

COMMUNICATIVE APPROACH IN TEACHING FOREIGN LANGUAGES TO PRIMARY SCHOOL STUDENTS

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Abstract:

This article analyzes the role, significance, and effective application of the communicative approach in teaching foreign languages, especially English, to primary school students. The communicative approach focuses on teaching a foreign language through natural communication processes, fostering students' speech activity and developing their social communication skills. The article presents lesson formats, methods, types of speech activities, and pedagogical tools based on the communicative approach.

Keywords: Primary education, foreign language, communicative approach, speech activity, communication, interactive teaching, CLT, ESL.

Introduction

BOSHLANG'ICH SINIF O'QUVCHILARIGA CHET TIL O'QITISHDA KOMMUNIKATIV YONDASHUV

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Anotatsiya:

Mazkur maqolada boshlang'ich sinf o'quvchilariga chet tilni, xususan, ingliz tilini o'qitishda kommunikativ yondashuvning o'rni, ahamiyati va samarali qo'llash yo'llari tahlil qilinadi. Kommunikativ yondashuv chet tilni tabiiy muloqot jarayonida o'rgatishga qaratilgan bo'lib, o'quvchida nutqiy faollikni, ijtimoiy muloqot ko'nikmalarini shakllantiradi. Ushbu maqolada kommunikativ

yondashuvga asoslangan dars shakllari, metodlar, nutq faoliyati turlari va pedagogik qo‘llanmalar keltirib o‘tilgan.

Kalit so‘zlar: boshlang‘ich ta‘lim, chet tili, kommunikativ yondashuv, nutq faoliyati, muloqot, interfaol o‘qitish, CLT, ESL.

In the era of information technology, numerous innovations have recently emerged in the scientific field. Many technological devices are helping academic disciplines operate more interactively and enrich learning processes visually. With the onset of the technological era, the education system has transformed, making learning more memorable for students and providing teachers with broader access to resources. Academic success is directly linked to the quality of educational materials. Utilizing technological products as teaching tools can enhance both the quality of instruction and the level of achievement. It is evident that the production of technological devices and their integration into education is increasing day by day. These developments are also being manifested in various ways across Uzbekistan.

The communicative popularity and global usefulness of the English language are creating a need to change the approaches to English language instruction. Since the emergence of the communicative language teaching (CLT) approach in the 1980s, second language teaching programs have become increasingly complex. The field of language teaching has gradually shifted from traditional grammar-based approaches, such as grammar-translation and audiolingual methods, toward communicative methods. Communicative language teaching has led to a re-evaluation of the aims of language learning and teaching, curriculum design, instructional materials, and classroom activities, and has been a primary driver of changes in language education worldwide. Indeed, the influence of the communicative approach has penetrated all aspects of English language teaching—from curriculum development to material selection, teaching methodology, and assessment systems (Shaturaev, 2019). In many countries, school curricula are increasingly taking into account students’ current or anticipated communicative needs—what they want to say, read, or write in the target language. Communicative intentions, rather than grammatical forms, are becoming the primary focus, and the main goal of instruction is the development of communicative competence. The principle of a competence-based curriculum

is expressed through a functional tripartite model, which serves to integrate functional, contextual (content), and formal accuracy objectives at every stage.

Real and meaningful communication should be the primary goal of classroom activities: “Free choice” means that individuals independently choose *what* and *how* they want to say something. In real-life communication, the speaker decides what they want to express and what language forms to use, without being controlled by the other party. In face-to-face communication, speakers often make these choices under time pressure (Christopher M. Whitsel, 2011). The ability to select the correct language form under time constraints is one of the essential components of communicative competence and is often challenging for foreign language learners. Moreover, while the speaker must choose words spontaneously, the listener cannot predict what the speaker is going to say. This means that language use on both sides tends to be unique and unpredictable.

In the context of globalization, learning foreign languages—particularly English—effectively from the primary level has become essential. According to new generation educational standards, one of the key tasks in foreign language instruction is to develop students' ability to communicate fluently in the target language, that is, to foster communicative competence.

The **Communicative Approach** (Communicative Language Teaching – CLT) plays a crucial role in achieving this goal.

The essence and key principles of the communicative approach revolve around treating communication as the central purpose in language teaching and focusing on using language in real-life contexts. Its main principles include:

- **Meaningful communication** – speech activity is closely aligned with real-life situations;
- **Learner-centeredness** – the student is the active participant in the lesson, not the teacher;
- **Positive attitude towards errors** – mistakes in speech are viewed as a natural part of the learning process;
- **Social interaction** – language learning helps to develop social communication skills.

To implement the communicative approach in primary school students, it is essential to provide them with opportunities to speak. The ability to express one's

thoughts clearly, logically, accurately, and without hesitation allows learners to process and understand language units—units they may have encountered during language awareness exercises or even fully studied.

Activities that help develop **fluency** in speaking share the following characteristics:

- Students are encouraged to be creative and to express their opinions, emotions, feelings, fears, and more;
- The focus is not on how they speak (or write) but rather on what they are saying (or writing). Emphasis is placed on the meaning of the words;
- Students learn to adapt to situational demands—this includes spontaneous speech, paraphrasing, self-correction, and the ability to respond to unexpected scenarios in the process of natural language use.

In short, **CLT (Communicative Language Teaching)** aims to teach English as a tool for communication. It seeks not only to help students learn the structure, grammar, and vocabulary of a language but also to enable them to use it effectively. In CLT, the learning method focuses primarily on active student participation.

At the core of these principles lies the criterion of ensuring authenticity, meaningfulness, and learners' fluency and accuracy in English language instruction. Although the concept of communicative competence has undergone various modifications and new interpretations, the communicative approach views communicative competence in the target language as essential for full participation in the culture of that language for foreign language learners.

It is recommended that teachers integrate language and culture in English language teaching—that is, to teach learners the culture and communication norms of native speakers. This approach assumes that learners are expected to speak like native speakers of the target language. However, this idea promotes the notion that foreign language learners should emulate native speakers, which may overlook learners' own social identities and cultural competencies in intercultural communication.

Success in ELT (English Language Teaching) is often measured by how closely learners can use the language like native speakers. Within communicative teaching, the roles of teachers and learners in classroom activities are extremely important. Many ineffective or negative examples stem from teachers' or students' misunderstanding or misapplication of CLT. The teacher's language

competence and creative ability have a direct impact on the final outcome. How the teacher understands CLT, how instructions are delivered to students, and the level of teacher involvement all determine their role and influence the results.

In creative activities, the teacher should refrain from unnecessary interference, as this may prevent students from fully immersing themselves in the task and hinder the development of their communicative skills. In such situations, the teacher's role is less dominant, yet still significant. The teacher should act more as a listener than a speaker—facilitating interaction and actively supporting the learning process.

When it comes to speaking practice, the floor belongs to the students—they should do most of the talking.

The importance of the communicative approach for primary school students lies in its consideration of children's psychological and developmental characteristics. Young children are naturally visual, active, and inclined toward play; they can grasp language quickly, but also forget it easily. Children feel most comfortable in live, interactive communication.

Therefore, the communicative approach emerges naturally—it encourages learners to be verbally active, promotes real communication, reduces speech anxiety, and sparks children's interest in the language.

Types of speech activities used in the communicative approach:

Type of speech activity	The form in the lesson
Gapirish (Speaking)	Dialogue, role play, task-based communication
Tinglash (Listening)	MP3, video, understanding teacher's speech
O'qish (Reading)	Short text, dialogue, story, picture book
Yozish (Writing)	Sentence building with simple words and phrases

The forms and methods of lessons based on the communicative approach are as follows:

a) Role-play:

Students are given different social roles (shopkeeper and customer, teacher and student). This increases their talkativeness. Example:

“At the Zoo”:

– What animal do you see?

– I see a lion!

b) Pair Work:

Students ask and answer questions in pairs, exchange ideas using words or phrases.

c) Group tasks:

To solve the task, children need to understand each other.

d) Multimedia and ICT tools:

Listening and speaking exercises are carried out through clips, cartoons, animations, online games.

e) Question and answer technology (Q&A):

During the lesson, communication is carried out based on asking and answering questions.

Sample lesson (based on the communicative approach)

Lesson topic: “My Family” (grade 1)

Lesson objective: Teaching the names of family members: Developing speech through listening and speaking.

Lesson process: Opening: a cartoon is shown (“This is my father...”) Lexical work: “mother”, “father”, “sister”, “brother” through cards. Work in pairs: – Who is she? – She is my sister. Role play: “Family introduction”. Assessment: interesting questions and emoticons.

The importance of the teacher’s role in the communicative approach is as follows: active guide; creator of the environment; creating conditions for free communication for the student; acting as the correct selector and controller of exercises and games.

The conclusion is that the communicative approach in teaching a foreign language in primary grades is not only a modern, but also an effective method. Through this approach, children learn to use the language in real life, strive for speech activity, and accept the foreign language as a means of communication. The teacher is a guide in this process, creating an environment for communication, and arousing the child's interest in the language.

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