда коммуникативдик методиканын колдонулушу
тилди үйрөнүү процессин жакшыртат**

***Abstract:** The article discusses the effective communicative teaching in learning foreign languages. The article considers the need to focus on the learner-centered teaching. The importance of implementing communicative teaching instead of traditional learning is emphasized. The main activities and requirements of communicative approach to the teacher are introduced.*

***Аннотация:** Данная статья рассматривает эффективность коммуникативной методики в изучении иностранных языков. В статье говорится о необходимости акцентирования внимания на потребностях ученика. Подчеркивается важность перехода от классического к коммуникативному подходу в обучении иностранному языку. Представлены основные виды деятельности и требования к учителю иностранного языка при использовании коммуникативного подхода.*

***Аннотация:** Макалa чет тилдерди окутууда коммуникативдик методиканын эффективдүүлүгүн талкуулайт. Эң биринчиден окуучунун талаптарына көңүл бурулушу макалада камтылган. Чет тилдерин окуп үйрөнүүдө классикалык окутуунун ордуна коммуникативдик ыкмасынын колдонулуусу эң негиздуу экендиги баса белгиленет. Коммуникативдик методикада мугалимге болгон талаптар камтылган.*

***Ключевые слова:** коммуникативный; парная работа; реальные ситуации; мотивация; вовлечь.*

***Урунттуу сөздөр:** коммуникативдуу; тугөй иши; жашоодогу чыныгы жагдай; мотивация; тартуу.*

***Key words:** communicative; pair-work; real-life situations; motivation; involve.*

Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. Students' opportunities to learn English are provided in many different ways such as through formal instruction, travel, and study abroad, as well as through the media and the Internet. The ever-growing need for good communication skills in English has created a huge demand for English teaching around the world. One of the best available foreign language teaching methods in teaching and learning foreign languages is Communicative Language Teaching Method (CLT) because it improves language acquisition effectively not only communicative competence of students. The use of a student-centered method plays a vital role in

the language learning compared with traditional methods. The modern communicative method represents a harmonious combination of many ways of teaching foreign languages, being, probably, at the top of the evolutionary pyramid of various educational methods. Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life and most of the students can have positive learning attitudes and become active learners. The other benefit of implementing this methodology is affecting the success of CLT like students' proficiency level; personality and motivation. Language teaching starts from a communicative model of language and language use, and seeks to translate this into a design for an instructional system, for materials, for teacher and learner roles and behaviors, and for classroom activities and techniques.

As far as language is interaction, students must be more involved in the learning process and do most of the speaking than their teacher. Candlin, describes the learner's role within CLT in the following terms: "The role of learner as negotiator – between the self, the learning, process, and the object of learning - emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. [1, p.p. 67-90]. Of course, teacher speaks less and listens more acting as an observer. The teacher gives the task and observes the learners, while the students perform the given task individually first, after in pair or group work, as a result, learners can show their verbal independence. In this case students feel more responsible to participate and they feel more confident in practicing the target language. At the same time, students learn to communicate through interaction. When the students are ready for discussion, the teacher asks questions in open class, drawing the attention to the opinions of the learners.

Activities that are truly communicative, according to Holec, have three features in common: information gap, choice, and feedback. An information gap exists when one person in an exchange knows something the other person does not. If we both know today is Tuesday and I ask you, "What is today?" and you answer, "Tuesday", our exchange is not really communicative [3, p.p. 345-367]. We use language to convey ideas and information, to ask questions, gather details and solve problems. Information gap activities require students to speak and to practice teamwork. Students must work together and communicate clearly in order to successfully complete the given task. For example, "A" students are given some pictures and they describe them to "B" students. Asking questions where necessary "B" students draw the picture. When they finish, they compare their pictures. However, an aware and sensitive teacher, who respects and listens to her students, and who concentrates on finding ways of enabling learning rather than on performing as a teacher, goes a long way to creating conditions in which a great deal of learning is likely to take place. If teachers find an activity to be irrelevant, boring or not engaging enough, they can give other tasks which may be more interesting and appropriate, such as surveys, using a stimulus picture and open questions (Who... Where... When...What...), or a series of pictures which need to be sequenced before a story is discussed. Unlike audio-lingual and other methods based on repetition and memorization, the communicative method sets "open-ended" exercises: the students themselves do not know what their activity in the class will result in; everything will depend on the reactions and responses. Situations are used every day new. This is how students' interest in classes is supported: after all, everyone wants to communicate meaningfully in meaningful topics.

Moreover, to encourage the learners to work things out for themselves, a teacher can set the project work. It is based on the real-life topics and themes which is extended language activity. The project work is a means of communication and enjoyment with the language as something real. It is a highly adaptable methodology; it is useful as a means of generating positive motivation, because it is very personal. The students tell about their own lives, their own research into topics that interest them. This work helps them understand that they can

use English to talk about their own world; it improves their ability to think. Project work allows students to consolidate the language that they have learnt and encourages them to acquire new vocabulary and expressions. In addition, it gives learners integrated skills practice. Throughout project work students have extensive practice of the skills of reading, writing, listening and speaking. Before setting up a project it is essential to explain the final outcome, this will help them to understand what they are doing and why. The teacher explains the students that at the end of the project they will write or design a small leaflet on the topic, a wall display, a poster. Also, another aspect of increasing students' interaction is responding to the needs of our students selecting, adapting, and supplementing appropriate teaching materials.

One of the best ways of involving students is how to motivate them. Motivation relates to engaging students but also includes confidence building. The desire to communicate in meaningful ways about meaningful topics motivates students to learn. If there is a climate of trust and support in the classroom, then students are more likely to contribute. One way of developing this is to allow pair-checking of answers before open-class checking occurs. Another way is to include an opportunity for students to discuss a topic in small groups before there is any expectation that they speak in front of the whole class. Also, students are more motivated and involved when goals are set before tasks are begun: the learner should be aware of the learning objectives. For example, if the task is reading, we may consider it more useful to ask questions about a text before the students read it than afterward. Then students check their answers in pair and after in open-class.

To sum up, the main goal of communicative language teaching is to develop students' abilities to communicate in meaningful contexts which are close to real life. Another priority of CLT is encouraging interaction between students rather than only between student and teacher and teacher and student, in other words, lesson should be learner centered. Furthermore, teachers need to give their students opportunity to practice, to think and express themselves in their new language.

Finally, here are some communicative activities for students that they can practice all four skills. These activities make the learners get involved in practicing and have fun.

Activity #1

Horoscope

Ask the students if they ever read their horoscope. Ask them what kind of predictions horoscopes normally make (predictions about love, friendship, work money, etc).

Ask the students to work individually. Give them each a copy of the worksheet with questions (or you can write the given questions on the board and they can answer in their copybooks). Students need to write separate, independent sentences. Tell them that their horoscopes will be read by another student in the class but they don't know who this person will be. Give the students ten minutes to write their horoscope. It should be written in the second person. When they have finished, ask them to fold their horoscopes twice. Collect all the folded worksheets and mix them well. Go round the class and ask each student to take a folded worksheet. This is their horoscope. When they have read them, ask them if they are happy with their horoscope or not. Ask them to say why.

What job will I have?

Where will I study?

Will I have lots of friends?

Will I have any children?

Where will I live?

What will my house/apartment be like?

Will I be rich?

Will I be famous?

Will I get married?

Will I be happy?

In ten years time you will

Activity#2

Guess the sentence

Divide the class into two A and B groups. Give each team the beginning of the sentences. Team members then write at least three endings using *would*. Set a time limit of ten minutes. The sentence endings must be logical and grammatically correct. When the time is up, teams will read the endings loudly, the other team will guess the sentences beginnings on the basis of the endings. Teams get one point for each correct guess. The team with the most points wins.

Students A: If I found my friend's diary...

If I saw a rat in the classroom ...

If people had four arms ...

If I met the leader of the country ...

Students B: If people had wings ...

If I found a wallet on the street ...

If I ate bad food in a restaurant ...

If people lived for 200 years ...

Variation

With a strong class, stick one card on each student's forehead or back with tape. They should not be able to see their cards. Students mingle and read each other's sentence beginnings silently. Then they finish the sentences aloud. They can only make one ending per sentence. Students try to guess their own sentence beginning on the basis of the endings given.

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