

# **THE ROLE OF COMMUNICATIVE APPROACH IN PROMOTION PUPILS COOPERATIVE LEARNING**

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In the early lessons of many language courses, pupils are encouraged to concentrate heavily upon pronunciation and grammar, while vocabulary is introduced only very slowly. The idea seems to be that even if one has very little to say, that little bit should be said correctly. Pupils can worry a great deal about the machinery of language, but they worry rather little about real communicating much of anything. Under such circumstances, learners have to think about an awful lot of things in order to construct even a simple sentence. They are supposed to force their mouths to produce sounds that seem ridiculous. They have to grope desperately for words that they barely know. They have to perform mental gymnastic trying to remember bizarre grammatical rules. All these challenges are a fatal distraction from what skillful speakers worry about - the message that they want to convey. If early learners have to worry about getting everything correct, they cannot hope to say anything very interesting. They simply cannot do everything at once and emerge with any real sense of success.

We are definitely in favor of the communicative approach. However, we have seen very competent teachers who don't follow it. For example, they teach grammar the old-fashioned way by giving example sentences and explaining the meaning of the structure, formation rules, etc. They use colors and examples from the pupils' lives, and eventually they have some drilling exercises.

The teacher's personality and effectiveness plays a central role in the method's success. Nevertheless, we think the communicative approach is a theoretically sound but that doesn't mean the traditional grammar drilling exercises are not effective especially if used after a communicative activity in which pupils might be later

directed to an important structure that they should have used or did not use correctly. Many ESL/EFL authors argue for a mixture of focus on grammar and also focus on communication.

Challenging yet pleasurable communicative approach promotes positive attitude toward the daily study in language learning. Pupils working in groups have comprehension activity, journal sharing, question discussion and role-playing of the characters in the books or plays. Communicative approach not only lightens classroom anxiety but also promotes pupils cooperative learning and enhances their communication abilities.

A predominantly communicative activities produce fluency but not accuracy. And a predominantly grammar course produces accuracy but no fluency. Therefore, a peaceful merge produces the best results.

In the course of this work we investigated the theoretical framework of communicative teaching methods speaking, and provide practical examples from our practice. It was made an attempt to reveal the communicative method of teaching, with a view to its practical application in teaching English. In order to ensure the mastery of the English language as a means of communication and learning tool, to develop skills of understanding speech in English at a normal pace with unlimited topics.

In the theoretical part of the work the next points are considered:

1. the basics of speaking, as a means of communication, as a kind of verbal activity: there were considered the most common difficulties in ausing and speaking, the types of speech and its characteristics.

2. the origin of the communicative approach, its features, its use in teaching speaking and its pros and cons.

According to the theoretical study on the theme of this article allowed to make the following conclusions:

1. The advantage of the communicative teaching method may include the following: pupils are still supposed to interact with each other, they are given a chance to speak and this is what should be of primary importance.

2. The disadvantages of the communicative teaching method may include the following: giving pupils the possibility of uncontrolled practice may result in lack of discipline and disorder during the lesson. If the pupils are required to communicate with each other it always produce a certain level of noise, and this not tolerated by all teachers as it goes against their traditional belief that a good class is a quiet one.

During the passage of the state teaching practice in school-lyceum №15 in high school we made the following findings that the main difficulties in teaching speaking should include motivational issues, such as:

- pupils hesitate to speak a foreign language, afraid to make mistakes, to criticism , afraid to make mistakes, undergo to criticism;
- students do not understand the speech backside;
- pupils have a lack of language and speech resources to the task;
- students do not involved in brainstorming the subject of the lesson, for whatever reasons;
- students do not withstand the required number of lengthy communication in a foreign language

The communicative methodology is centered in helping the pupil develop certain skills and abilities: oral interaction and expression, hearing and reading comprehension, and writing expression. In each class pupils will be lead to practice English in contextualized, practical and everyday situations through activities with predefined goals.

In conclusion it should be said that the communicative teaching method views language as a medium of communication. It recognizes that communication has a social purpose: the language learner has something to say or to find out. In this teaching method importance is placed on helping the pupil get the message delivered. This is what really matters: if the pupil can understand and be understood. So we hope that we proved the usefulness and the effectiveness of the communicative approach in teaching speaking at the intermediate level at a secondary school.

## REFERENCES

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