



THE EFFECTIVENESS OF THE COMMUNICATIVE APPROACH IN TEACHING YOUNG LEARNERS

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Abstract

In this article is devoted to the using communicative approach in language teaching for the young learners and so that the effectiveness of the communicative approach techniques for the young learners in teaching and learning process.

The main purpose of learning a foreign language is to enable our young learners to communicate in it. This is the process of arriving at the point of understanding a language, and this is where the communicative approach to language teaching and learning comes to the forefront. In recent years the communicative approach has become ever more popular and overall effective ways to facilitate second language learning.

Keywords: communicative approach, language skills, young children, human communication, primary school, principles

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.

The essential characteristics of the approach are:

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.
1. Only the target language is used in class.
2. Most of the speaking activities practiced in class involve spontaneous exchange in unplanned discourse.
3. 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.





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. 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. 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.[4;67]

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 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.

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.

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.

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.[2;45]

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.[1;5]

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.

In teaching process young learners it is essential principles of language teaching. In the following here are some principles are given:

1. Every lesson should begin with a greeting in a foreign language and a talk. In the group of the complete beginners the teacher conducts the conversation with pupils. Later when pupils have already had some experience, a pupil on duty or any other pupil may conduct it. It is possible to arrange the conversation in pairs. A foreign language should be used for all classroom activities.
2. There should be a variety of activities in every lesson.
3. The lesson should be conducted at a high speed when oral drill exercises are performed. Pupils may be seated while saying a word, a phrase or a sentence.
4. The lesson should provide time for the activity of every pupil in the class. The teacher should talk as little as possible.
5. The lesson should provide conditions for pupils to learn. "Language is a skill, so it should be learnt, it cannot be taught," - M. West once said. Pupils should be taught to learn for themselves.
6. The work done during the lesson should prepare pupils for their independent work at home. At early stages it is advisable not to assign as hometask exercises including language material that has not been covered in class.
7. The lesson should be equipped with teaching aids and teaching materials, which create natural situations for developing pupils' listening and speaking skills in a foreign language.
8. Develop ways of checking whether the pupils understand what they say may be linguistically correct.

The communicative approach has changed our stereotypes about teaching-learning process. It accents children's participation in the classroom, where the teacher is not the central figure of the lesson. She or he is only the provider of feedback. Most of class time is spent on speaking activities and only target language is used. Pupils a taught to communicate in non-deliberate way, their errors are corrected in an oblique





manner. We should know our little learners, their abilities and their interests. The teacher should know that little children do not come to the 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. They are already very good at interpreting meaning without necessarily understanding the individual words.

Intonation, gesture, actions and circumstances all help to tell them what unknown words probably mean. Children frequently learn indirectly rather than directly. They have a ready imagination and take great pleasure in finding and creating fun in what they do. And above all they take great delight in talking. This knowledge will help us in our work. While preparing a lesson in the primary school the teacher plans a kind of scenario of the theatrical game, in which each pupil has his role. The teacher only stimulates and directs his pupils' role-playing.

The lesson should provide conditions for pupils learn. "Language is a skill, so it should be learnt, it cannot be taught", M. West once Said. So, pupils should be taught to learn for themselves. And our task is to make the process of learning interesting and enjoyable.

In sum up the communicative approach has changed our stereotypes about teaching-learning process. It accents children's participation in the classroom, where the teacher is not the central figure of the lesson. She or he is only the provider of feedback. Most of classtime is spent on speaking activities and only target language is used. Pupils a taught to communicate in non-deliberate way, their errors are corrected in an oblique manner. We should know our little learners, their abilities and their interests. [5;36]

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