

# The Approaches To Teaching Foreign Languages

Absalamova Gulmira Sharifovna

Samarkand Agroinnovations and  
Research University, Phd, Associate Professor,  
Department of Fundamental and Humanitarian Sciences

Tel: +998 99 4458721

E-mail: absalamovagulmira88@gmail.com

**Abstract:** In this article the structural approach focuses on sentence structure, with mastery of sentence structure being more important than vocabulary acquisition. Content words are also taught, guided by their usefulness, simplicity, and teachability. This approach is based on behaviorism theory and involves understanding the language's pattern and structure. Different languages have unique structures, such as Uzbek and English, which require thorough practice for naturalizing habits.

**Key words:** communicative language, structural approach, sentence pattern, proper stress, predes text books

According to Cambridge international Dictionary method means a particular way of doing something and Approach refers to different theories about the nature and acquisitions of language or how languages are learned.

The structural approach means the arrangement of words in such a way as to form a suitable pattern of sentence. The mastery of sentence structure is considered to be more important than the acquisition of vocabulary. In structural, content words are also taught. The selection of content words is guided by their usefulness, simplicity, and teachability. An appropriate situation should be created to practice the structure, relate its meaning to it, and build up a vocabulary of content words, even if structure is separately taught. The term is predated in an appropriate situation by the teaching. Generally, the structural approach to teaching English refers to the way the language material is organized for presentation. It is the way some English sentences, all carefully selected and graded, are arranged to form a syllabus.

The structural approach is based on the theory of behaviorism. To teach language through this approach, we have to understand the pattern and structure of the language. Each and every language has its own structure. Every language differs structurally. There are structural differences between Uzbek and English.

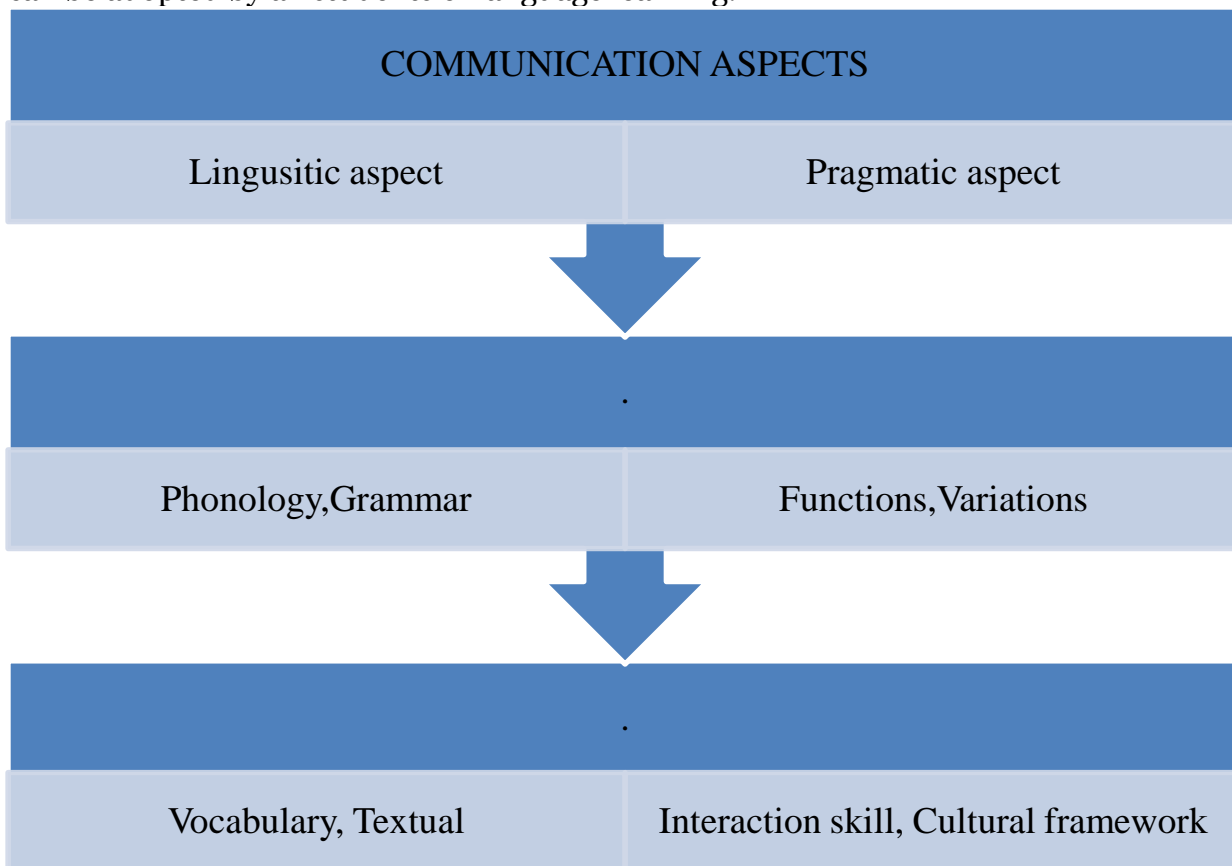
In Uzbek, the verb is placed at the end of the sentence, but in English, the verb is placed after the subject and after the object or adverb according to the sentence. The learners have to practice this pattern thoroughly for naturalizing habits. C.C. Fires says: Only after much practice of the same "pattern" with diverse content do the patterns themselves become productively automatic.

*Principles:* Language is a system of structure and signals. Students can learn very well if the teaching accords with its structure and signals in a *scientific* way. Students' activity is more important than teachers' activity. Importance of speech.

Importance of the formulation of language habits in arranging words in a proper pattern. Language learning may be very easy if language is presented in a small structure that completely clarifies the concept of the language. Language learning may be very effective if the structure of the language is presented in the context of the child's mother tongue. The effectiveness of language learning depends on the quantity of the subject matter. If there is proper gradation of the subject matter, the teaching may be very effective. If the language is learned as a living system, learning the language may be too effective.

*Advantage:* After learning, five or six items can be categorized. This method helps students learn very quickly because the subject matter is present in the form of structure. Students understand it easily. Students first listen to the teacher, and then they repeat it. Thus, they learn to speak first and then read and write.

When students learn the structure of the language, they automatically learn grammar. Word order, use of the word, and sentence pattern. This approach promotes the use of everyday English. This approach enables students to speak first, which is very important, and then read and write. Proper stress is placed on oral learning. Both the teacher and the student are active. This method can be adopted by all students of language learning.



*Disadvantage:* This method prefers the selection and gradation of the structure, which does not solve the problem of teaching English. This approach doesn't advise the teacher on how to present the structure of the language or teaching material. This approach does not advise the teacher about the teaching material for written exercises. The technique of gradation is good in theory, but it is not good in practice. The structural approach is not suitable for higher classes. Drilling makes the atmosphere of the class dull and boring. Only well-selected sentence patterns can be taught. Predsed text books cannot be taught. More teaching aids are needed. If the structure of the of the syllabus is followed strictly, it is difficult to complete the syllabus.

**Communicative Approach:** The communicative approach is a learner-centered approach. This approach gives the learner not only grammatical competence but also a social skill as to what to say. How to say, when to say it, and where to say it in order to satisfy his daily needs as a larger aim. In this approach, apart from fluency, accuracy and appropriateness are equally important. Thus, an effective use of language needs to be grammatically well-formed.

This approach tries to develop both accuracy and fluency from the very beginning of language learning. In this approach, the role of teacher is that of a co-participant, not that of an authoritarian master. A teacher should provide all the resources necessary for communication to be effective in every context. A communicative approach stresses the purpose of writing and the audience for it. So teachers using this approach have extended the readership. Teachers specify that readers outride the classroom.

The goal of the communicative approach is to make learners communicatively competent. In this approach, the teacher is seen as a facilitator of his students, learning. A communicative approach is based on the idea that the aim of learning a second language is to gain communicative competency. In this approach, learners have to have knowledge of the rules of language use to generate language appropriately for certain situations. He should also have knowledge of the use of

techniques to communicate effectively. This approach draws attention to the use of language in everyday life. Communicative language teaching emerged in the 1970s and 1980s. The "term communicate" means to express or convey the ideas verbally or non-verbally. This approach emphasizes the communicative capability of the learners. In English language teaching, the teacher tries to develop communicative ability in students or learners. Communicative capability, also known as communicative competence, includes the following competencies:

Communicative Competences:

1. Grammatical Competences
2. Speech Competences
3. Technical Competences
4. Socio-Linguistic Competences

This concept was introduced by Dell Hymes. According to him, the speaker of English should have knowledge of more and more grammatical competences to become a good speaker in the English language or another language. The learner of EFL \ESL has to know how a language is used by members of the speech community to accomplish their purpose. There are eight aspects of communicative competence. They are grouped into two parts. 1.Linguistic aspect 2.Pragmatic aspect. Linguistic Aspects: Phonology and grammatical description, Grammar, Vocabulary, Discourse

*Pragmatic Aspects:* Functions, Variations, Interaction skill, Cultural Framework

Savignon (1983) observes that communicative competence is relative, not absolute. It depends on' all participants who cooperate in this process. We know that human beings are social creatures, but what makes them social creatures? Their capabilities of exchanging ideas and thoughts and their way of conveying messages make them social creatures.

With the help of communication, people can establish interpersonal relationships. So communication is the soul of human interaction. Communication plays an important role in developing relationships among people. So teachers should emphasize the communicative aspect of language.

Language is a means or tool of communication, so all communicative competences should be developed very carefully and effectively in children and adults. The above competencies are very important with a view to developing integrated communication skills.

The aim of communicative language is to develop communicative competence among learners. Functions of communicative language teaching are below:

1. The instrumental function of language is using language to get things.
2. The regulatory function of language is to use language to control the behavior of others.
3. The interaction function of language is using language to create interaction with others.
4. The personal function of language is to use language to express personal feelings and thoughts.
5. The imaginative function of language is to use language to create a world of imagination.
6. The representational function of language is using language to communicate.
7. The heuristic function of language is to use language to learn and discover.

*Characteristics of a Communicative Approach:*

1. A communicative approach places emphasis on the communication of language because it plays an important part in the development of the sociality of the human creature.
2. The message or thoughts expressed in communication are always in the form of function, so this approach is very useful.
3. If this approach is used in classroom activities, then it will be very useful for learners because in

In many classes, language is taught to pass examinations only, so this approach enables students to develop communicative ability, which is a very important activity in life.

4. Through a communicative approach, the learner learns the target language as he learns his mother tongue. It means that the atmosphere of the English language is created so that students can learn English directly.

5. A communicative approach enables students to learn languages naturally because the environment of target language learning is created.
6. All the teaching and learning materials are prepared according to the child's attitude, interest, or individual differences so that the child can learn language easily and effectively. This approach is learner-centered.
7. In communicative approaches everywhere, in schools, classrooms, on stages, and seminars, we can say that the learner is taught as a native person learns his language.
8. The students should be provided with real-life situations. The creativity of role play, simulation, and projects should be produced in students so that they can connect them all with real-life situations.
9. In the communicative approach, the emphasis is on active modes of learning. Thus, it makes students active in their activities, including pair work and group work.
10. The learners have to develop skills in language. Speaking and listening aspects of language are too important for oral communication, so oral expression is more emphasized. Oral communication and written communication are distinctively taught in this approach.
11. In this approach, the use of visual aids is permitted. These aids help provoke practical communication. They help to motivate and focus pupils' attention.
12. The language is never static; it is dynamic. This approach helps the learner use language naturally and according to accepted forms and usage.
13. The active use of lexical items helps learners develop vocabulary. There should be no passive use of lexical items. They need the active command of using words in meaningful messages, so in this approach, the lexical items are taught in context.

#### Principles:

1. How to use the language is the basic principle of this approach. Communication is the soul of the human life. People use communication for verbal communication.
2. A communicative approach is based on the natural acquisition of language. So this is the second principle of this approach. Natural acquisition is the principle of this approach. When a learner learns any language naturally, then that is real and authentic.
3. The teaching should be related to real-life situations so that students can understand the reality of life. The teaching without relating to real-life situations is useless and vague.
4. We should not treat language as a subject. In school, it is taught as a subject. Students study it only to pass examinations, but it is not proper. A teacher should teach it as a skill. He should teach his students to speak perfectly so that they can use it in real life. So it should be accepted as a skill.
5. In this approach, the teacher is the main hero, and his role is different from that of a conventional teacher teaching other subjects. The teacher should teach with the heart, not the brain.
6. Developing communication ability is another principle of this approach. Four sub-skills are the main keys to this approach. The four sub-skills are LSRW, which should be developed in students in an orderly manner. It combines active and passive skills to design learning tasks. The merits of this approach are:
  1. The main function of the communicative approach is to develop communication competences so they are provided with optimum opportunities to use the language.
  2. This approach creates a communicative environment among learners, teachers, and society. They are motivated to form the bridge of communication and to make use of real-life language, in other words, language in use.
  3. This approach is child- or learner-centered. So it is very scientific. All the teaching materials are prepared according to the mentality and interests of the students.
  4. In this approach, the modern methods used make teaching very effective and interesting.
  5. In this approach, every learner is active during teaching because there is interaction between the learner and the teacher. They communicate verbally and non-verbally with each other, so every student is active.

---

6. This approach provides sufficient opportunity for students to practice communication with other students or people.

In conclusion, Communicative language teaching has eight aspects: instrumental, regulatory, interaction, personal, imaginative, representational, and heuristic. The aim is to develop communicative competence among learners by emphasizing the instrumental, regulatory, interaction, personal, imaginative, representational, and heuristic functions of language.

The communicative approach emphasizes the importance of communication in developing sociality and understanding the role of language in human interaction. It creates an environment where learners can learn English directly, using real-life situations and creative activities like role play, simulation, and projects. Active modes of learning are encouraged, with oral expression being more important than written communication. Visual aids are allowed to provoke practical communication and focus pupils' attention.

The communicative approach also emphasizes the active use of lexical items, focusing on meaningful messages and the active command of using words in meaningful messages. The main principles of this approach include natural acquisition, teacher-centered teaching, and developing communication ability through four sub-skills (LSRW).

The merits of this approach include providing optimum opportunities for language use, creating a communicative environment among learners, teachers, and society, being child- or learner-centered, using modern methods, involving active and passive learning, and providing sufficient opportunities for students to practice communication with others.

#### **References:**

- 1.Hawkins, M. (ed.). 2004. *Language Learning and Teacher Education: A Sociocultural Approach*. Clevedon: Multilingual Matters.
- 2.Hinkel, E. 2006. 'Current perspectives on teaching the four skills.' *TESOL Quarterly* 40/1: 109–31.
- 3.Johnson, K. 2006. 'The sociocultural turn and its challenges for second language teacher education.' *TESOL Quarterly* 40/1: 235–57.
- 4.Mullock, B. 2006. 'The pedagogical knowledge base of four TESOL teachers.' *Modern Language Journal* 90/1: 48–66.
- 5.Murray, D. 1996. 'The tapestry of diversity in our classrooms' in K. Bailey and D. Nunan (eds.). *Voices from the Language Classroom*, 434–48. Cambridge: Cambridge University Press.
- 6.Pennycook, A. 1989. 'The concept of method, interested knowledge, and the politics of language teaching.' *TESOL Quarterly* 23/4: 591–615.