**LANGUAGE TEACHING METHODS:**

**COMMUNICATIVE APPROACH**

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Communication can be a jungle. An impenetrable web of messages, perceptions and interpretations. Sometimes you can get lost. But there’s a simple way out: enough confidence to say what you mean.

In the communicative approach the primary goal is students communicating in the target language. Many of the methodologists emphasize the acquisition of linguistic structures or vocabulary. In the communicative approach it is acknowledged that structures and vocabulary are important, however, adherence of the communicative approach shows that students must master the functions or proper systems in which the language is put before the will be able to trully use the language.

The primary goal of language teaching is enabling students to use the language to communicate. Communication involves using language functions as well as grammar structures. There are rules of use without which the grammar rules are meaningless. The way you use the language is as important as the language grammar.

The vehicle the teacher might use to have the students practice making their cases is a role play. Language is used in a social context and should be appropriate to setting, topic and participants. This gives the language the social context, a characteristic of all communicative events. It also gives the communication a purpose. Moreover, the role play gives the students an opportunity to practice using the language forms that are not only linguistically accurate, but sociolinguistically appropriate as well, appropriate to the setting, topic and participants. By working in small groups, communicative interaction and cooperative relationships are encouraged, such occasions give the students an opportunity to work on negotiating meaning or trying to make themselves understood. They best learn to communicate by communicating. As the students role play, the teacher should move from group to group acting as an advisor or facilitator, instead of a director. Students should be able to express their opinions and share their ideas and feelings, i.e. learn to communicate by communicating. When they do so it is seen as a natural outcome of the development of communication skills.

Also, one of the benefits of the communicative approach is the wide use of authentic materials, though it might be a huge challenge for teachers working with lower levels. It is not just read and understand, it is also picking it apart. The thing to remember is that learners should be interested in the material itself, otherwise they would not get any exposure.

Fundamental keys of communicative approach are: communicative purpose, desire to communicate, focus on content rather than form or accuracy, a variety of language is used in the communicative activity, it is not focused entirely on a specific grammatical structure and there is little or no teacher intervention and little materials control.

The teacher might choose to draw attention to common areas in subsequent lessons, but for the time being the focus is on fluency and reinforcing the message that communication is primary.

LITERATURE

**Thornbury, S.** How to teach speaking. Harlow, England: Longman, 2005.