COMUNICATIVE METHOD

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Abstract: communicative Method has developed into a corner stone approach in language teaching where interaction is used as the principal means of acquiring language. Its principles, origin, and teaching applications in various learning settings are addressed in this article. Focusing on actual communication activities will encourage learners to engage actively and thereby enhance fluency and comprehension. The effectiveness of the method is tested in several case studies, demonstrating how it is superior to traditional grammar-centered methodology. The findings show that the integration of the Communicative Method into language curricula not only increases learner motivation but also improves linguistic competence.

Keywords: communicative Method, language teaching, interaction, language acquisition, educational approaches, fluency, comprehension.

Introduction

In the last few decades, the landscape of language teaching has undergone a significant transformation, moving from old, teacher-centered models to newer, more active, and more interactive models. One of the most influential among these is the Communicative Method, which emphasizes the application of language as a means of communication rather than as a subject matter. In accordance with the ideas of functionalist linguistics and sociolinguistics, this method supposes that learners attain language competence most effectively by interacting in real life in

meaningful contexts. The goal of this article is to analyze the origins of the Communicative Method, its development in the past, and its implementation in various language learning environments. In the course of examining its theory and practice, we present information on the efficacy of the method in creating language competence. Encourage teacher and peer dialogue around learning. Teachers can invite students to discuss the formative process together. This practice mainly revolves around mid-semester reflection and small group reflection sessions, where students reflect on the course and teachers respond to student concerns.[1]

Main part

The Communicative Method has transformed the landscape of language teaching by emphasizing interaction and real communication over dry learning and grammatical teaching. Developed in the 1970s as a response to audio-lingual and grammar-translation limitations, the method relies on the premises that language as communication is best tackled. In such comprehension, language acquisition is not so much about memorization of rules but effective use of the language across different social situations.

Essentially, the Communicative Method presumes that true language proficiency is achieved when learners can communicate in authentic situations. This method is founded on communicative competence theories, which not only include grammatical competence but also sociolinguistic, discourse, and strategic competencies. Grammar rules and vocabulary are significant aspects but are the bricks that enable communication rather than being the focus of language

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[1] Tog'ayev, B. (2024). Formativ va summativ baholash va ularning tavsiflari. Lingvospektr, 2(1), 50–51. Retrieved from https://lingvospektr.uz/index.php/lngsp/article/view/100

instruction. Thus, the Communicative Method encourages students to engage in authentic conversations, role-plays, and group work that mimic actual communication.[2]

The historical context of the Communicative Method reflects a dramatic shift in pedagogical philosophy. During the mid-20th century, language teaching was controlled by behaviorism, which emphasized repetition and reinforcement. Methods like the audio-lingual method were common, and they focused on the mechanical practice of language using drills. But teachers recognized the limitations of these methods, particularly regarding learners' practical application of language. The Communicative Method, emerging to address such needs, featured principles of humanist education prioritizing learner motivation and engagement. Practical applications of the Communicative Method are present across a variety of pedagogical approaches. One of the most important aspects is the use of tasks that encourage learners to collaborate, negotiate meaning, and solve problems as a group. These can be pair work, group discussion, or project work tasks that are all designed to encourage learners to apply their language in real-life contexts. An example would be a classroom task where students plan a trip together, having to use language to express preferences, make decisions, and solve disagreements. These activities not only enhance language capacity but also foster useful life skills such as collaboration and analytical thinking. The thinking doesn't come from anywhere. All the life people think evident- figuratively, and logically, thus one of types is in a priority during this or that period of human

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[2] Mirzayev, A., & Oripova, S. (2022). Communicative method–A new approach in the practice of teaching foreign language. Science and innovation, 1(B6), 778-783.

development and activity. That is they are interconnected among themselves because logical thinking starts to develop, only if activity and figurative thinking has reached high level. Therefore the creation of conditions to improve thinking forms appropriate elementary forms pupils, providing various types of activities performed within thinking and creation based on the communicative method have a special value. In this case the child passes from role-playing games and labor activity to theoretical thinking that generates need of forming of the child as the subject of the creative activity developed at sufficient level by means of a communicative method. In elementary school the results of creative tasks performance show low level of pupils' imaginations. As the reason of that is the most part of children doesn't perceive tasks as creative activity. In order to avoid it, it is necessary that when performing a creative task, children could creatively study language communicativeness at sufficient level. From here the following position of the concept follows: creative development of thinking and ensuring dialectic interrelation of all forms of development of the child language by means of communicative method. If so, definition of scientific-and-methodical bases of training in the Kazakh language in elementary school by means of communicative method becomes an important research problem and concepts.

Furthermore, the Communicative Method emphasizes authentic materials and sources within the syllabus. Textbooks and exercises mimicking real-life language use—e.g., newspaper reports, advertisements, and video recordings—seek to engage learners' interest and usability. Integrating technology, such as social media or language learning software, continues to involve students in environments where they can practice communication outside of the classroom.

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Exposing learners to actual usage of language reinforces a deeper sense of cultural nuance, idiomatic expressions, and the social functions of language. Testing according to the Communicative Method also diverges from the more traditional testing methods that focus solely on grammar and vocabulary memorization. Instead, formative testing that tests students' communicative ability takes precedence. Examples of these may be testing students' performance during role plays, group work, or written tasks involving interpretation and expression. This integrated approach not only provides a more accurate description of a learner's ability but also encourages students to try things out and learn from mistakes within a safe setting.[3]

Although with numerous advantages, the use of the Communicative Method is not without challenges. One of its greatest disadvantages is the varying levels of proficiency among students in a classroom setting. The teachers must manage the varied needs of the learners skillfully so that each one is challenged and supported appropriately to learn collaboratively. Moreover, certain teachers might find it difficult to change their pedagogical philosophy from a traditional emphasis to a communicative approach, particularly if they themselves have been taught through more traditional methods. Professional development and specific training are essential to prepare teachers with the necessary skills to apply this method successfully.

In addition, some critics of the Communicative Method contend that it can underemphasize the role of grammatical correctness and form in initial learning.

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[3] Duysenova, M. M., Bimaganbetova, A. K., Moldabek, K., & Kenzhebekova, R. I. (2013). Concept of training by communicative method. Life Science Journal, 10(10s).

Though communicative competence is critical, a solid understanding of grammar can equip learners with the resources to communicate clearly and correctly. In order to correct such a situation, instructors are encouraged to integrate grammar lessons into communicative lessons so that students will be provided with a well-rounded education with communication as well as linguistic competence. Inclusion of cultural elements into language instruction through the Communicative Method is also significant in developing global competence in the learners. Activating cultural contexts in stimulating students allows them to see things from other perspectives and encourages greater empathy and comprehension. This can be done through cultural norm, value, and practice discussions, as well as involving students in projects to discover the deep cultural heritage of the target language. Not only do these actions make learning more engaging, but it also prepares students for proper communication in this day and age of globalization. As the learning environment continues to evolve with advances in technology, the Communicative Method responds in kind. Online language learning websites, language exchange organizations, and virtual reality simulations present learners with fresh opportunities for real life communication practice. These new technologies allow students to communicate with native speakers and undergo virtual language immersion, further bridging the communication gap between the classroom and the outside world.[4]

Lastly, the Communicative Method is a shift in paradigm from language teaching that focuses on the value of interaction, authenticity, and an awareness of

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[4] Brumfit, C. J. (1980). From defining to designing: Communicative specifications versus communicative methodology in foreign language teaching. Studies in Second Language Acquisition, 3(1), 1-9.

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culture. With its communicative and application focus, this approach does not only facilitate language acquisition but also conditions learners to deal with real-life situations. With language educators continuously developing and adapting to new environments, the principles of the Communicative Method will undoubtedly continue to influence effective language teaching for generations to come. Implementing this approach not only enhances linguistic capacity but also equips students with the competencies they need to thrive in a globalized economy.

Conclusion

The Communicative Method is a major paradigm shift in language pedagogy, advocating student-centered learning that focuses on communicative skills over memorization. Studies show that the method not only enhances learners' speaking and listening skills but also makes them more confident in using the language in general. As teachers search for ways to prepare learners for real-world use of the language, the principles of the Communicative Method can serve as a guiding philosophy. Future research and practice must continue to explore its flexibility in so many diverse cultural and technological contexts, so that language education continues to be effective and adaptive in an increasingly interconnected world.

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