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**COMMUNICATIVE METHOD - A NEW APPROACH IN**  
**PRACTICE OF TEACHING FOREIGN LANGUAGE**

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***Abstract.*** *This article examines the importance of motivation in teaching English. Also, the role, importance, effectiveness and necessity of communicative-cognitive methods as a means of increasing this motivation will be discussed. The article examines the opinions of a number of scientists in this field.*

***Keywords:*** *communicativeness, communicative-cognitive approach, principle, grammatical form, grammatical structure of language, consciousness, grammatical function.*

## **INTRODUCTION**

Successful mastery of the grammar of the foreign language being studied is the key to effective communication in everyday and professional spheres. Grammar not only connects lexical units into a complete semantic statement, but also allows you to convey the subtlest nuances of thought. Attitudes towards the role of grammar in teaching a foreign language have changed over time. In the era of the dominance of the grammar-translation method, mastering grammar was considered the ultimate goal of learning, while the form was separated from the content.

## **MATERIALS AND METHODS**

A specific feature of the communicative teaching method is the approach of the learning process to real communication. A.N. Shchukin points out that when implementing the communicative approach, the student is no longer an object of learning, but turns out to be a direct participant in the educational process, the same full-fledged subject as the teacher. At the same time, communicative teaching of a foreign language requires maximum consideration of the student's personality characteristics: individual, psychological, age, as well as his interests [5].

As a result of implementing the communicative approach, students should:

- 1) be able to use language for different purposes and functions;
- 2) understand how language changes depending on different communicative situations and the participants in this situation themselves (the difference between formal and informal speech);
- 3) be able to read and understand texts of different types and nature (stories, interviews, dialogues or reports);
- 4) be able to maintain a conversation with a limited lexical and grammatical base. Teaching grammar from the standpoint of the communicative approach implies that the leading component is not the form, but the function of the grammatical phenomenon, which determines the content of educational grammatical material, while in the case of traditional teaching, the emphasis on form, rather than on use, creates unsystematic ideas about the structure of the language.

## **RESULTS AND DISCUSSION**

Teaching grammar from the standpoint of a communicative approach does not involve memorizing grammatical rules; it contributes to the formation of grammatical intuition, when a student can relatively competently use grammatical structures in real communication situations without analyzing them or formulating rules. This circumstance, however, gives rise to a significant drawback of using the analyzed approach when teaching grammar, namely: it can lead to a low level of grammatical knowledge, skills and abilities of students, and give them incorrect stereotypes of the functioning of grammatical structures. In other words, the weak side of the communicative approach is the emphasis on the development of predominantly oral speech competence and insufficient attention to the analysis of the grammatical system of the language.

The situation described above is unacceptable, especially when it comes to the professional training of philology students: translators or future foreign language teachers, whose speech will be a standard for their students, due to which it must fully correspond to language and speech norms of the foreign language

being studied. In addition, the requirements for the level of training of graduate philologists presuppose not only the ability to use linguistic means to achieve communicative goals in a specific communication situation in the foreign language being studied, but also the ability to use a system of linguistic knowledge, including knowledge of the grammatical phenomena of the foreign language being studied.

Thus, today the process of teaching foreign language grammar at all stages, including at a university, should be built not only on a communicative, but also on a cognitive basis. In the methodology of teaching foreign languages, you can also find another name for the cognitive approach – the conscious approach. The leading principle of this approach is the principle of consciousness, which implies the formation in students of the ability to understand language units, justify their choice and use of certain units in the process of real communication.

As A.N. Shchukin points out, the cognitive approach arose as opposed to the direct approach aimed at intuitive language acquisition. The approach was based on the cognitive learning theory of psychologist J. Bruner, according to which the process of mastering a foreign language involves three processes:

- 1) obtaining new information in the form of knowledge;
- 2) consolidation of acquired knowledge, its expansion and use in solving new problems;
- 3) monitoring the adequacy of the acquired knowledge, skills and abilities to certain pre-formed criteria [5].

The cognitive approach to teaching foreign languages is based on the principles of cognitive linguistics, which considers language as a cognitive mechanism, a cognitive process consisting of presentation, translation, processing and decoding of information.

## **CONCLUSION**

Thus, the communicative-cognitive approach to teaching foreign language grammar ensures the unity of students' conscious activity, the sign system of language, the rules and patterns of functioning of grammatical phenomena in language and speech, as well as the cognitive and communicative functions of

language. This approach allows you to master the grammatical structure of a foreign language by understanding its structure and through communication. The communicative-cognitive approach provides students with the opportunity to realize and take into account not only the structural-systemic, but also the communicative-cognitive significance of the language units being studied due to the fact that this method demonstrates the continuous connection between language and thinking, and also makes it possible to constantly compare methods of expression thoughts in native and foreign languages.

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