

COMMUNICATIVE TEACHING FOREIGN LANGUAGE FOR SPECIFIC PURPOSES

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ABSTRACT

This article deals with the strategies of the Communicative Language Teaching and its implementation for military teaching in Uzbekistan. CLT tends to modernize the system of high education in Uzbekistan in the goals of preparation of youth for professional actions and puts huge tasks among teachers to increase creative skills, self-study and knowledge gaining source in learners' educational process.

Keywords: *Foreign Languages Teaching, Communicative approach, competence, strategies, teaching models, textbook, Communicative Language Teaching (CLT).*

АННОТАЦИЯ

В этой статье рассматриваются стратегии преподавания коммуникативного языка и их внедрение в военное обучение в Узбекистане. КОЯ стремится модернизировать систему высшего образования в Узбекистане в целях подготовки молодежи к профессиональной деятельности и ставит перед преподавателями огромные задачи по повышению творческих способностей, источника самообучения и получения знаний в образовательном процессе обучающихся.

Ключевые слова: *обучение иностранным языкам, коммуникативный подход, компетентность, стратегии, модели обучения, учебник, коммуникативное обучение языкам (CLT).*

INTRODUCTION

Most of the students remember their teacher as a person who explains the topic, practices it, then examines and marks the students. Nevertheless, according to the current research, teachers still spend 80-90% of the communicative time for themselves by presenting the subject matter in front of the class. This experience shows that a good teacher is the one who can explain the topic material well and who can keep the discipline in the classroom. There is no doubt that explaining the heart of the matter to others is an important skill, but it is not the only way how to teach.

All language learning strategies are oriented towards the broad spectrum of communicative competence. But what does it mean communicative competence? Why has the term “communicative competence” been one of the most frequently

used terms recently in educational environment? The word communication¹ has a Latin origin. It comes from a word “commonness”, which suggests joint activities, togetherness, cooperation and mutual acts.

As Oxford summarizes, communicative competence is “ability to communicate.” In addition, it provides a comprehensive, four-part definition of communicative competence:

- “Grammatical competence or accuracy is the degree to which the language user has mastered the linguistic code, including vocabulary, grammar, pronunciation, spelling, and word formation:

- Sociolinguistic competence is the extent to which utterances can be used or understood appropriately in various social contexts. It includes knowledge of speech acts such as persuading, apologizing, and describing;

- Discourse competence is the ability to combine ideas to achieve cohesion in form and coherence in thought, above the level of the single sentence;

- Strategic competence is the ability to use strategies like gestures or “talking around” and unknown word in order to overcome limitations in language knowledge”.

Material and methods: The information from such a definition is that communicative competence does not only refer to the skill of speaking. In fact, it is concerned with both spoken and written language and thus all four skills. There are many different ways of saying the same thing, and learners choose one according to the situation. This definition also implies that it is not enough just supply students with language structures, rules and vocabulary but teachers should teach students “the use and usage” of words and phrases.

It is possible to summarize all the above mentioned views about communicative competence: the communicative competence is (1) the ability to communicate which includes both, spoken and written language, plus all four skills, (2) it aims mainly at the “use and usage” of the language rather than teaching students only language rules, structures and vocabulary.

Turning to point (2), many students seem to learn better if they are thinking about the language matter. Harmer gives an example where a teacher instead of explicitly teaching the grammar subject of present perfect tense exposes his learners to examples of grammar matter and then allows the students, with his help and guidance, to work out for themselves how it is used. However, “discovery learning” may not be suitable for all grammar or lexical items, or for every learner. Adult learners may feel more secure with a rule because over-complex language may cause difficulty for them.

Turning to the topic of advantages of teaching adults, they have a wide range of life experiences, therefore the lessons are rich in topics. Unlike young learners, adults are aware of the achievement they want to reach. Also, adult learners, and especially **economic students**, are well disciplined and prepared to work, in spite of tedious lessons or boring materials. Adults are also prepared to persevere in their activity for a longer period than youngsters, even if too much boredom can lead to de-motivation. Next, the range of activities can be broader as adult thinking is on higher level. They are able to think in an abstract way, and therefore to use more sophisticated activities.

Turning to the point of the way military courses are taught nowadays, teaching style and favorite methods of a teacher depend on the level of his/her interest for language teaching process which can be further developed by inner or outer factors. Definitely, language should be learned actively and creatively so that it can be used for production.

Students need to acquire courage to use the target language as well as to get the essential impetus and practice in the classroom. They should be able to apply in real life what they have been taught in the classroom. As an illustration Jeremy Harmer suggests two famous alternative ways of models like cyclic model and boomerang model. Due to cyclic model parts and levels of the lesson may be repeated throughout of the whole lesson.

There are some strategies that are advisable to use during lessons, sometimes teachers use them effectively and unconsciously. Let us describe one of them as an example of effective communicative approach. For example, when learning foreign languages, they relate to the whole work with new information including input, learning and output phase. Scrivener gives the following description of each phase:

-Input phase: students are exposed to the language matter; they notice specific items when they are being used in text,

-Learning phase: students understand the form, meaning and use of an item,

-Output phase: students try things out, have opportunities to practice, use the new language, and remember items.

Oxford points out that memory strategies reflect techniques and activities which all involve meaning and the material to be retrieved must have significance for learners. Memory strategies deal with the new language information including remembering words. There is no doubt that grammar and vocabulary is the base of second language acquisition. Grammar on a certain level of learning language is a closed set, but the vocabulary is an open set. That is why the importance of teaching vocabulary should be emphasized. Remembering new words is hard. It takes a lot of

effort to keep new words in memory. Jill Hadfield [7,4] presents three distinct processes of remembering vocabulary: fixing the meaning of a word (memorizing), making the word “my own” by personalizing it so that it becomes a part of student’s individual word store (personalising), and using the word creatively in the context (communicating). It is possible to equate this process with Scriveners ways of recording lexical items. He says that remembering involves four things: putting into storage (corresponds to memorizing), keeping in storage (corresponds to personalizing), retrieving and using which corresponds to communicating. Students are supposed to follow this process while learning vocabulary. That is why they need to know various memory strategies to assist them with better remembering and retrieving vocabulary. Arthur Bornstein (2007), a founder of School for Memory Training, offers a number of strategies for successful remembering vocabulary, such as notes on the walls, using visual methods, saying or writing words, recording words/phrases, grouping words, retrieving words in certain time intervals, playing games, associations, using active, positive, fun connections, or using lot of imagination while learning new vocabulary.

Despite definite modules and techniques there are some factors and strategies that are not directly involved with the target language but they manage and contribute to language learning in general. They are: metacognitive, affective and social strategies. Further, each of them will be described thoroughly.

Metacognitive strategies are regarded as very important in successful learning. Oxford explains that it is a set of strategies is used to oversee, regulate or self-direct language learning, and they are intended to help learners to control and coordinate their own learning process by the use of centering, arranging, planning, prioritizing and evaluating students’ learning . Thus, they relate to everything that deals with learner’s control of his/her own learning. Ellis and Sinclair emphasize that metacognitive strategies are those which are more generalized, unlike cognitive ones which are more task specific. Moreover, memory strategies are definitely more effective when they are supported by metacognitive strategies. Language learners are often overwhelmed by too many unfamiliar words, confusing spelling, difficult grammatical rules, etc. With this „novelty” many students, and especially beginners, lose the track and focus on the language. Using metacognitive strategies can give students ideas of how to arrange and plan their learning and overcome these difficulties. These are: overviewing and linking with already known material, paying attention and delaying speech production to focus on listening.

Arranging and planning your learning is another set of six strategies, all of which help learners organize and plan the language learning in order to get the most out of language learning. These strategies refer to many areas: finding out about language learning, organizing, setting goals and objectives, identifying the purpose of a language task, planning for a language task, and seeking practice opportunities.

Two strategies are included in a group called evaluating your learning. As the name suggest, they help students in checking their language performance. Self-monitoring- involves noticing and learning from errors as it - concern evaluating the overall process. In affective strategies language learning can be frustrating in some ways and can cause emotional difficulties. A good language student is more or less conscious of these emotional problems. He/she tries to create associations of positive affect towards learning as well as towards the foreign language and its speakers. Consequently, affective strategies are important for attaining communicative competence, helping students face up to and overcome possible emotional difficulties. Majority of adult learners know how to control their negative emotions. On the other hand, all learners need positive attitudes and emotions to make language learning effective. Among affective strategies belong: Lowering your anxiety (using progressive relaxation, using music, using laughter), encouraging yourself (making positive statements, taking risks wisely, rewarding yourself), ad taking your emotional temperature (listening to your body, using a checklist, writing a language learning diary, and discussing your feelings with someone else).

Social strategies are indirect strategies since they contribute indirectly to learning and do not lead directly to the acquiring, storing, and retrieving of language. As the name suggests, these strategies relate with social activities, interaction, or empathetic understanding. They are important within the field of communicative competence and include activities in which students are exposed to possibilities to practice their knowledge.

The university's role in producing graduates in various fields is to fulfill the market needs does not only focus on academic achievement, but also on communication skills. One of the ways to develop communication within lesson is using pieces of literature works. Literature can be widely used for discussions in language class communication. Many language teachers may use literature sources to make language classroom more interesting. All language and cultures have some form of literature. Teachers may effectively choose any piece of literature due to the level, age and need assessment of his/her students and the course in general. It may be acted, discussed, debated and etc. Literature texts may be used in audio and video

texts, in writing or listening activities, also it may be used in presenting new vocabulary as well. Moreover, literature pieces may develop outlook, understanding of other cultures, may have moral values when people speak, read literary works of any form of newspapers, language is being used to express their thoughts and emotions. However, it should be mentioned that choosing an author or piece of literature should be thoroughly planned beforehand taking into consideration students' cultural background, goals of the course and moral values. So, we can surely insist that language is a system of communication by written or spoken words which are used by different teachers in various methods of teaching.

While teaching military learners it is important also to pay attention to course objectives, materials or student' age, rank position in military career the classes were quite different. The difference has to do with interpersonal and social factors that have developed within each class different teacher and learner expectations about the nature of learning process, attitudes, values, and individual personalities. Nunan [1;156] emphasizes that students come to class with different expectations, and it is up to the teacher to "create a climate in which different role expectations are articulated to the students and accepted by them."

One of the important elements of teaching is the teacher's attempt to try to engage students with the content of a textbook. This implies arousing the student's interest in a topic, making sure that the material is clear to the learners, making sure there is variety of activities developing the subject matter being taught, and last but not least textbooks can offer activities aimed at training language learning strategies which can help students to manage a subject matter more easily and more effectively.

These textbooks try to create opportunities for using the language in the classroom before using it in real life. The characteristics of such books are the following:

- they emphasize the communicative function of the language, not just forms;
- they try to reflect students' needs and interests;
- they emphasize skills in using the language, these are activity-based skills
- they reflect the authentic language of everyday life
- they encourage work in groups and pairs
- they emphasize fluency, not just accuracy.

As it was mentioned in previous chapters, the main aim of learning language is to gain communicative competence as it is characterized in aims of the communicative textbooks.

Nevertheless, there are some voices against. What are the foremost objections of these teachers and educationalists?

They complain that such textbooks lack system or proper explanation of grammar rules, also provide little grammar drill and practice. Ellis [5, 92] studied the question of the way we learn foreign language, and he says: “Second language acquisition is characterized by a natural sequence of development (i.e. there are certain broad stages that pass through), but the order of development varies in details (i.e. some steps are left out, or specific morphological features are learnt in a different order).” Although various details may differ in different textbooks, logical progression helps students to acquire their knowledge.

Learners usually accept issues they have been taught as learned after they have completely understood and practiced them thoroughly. Teachers, then, see the way to understanding in detailed instructions, explanations, rules, and tables. Surely, tables are helpful, but why deprive learners of the opportunity to play with the language and try to find the rules themselves?

Teachers in courses use textbooks including both, communicative and traditional aspects, based on State Educational Standard (SES), but in a modern way through communicative approach. For example if before it was given just a topic with new vocabulary, which learners had to translate and learn by heart. Nowadays they have to discuss, debate, tell their opinion concerning problematic matter, which improves and develops their critical thinking and speaking skills in general. In order to visualize and clarify our views on communicative approach in teaching foreign language with specific purpose, further we illustrate the topic named “Daily Routine” in ESP teaching for military students with the grammatical structures.

CONCLUSION

Summarizing, it can be insisted that this kind of learning may be interesting and involving all the learners as well. Of course, the authentic material should be presented due to the level of the learner’ accurately and the time should be so planned that they could manage everything in a normal way and smoothly turn from one activity to another. If something is left it could be done next lesson. In general, the main thing is to make learners to speak, communicate with each other, to be ready beforehand to present something by their own. Because only this approach, leads learners to find and learn new material by themselves, i.e. independently, so that they could demonstrate it effectively during the lesson. Teacher’s role becomes as mentoring and facilitating, where the general process is leaded by the learners as they are the main participants by the role of presenters of material.

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