

## ADVANTAGES OF COMMUNICATIVE METHODS IN EARLY LANGUAGE TEACHING

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**Abstract:** *This article explores the advantages of using communicative methods in early language teaching. Emphasizing interaction, real-life contexts, and student-centered learning, communicative approaches foster more active engagement among young learners. The article highlights how these methods improve not only linguistic competence but also motivation, social skills, and cultural awareness. Through classroom-based examples and recent research findings, the study demonstrates that early exposure to communicative practices significantly enhances both receptive and productive language skills in children.*

**Keywords:** *communicative methods, early language learning, interactive teaching, child language acquisition, language competence, student-centered approach, real-life context.*

## ПРЕИМУЩЕСТВА КОММУНИКАТИВНЫХ МЕТОДОВ В РАННЕМ ОБУЧЕНИИ ЯЗЫКУ

**Аннотация:** *В этой статье рассматриваются преимущества использования коммуникативных методов в раннем обучении языку. Подчеркивая взаимодействие, реальные жизненные контексты и обучение, ориентированное на студента, коммуникативные подходы способствуют более активному вовлечению среди молодых учащихся. В статье подчеркивается, как эти методы улучшают не только языковую компетентность, но и мотивацию, социальные навыки и культурную осведомленность. С помощью примеров из классной комнаты и последних результатов исследований исследование показывает, что раннее знакомство с коммуникативными практиками значительно улучшает как рецептивные,*

так и продуктивные языковые навыки у детей.

**Ключевые слова:** коммуникативные методы, раннее обучение языку, интерактивное обучение, усвоение языка ребенком, языковая компетентность, подход, ориентированный на студента, реальный жизненный контекст.

### **İLK TIL O'QITISHDA KOMMUNIKATIV METODLARNING FOYDALARI**

**Annotatsiya:** Ushbu maqolada tilni erta o'qitishda kommunikativ usullardan foydalanishning afzalliklari ko'rib chiqiladi. Kommunikativ yondashuvlar o'zaro ta'sirga, real hayotiy kontekstlarga va talabalarga yo'naltirilgan ta'limga urg'u berib, yosh o'quvchilarning faolligini oshiradi. Maqolada ushbu usullar nafaqat til kompetensiyasini, balki motivatsiya, ijtimoiy ko'nikmalar va madaniy xabardorlikni qanday yaxshilashi ta'kidlangan. Sinfdagi misollar va so'nggi tadqiqot natijalaridan foydalangan holda, tadqiqot shuni ko'rsatadiki, kommunikativ amaliyotlarga erta ta'sir qilish bolalarda retseptiv va samarali til ko'nikmalarini sezilarli darajada yaxshilaydi.

**Kalit so'zlar:** kommunikativ usullar, erta til o'rgatish, interfaol o'qitish, bola tilini o'zlashtirish, til kompetensiyasi, o'quvchiga yo'naltirilgan yondashuv, real hayot konteksti.

The origins of Communicative Language Teaching are to be found in the changes in the British language teaching tradition dating from the late 1960s. The writings of D. Wilkins, H. Widdowson, C. Candlin, C. Brumfit, K. Johnson and other British applied linguists on the theoretical basics for a communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers; the equally rapid acceptance of these new principles by British Language teaching specialists, curriculum development centers, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach<sup>1</sup>.

The essential characteristics of the approach are:

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<sup>1</sup> Halliwell Susan. Teaching English in the Primary Classroom/Longman 1998-P.102

1. Most of the class time is spent on speaking activities. If the teacher presents a text orally or tells his learners to read it, this receptive task is usually used only as a preparation for immediately introducing a speaking activity related to the text.

2. Only the target language is used in class.

3. Most of the speaking activities practiced in class involve spontaneous exchange in unplanned discourse.

4. The focus of all classroom is on exchange of information and not on the language and its forms. Learners' incorrect utterances are also accepted by the teacher as long as it is relatively clear what they mean.

5. There are no grammar explanations and exercises, no drills of any kind, no grammar tests. Grammar is supposed to be acquired in a non-deliberative way, as a by-product of participation in various communicative activities in class. Only when there is a complete block of communication caused by the wrong use of a language form, can the form itself become an object of the learners' conscious attention and the teacher may try to explain in some way the meaning of this form.

6. Learners' errors, particularly grammatical ones, are not corrected by the teacher in any direct way. They are either completely ignored or corrected in an oblique manner.

7. The teacher is not the central figure in the classroom and the only provider of feedback. Classroom activities are often carried in small groups or pair, with the teacher walking around, listening in and providing help when necessary.

According to the New Conception of Education the main aim of teaching foreign language is forming in learners' communicative competence, which means mastering language as intercultural communicative means, developing skills of using foreign language as a tool in cooperation of cultures of modern world.

Working with young language learners in the primary classroom can be both a rewarding and a demanding experience. To make the most of that experience for both learners and teachers we need to be very clear what is we are trying to do. We must try to identify what learning language in school demands from young children and what it can offer them. We should also acknowledge what the implications of

those demands and needs are for the teachers.

Young children do not come to the language classroom empty-handed. They bring with them an already well-established set of instincts, skills and characteristics which will help them to learn another language. We need to identify those and make the most of them. For example, children:

- are already very good at interpreting meaning without necessarily understanding the individual words;
- already have great skill in using limited language creatively;
- frequently learn indirectly rather than directly;
- take great pleasure in finding and creating fun in what they do;
- have a ready imagination;
- above all take great delight in talking!

Children's ability to grasp meaning

Very young children are able to understand what is being said to them even before they understand the individual words. Intonation, gesture, facial expressions, actions and circumstances all help to tell them the unknown words and phrases probably mean. By understanding the message in this way they start to understand the language. In later life we all maintain this first source of understanding alongside our knowledge of the language itself. It remains a fundamental part of human communication.

Children come to primary school with this ability already highly developed. They continue to use it in all their schoolwork. For example, even though their mother tongue skills are already well established, they may well find it difficult to follow purely verbal instructions and information. When this happens, or sometimes simply out of laziness or inattention, children will tend to rely on their ability to “read” the general message. We can see this happening most clearly when they get it wrong. More importantly, particularly in terms of language development, their message-interpreting skill is part of the way they learn new words, concepts and expressions in their mother tongue as their language expands to meet the new

challenges of school<sup>2</sup>.

So when children encounter a new language at school, they can on the same skill to help them interpret the new sounds, new words and new structures. We want to support and develop these skills. We can do this by making sure we make full use of gesture, intonation, demonstration, actions and facial expressions to convey meaning parallel to what we are saying. We must also try not to undermine the children's willingness to use the skill.

#### Children's creative use of limited language resources

In the early stages of their mother tongue development children excel at making a little language go a long way. They are creative with grammatical forms. They are also creative with concepts. Children also create words by analogy, or they even invent completely new words which then come into the family vocabulary. This phenomenon is fundamental language development. In order to make the most of the creative language skill the children bring with them, we therefore have to provide them occasions when:

- the urge to communicate makes them find some way of expressing themselves;
- the language demanded by the activity is unpredictable and isn't just asking the children to repeat set phrases, but it encouraging them to construct language actively for themselves.

That is why games are so useful and so important. It is not just because they are fun. It is partly because the fun element creates a desire to communicate and partly because games can create unpredictability.

If we acknowledge the need for unpredictability, it follows that in addition to occasions when the children practice learnt dialogue or other specific language items under close teacher guidance, there will also need to be occasions when we set up an activity and then leave the children to get on with it.

#### Children's capacity for indirect learning

Even when teachers are controlling an activity fairly closely, children

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<sup>2</sup> Mark Fletcher. *Teaching Success The Brain-friendly Revolution in Action!*/English ExPerience 2000-P.302  
[www.tadqiqotlar.uz](http://www.tadqiqotlar.uz)

sometimes seem to notice something out of the corner of their eye and to remember it better than they were actually supposed to be learning. At times this can be a frustrating experience for the teacher but this capacity too can be turned to our advantage in the language classroom. It is part of the rather complex phenomenon of indirect learning<sup>3</sup>.

Language activities which involve children in guessing what phrase or word someone has thought of are very good examples of this phenomenon in action. As far as the children are concerned, they are not trying to learn phrases: they are concentrating on trying to guess right. However, by the time they have finished the repeated guessing, they will have confirmed words and structures they only half knew at the beginning. They will have got the phrases firmly into their minds. They will probably even have adjusted their pronunciation. Guessing is actually a very powerful way of learning phrases and structures, but it is indirect because the mind is engaged with the task and is not focusing on the language.

At primary school level the children capacity for conscious leaning of forms and grammatical patterns is still relatively undeveloped. In contrast, all children, whether they prefer to 'sort things out' or 'muddle through', bring with them an enormous instinct for indirect learning. If we are to make the most of that asset we need to build on it quite deliberately and very fully.

#### Children's instinct for play and fun

Children have an enormous capacity for finding and making fun. Sometimes, it has to be said, they choose the most inconvenient moments to indulge it! They bring a spark of individuality and of drama to much that they do. When engaged in guessing activities children nearly always inject their own element of drama into their hiding of the prompt-cards and their reactions to the guesses of their classmates. They shuffle their cards ostentatiously under the table so that the others can't see. They may utter an increasingly triumphant or smug 'No!' as the others fail to guess. They stare hard at the rest of the class, they frown or they glower. Here their personalities emerge, woven into the language use. In this way, they make the

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<sup>3</sup> Rob Nolasco and Lois Arthur. Conversation. Resource Books For Teachers/Oxford University Press 1987-P.27  
[www.tadqiqotlar.uz](http://www.tadqiqotlar.uz)

language their own. That is why it is such very powerful contribution to learning. Through their sense of fun and play, the children are living the language for real. Yet again we can see why games have such a central role to play. But the games are not the only way in which individual personalities surface in the language classroom. There is also the whole area of imaginative thinking<sup>4</sup>.

Children delight in imagination and fantasy. It is more than simply a matter of enjoyment. In the primary school, children are very busy making sense of the world about them. They are identifying pattern and also deviation from that pattern. They test out their versions of the world through fantasy and confirm how the world actually is by imagining how it might be different. In the language classroom this capacity for fantasy and imagination has a very constructive part to play.

Language teaching should be concerned with real life. But it would be a great pity if we were so concerned to promote reality in the classroom that we forgot that reality for the children includes imagination and fantasy. The act of fantasizing, of imagining, is very much an authentic part of being a child. If we accept the role of the imagination in children's lives we can see that it provides another very powerful stimulus for real language use. We need to find ways of building on this factor in the language classroom too. We want to stimulate the children's creative imagination so that they want to use the language to share their ideas.

#### The instinct for interaction and talk

Of all the instincts and attributes that children bring to the classroom this probably the most important for the language teacher. It is also the most obvious, so there is no need to labour the point. This particular capacity can surface unbidden and sometimes unwanted in all classrooms. Its persistence and strength is very much to our advantage in the primary language classroom. It is the one of the most powerful motivators for using the language. Children need to talk. Without talking they cannot become good at talking<sup>5</sup>.

#### Lessons preparation in junior forms

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<sup>4</sup> Юлія Дацько, Тамара Бабенко. Методика навчання англійської мови/Цикл лекцій у Львів ЛДУ 1999-С.201

<sup>5</sup> Anna Krystaniluk. Lesson Preparation in Junior Forms/"English" №40, October 2003, P. 5-6.



While preparing a lesson the teacher plans organization, pupils' doing and saying, and teacher's doing and saying.

The typical form of a lesson in junior forms is a theatrical game. The theatrical game is characterized by a wide usage of game elements, competition, concealed forms of control, functional music, combination of collective pair and individual work. Much attention should be paid to involuntary memorizing. To involve all pupils in work a teacher should compile a kind of scenario in which every pupil has his role, while the teacher only stimulates and directs his pupils' role-playing.

General steps a lesson preparation

1. Study the school syllabus (general requirements, requirements for a certain class).
2. Observe conditions in which teaching-learning process is going to take place.
3. Acquaint with additional materials available and those necessary for successful work.
4. Study a lesson plan available in Teacher's Book and correlate it with abilities of your pupils, your personal characteristics.
5. Try to create your own lesson plan that coordinates with your intentions:
  - a) Think over practical, cultural, educational and bringing-up aims that have to be realized in the lesson.
  - b) Choose linguistic materials, exercise suitable for realizing the aims.
  - c) Think over activities which 'stir' (wake up, stimulate) a class and which 'settle' them<sup>6</sup>.
  - d) Choose methods and techniques aimed at better acquisition of material and realizing the objectives. If they are chosen successfully, the pupils will see the results of work and it will be easy for the teacher to make conclusions.
  - e) Arrange components of the lesson logically in accordance with parts of a

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<sup>6</sup> Концепція навчання іноземних мов у середній загальноосвітній 12-річній школі. / "English" №6, February 2004, pp.3-8.



certain lesson type.

f) Think over the homework i.e. the time of its presentation, content, size. It is better if it naturally emerges from the lesson procedure.

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