

**COMMUNICATIVE METHOD OF TEACHING
A FOREIGN LANGUAGE****Астрейко Анастасия Владимировна, преподаватель****Полесский государственный университет**

Astreiko Anastacia Vladimirovna, tutor

Polessky State University, astrejko.a@polessu.by

Abstract. The article is devoted to the use of a communicative-oriented approach in teaching a foreign language nowadays. The goals, components and principles of the communicative approach are considered in this article, as well as the advantages of this approach for achieving maximum results.

Keywords: communicative approach, educational process, modern methods, communicative-oriented learning.

People in the modern world are closely connected with each other. There is massive intensive communication among people, so great attention in the education system is paid to teaching foreign languages. Modern life is characterized by the rapid development of the economy and culture in general. That is why it is necessary to speak foreign languages, which creates new requirements for the language learning process in order to make it more effective and successful.

Consequently, teachers are faced with a new and very urgent task - to build the process of teaching foreign languages in such a way that, students would master satisfactory communicative competence at a basic level, that is, the ability to understand the speaker and express their thoughts using existing linguistic means.

When we talk about knowledge of a language, we mean the ability to use it in real communication, i.e. we are talking about practical knowledge of the language and, therefore, the development of communicative competence. At the same time, language competence and its components - grammatical and lexical skills and abilities - occupy a leading place in the process of achieving this goal.

The understanding of the grammatical system of a language occurs only on the basis of familiar vocabulary. Thus, both grammatical and lexical skills and abilities represent the center of linguistic competence on which speech skills and abilities are based. After all it is from the moment of awareness of the grammatical form of a phrase and its lexical meaning that the simple set of sounds that a person hears, reads, pronounces and speaks acquires meaning.

But knowledge of vocabulary and grammar is not enough to communicate. In order to speak a language fluently, you also need to know the conditions for using certain linguistic units and their combinations. A native speaker must be able to use the language not only in accordance with the meaning of lexical units and the rules for their combination in a sentence, but also depending on the nature of the relationship between the speakers according to the purpose of communication and on others factors, knowledge of which, together with linguistic knowledge itself, constitutes communicative competence of a native speaker.

The communicative approach is a new direction in linguistics, which has recently been actively developing both in domestic and foreign linguistics. One of the main reasons for such rapid development is scientific and technological progress associated with the processing and use of information [1, p.6].

Particular attention is paid to ensuring that all stages of learning, from explaining the material to testing the acquired knowledge, is communicative-oriented. The value of this approach lies in the ability to individualize the goals and content of education, its methods and means. The communicative approach is aimed at developing students' semantic perception and understanding of a foreign language, as well as mastering linguistic material for making speech utterances.

A speech act is a means of conveying speech intentions through language. And the communicative technique assumes that the unit of communication is the speech act. Communication is organized not by topic, but by real economic or financial and banking areas of communication. Communication has a role-based nature, i.e. each student performs a specific communicative role. Such communication contributes not only to the development of linguistic competence, but also to social skills - the ability to establish contact with the speaker.

Based on the communicative methodology, the main approach to teaching is the functional approach, which means a different organization of educational material. It is necessary to take into account the sphere of communication, the speech situation, the intentions of the speaker, i.e. education is carried out on the basis of modeling communication situations.

The main advantage of the communicative method is the development of unprepared speech. This is what distinguishes the natural process of communication, where it is impossible to predict the speaker's response. Therefore one of the goals of the method is to develop a student's quick reaction to the speaker's response. Since speech situations imitate the natural process of communication, due to their communicative value, students have a need to discuss these problematic situations, which means their motivation for learning increases [1, p.56-50].

Another principle of the communicative methodology is the principle of situationality, where situations that are personally significant for students are used as a unit of organization of the learning process. With the help of this technique, the principle of individualization is also implemented, where the student can transfer his communication experience and personal properties to the speech situation.

Training according to this methodology occurs in the following stages:

- 1) introduction of new speech utterances (perception by ear, imitation);
- 2) explanation of their functions in speech (using context - texts, dialogues), memorization of speech clichés;
- 3) the use of speech utterances in similar speech situations - automation of skills;
- 4) transfer of skills to new situations [2, p.24-25].

The peculiarity of this method is that it includes 2 approaches - an intuitive approach (in the first stages, which allows you to quickly memorize statements) and a conscious approach (in the last stages of education, where a conscious choice of one or another statement occurs depending on the communicative purpose of the task).

An important factor in the educational process is the presence of internal motivation of students, which is formed on the basis of the perceived significance of the acquired knowledge and its practical orientation in the process of further language improvement, which allows one to achieve good results in learning. The communicative approach is

the best motivated: its goal is precisely to interest students in learning a foreign language through the accumulation and expansion of their knowledge for further successful use in communication [4].

In teaching a foreign language, game situations, paired forms of work, tasks to find errors and other types of activities that help increase vocabulary and develop analytical thinking are widely used. In practical classes, students develop language skills in real situations of everyday communication, which allows them to use the correct lexical and grammatical forms to verbally express their own thoughts.

The communication-oriented approach is aimed primarily at mastering speaking skills through an understanding of various types of monologue speech, standard dialogues and forms of language modeling. It should be noted that speaking is considered an important element in teaching a foreign language. At the same time, understanding, transmission of content and expression of meaning are the main component of this process. It is necessary to know what language means a student can use to express his thoughts in a specific situation during a lesson, when exchanging opinions, experience and knowledge, to understand what grammatical structures are needed to implement a communicative task, and it is also important to understand the relationship between these structures and their use in speech [3].

In teaching a foreign language, discussions are an effective form of work in achieving the main learning goals. At the same time, the learner actively expresses his own opinion, expresses his feelings, and also has the opportunity to exchange opinions or information with other participants. In such conditions, the invented speech situation develops into a real communication situation.

In the modern educational process, a communicative-oriented approach is considered one of the most effective ways of teaching a foreign language. Today it can be seen as a description of a set of basic principles of language learning and teaching, summarized above, which includes a huge range of educational and scientific literature.

As noted earlier, the communicative approach contributes to the successful development of oral communication skills, increases motivation to learn the language, which leads to the efficiency and effectiveness of classes. The use of a communicative approach also helps to develop cognitive, personal and regulatory skills, and expand the information environment for educational activities.

List of sources

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