
PRINCIPLES OF TEACHING A COMMUNICATIVE LANGUAGE

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Abstract: This article discusses communicative learning and teaching English in a modern lesson. The author provides several useful methods and ways to improve speaking skills, group work, activities aimed at improving students' pronunciation, grammar and listening skills.

Key words: communicative language learning, learning facilitation, classroom, activity, fluency, accuracy, methods, strategies, breakdowns, task-based learning, student-centered learning.

Communicative language learning can be understood as a set of principles about the purpose of language learning, how students learn the language, the types of classrooms, the types of activities that best facilitate learning, and the roles of teachers and students in the classroom [Jack S. Richard, 2]. Students learning a communicative language in the classroom feel a great responsibility for their learning, and the teacher monitors the facilitator. The advantages of learning a communicative language in the classroom include teamwork and conversation. Littlewood V. [1981] divides classroom activities into two types: pre-communicative activities and communicative activities. The first group consists of structural and communicative activities, and the second includes functional communicative and socially interactive communicative activities. In most books, communicative language learners practice actions aimed at fluency and accuracy. As in the classroom, activities are based on communication of authenticity, that is, on the sources of the real world to become the flagship of the entire educational process.

We need innovative methods and techniques in English language teaching to make it easier to learn the language. There have been major changes in the education system of Uzbekistan. Radical transformations have changed the face of the modern world. According to them, we discover the best ways of teaching and learning. Much attention is paid to learning a foreign language in our country. Co-education is an innovative model of teaching English. Johnson and Johnson show five features of successful co-curricular activities:

1. Students learn that their success depends on working together interdependently;
2. Students are personally responsible for achieving group goals;
3. Students support and help each other achieve success through face-to-face meetings and interactions;
4. Students develop social skills by collaborating and working together effectively;
5. Students as a group have the opportunity to reflect on the effectiveness of teamwork.

When these principles are implemented, collaborative learning creates a rich environment in which students learn the language. Students can take advantage of all these benefits by working together in class. However, interacting in groups is not easy. For example, in the puzzle task, students are divided into groups of four to complete the head-breaking task. Each group gets a complete puzzle, and each member of the group gets a quarter piece of the puzzle in a bag. The challenge is for a group of students to complete the puzzle without touching or moving the

puzzle pieces to each other. They may discuss the placement of the puzzle pieces with each other, but each is responsible for putting together their individual head-breaking pieces in the whole puzzle.

In addition, students should have the opportunity to develop their oral language and critical thinking skills by challenging each other in the classroom. By changing the culture of the classroom, students will have the opportunity to practice the skills of collaboration, tolerance for ideas, and multi-faceted group communication that are so valuable when participating in collaborative learning. Democratic processes and an active role for students to decide what and how to study characterize the learning environment for coeducation.

Conversational competence is a complex set of skills that includes many components, including pronunciation, listening and grammatical skills. Group work is a necessary activity in a conversational course, because the type of conversational interaction produced in-group activities is both quantitatively and qualitatively different from what happens in the lessons conducted by the teacher. The group works, students say everything, and students often do little more than answer who or Yes-No questions. In-group work, students are all-talking and must take responsibility for using conversational resources to complete the task. Students thus not only get more opportunities to speak, but also have the opportunity to use and practice a wide variety of speaking strategies than in traditional classroom activities. This type of activity provides opportunities for the development of grammar, vocabulary, discursive strategies, strategies for social interaction and awareness of intercultural differences. Students want to become enthusiastic and genuinely involved. They want to know that they really respected teachers and classmates and treated them as a person. Restructuring an activity category or strategy improves students' conversational skills. The goals and formats are as follows:

1. Break down the expected structure of the classroom.
2. Create opportunities for supportive behavior.
3. To dispel fears and anxieties.
4. Relax both student and teacher.

Restructuring activities usually require students to get up and out of their chairs in order to physically interact in a group. Minimum teacher participation. Communication often takes place verbally, through actions, drawings, or quick written statements, and is usually not personal. Teaching English in groups for advanced training and retraining of nurses and pharmacists, as in many other educational centers and institutions, requires a slightly different approach due to the large number of non-native English speakers or trainees. In a regular classroom or group, some students may be fluent at a high level of success, others at an intermediate level and even still at an elementary level. With this class dynamic in play, the homeroom teacher must decide whether the chosen lesson is. The curriculum will be relevant for all students. In my practice, I have used audio and video recordings with materials for beginners and intermediate level to improve their listening, speaking, reading and writing skills. The students learned this material in a very easy and simple way. The more they listened to English lyrics, speaking, and songs, the more they understood English speech.

Each word in the language contains several layers of information. Among them are:

- ◆ Main Value(s);
- ◆ Preferred contexts/frequent cases;
- ◆ Associations.

The first two criteria are what is usually taught in the classroom vocabulary. The third criterion is what creates wealth in native speakers' knowledge of words. Associations attach great importance and flexibility to the word and are the reason that it can be difficult to teach puns to non-native speakers of computer speakers. The communicative vocabulary module is taught in order to expand students' vocabulary, develop students' ability to recognize and use words in communication, as well as improve students' use of appropriate vocabulary replenishment and storage strategies. Students' communication skills, including their vocabulary, can vary immensely. Here are the top five Reasons why vocabulary is so important:

1. It improves reading comprehension. Studies have shown that children need to understand 98% of the words they read in order to understand what they are reading. Improving their vocabulary will improve their understanding of novels and textbooks.
2. It is important for language development. Children who develop a rich vocabulary tend to be deeper thinkers, express themselves better and read more. Improving language and literacy skills at an early age will help them achieve greater success academically and communicatively.
3. Communication of ideas. Successful communication or "saying what you mean" depends on a good vocabulary base. Using the right words in a conversation makes you a more effective communicator.
4. Self-expression in writing. Having a good vocabulary to learn from can help you write more effectively. Students should use a more formal tone when writing rather than spoken language, and for this they need a richer vocabulary to use those words that we don't use when we speak.
5. Professional success. Researcher Johnson O'Connor found that "a person's vocabulary level is the best predictor of professional success."*Business success depends on your communication skills.

Students already know thousands of words and will continue to learn more whether they are working on it or not. The fact is that many of the words they know were probably learned simply because they came across them quite often when reading, talking, and even while watching TV. However, increasing the number of students requires a consistent, focused approach. If a student learns only one new word per day for the next three years, he/she will have over a thousand new words in your vocabulary. However, if a student decided right now to learn ten new words a day, in one year he would add more than three thousand to what he already knew, and probably established a lifelong habit of learning and self-learning.

Studies of language learners and language learning oppose a single "Method" of teaching a foreign language. The needs and feelings of the language of the student and his success in mastering the target language should be the main considerations. The contribution that the teacher will make to the student's guidance, not only in terms of grammatical explanations, but also in all aspects of language learning, should depend on the unique qualities of individual students. This research supports the methods of communicative and task-based English language

teaching in the classroom. In the context of teaching English as a foreign language, it became obvious that the student-oriented environment contributed to a new understanding of the necessary survival skills in a country where another native language is spoken.

In addition, the history of a word, usually given at the beginning of an article, can often give a fascinating picture of how the word has developed its current meaning. This will add to the fun of learning the word and help you remember it. In short, I would like to say that vocabulary is important because it is the foundation of all languages. These are the raw building blocks that we can use to express our thoughts and ideas, share information, understand others, and develop personal relationships.

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