

INNOVATIVE APPROACHES IN TEACHING FOREIGN LANGUAGE

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Annotation

This paper discusses the creative approaches for teaching Foreign language for special purposes and communicative approach which is used and applied in the process of teaching-learning that has an emphasis enhancing all communicative abilities such as fully acknowledging comprehension, grammar, vocabulary and all aspects of English skills. The main point of this approaches is an independent and goal oriented language activities create professional environment. Communicative approach extremely rich content which can provide effective teaching-learning and enhanced communicative competence which is indicated most influential developments in language education.

Izoh

ushbu maqolada chet tilini maxsus maqsadlar uchun o'qitishning ijodiy yondashuvlari va o'qitish jarayonida qo'llaniladigan va qo'llaniladigan kommunikativ yondashuv muhokama qilinadi. Ushbu yondashuvlarning asosiy nuqtasi mustaqil va maqsadga yo'naltirilgan til faoliyati professional muhitni yaratadi. Kommunikativ yondashuv juda boy tarkib, bu samarali o'qitish-o'rganish va kengaytirilgan kommunikativ kompetentsiyani ta'minlashi mumkin, bu til ta'limidagi eng nufuzli o'zgarishlarni ko'rsatadi.

Аннотация

В этой статье обсуждаются творческие подходы к обучению иностранному языку для специальных целей и коммуникативный подход, который используется и применяется в процессе преподавания-обучения с упором на улучшение всех коммуникативных способностей, таких как полное признание понимания, грамматики, словарного запаса и всех аспектов владения английским языком. Суть этого подхода состоит в том, что самостоятельная и целенаправленная языковая деятельность создает профессиональную среду. Коммуникативный подход чрезвычайно богат содержанием, которое может обеспечить эффективное преподавание-

обучение и повышение коммуникативной компетентности, что указывает на наиболее влиятельные разработки в области языкового образования.

Key words

LSP, Communicative approach, social language, linguistic and sociocultural approach.

Kalit so'zlar

LSP, Kommunikativ yondashuv, ijtimoiy til, lingvistik va sotsial-madaniy yondashuv.

Ключевые слова

LSP, коммуникативный подход, социальный язык, лингвосоциокультурный подход

The transformation to multilevel curriculum at the present stage dictates the need to modify approaches into modern and more innovative ones, as well as to realizing the role of teacher in innovative paradigm of person-oriented and creative teaching. The alternative approaches of mastering a foreign language in tertiary educational system leads to the need for cogent option or mixture of supportive approaches and technologies, which suggest the need to general knowledge about approaches and techniques of setting up communication in another language. In modern epoch, intensive directions in foreign languages field is realized the various developments, newly created approaches and methods which is according to variety of objectives and learning atmospheres in teaching foreign language. Linguistic and sociocultural approach is considered as an innate approach all foreign language schools. Language for specific purposes (LSP) approach is designed for business people who are immediately excepted to be flexible to certain language. It has some of the evidences that LSP course is enough to adapt to language in a professional field such as in commercial correspondence, during presentation and telephone conversations and business agreements. Additionally, three main components of LSP are persisting while teaching and learning process, compromising the accession of the knowledge of language skills for general communication; exposing learners to other cultures and ideas; stimulating an appreciation of differences in cultures and thinking. In detail, In society there are real demands for foreign language proficiency (e.g., emergency responders, business professionals, social workers, translators, educators, etc.) Up to this point these demands have only been marginally satisfied. This LSP Studies volume provides readers with an excellent template to research, collaborate, motivate, integrate, and create successful LSP language learners. LSP is a widely applied

approach to second or foreign language teaching and training that addresses immediate and very specific needs of learners who need that language as a tool in their education, training or job. Needs analysis is the underlying "driver" for the development of LSP programs. For example, English native speaking nurses who work in hospitals with a high percentage patient whose native language is Spanish might have to study Spanish for the very specific purpose of communication between nurses and patients. Students are encouraged to take active roles in their own learning and question what they have been taught. This is likened to negotiated syllabus about which Hyland (2009) writes, "A negotiated syllabus means that the content of a particular course is a matter of discussion between teacher and students, according to the wishes and needs of the learners in conjunction with the expertise, judgement, and advice of the teacher" The main aim of the approach is to focus learners cognitive skills and make them to think in foreign language in their certain professional field. In the other word, LSP incorporates both linguistic and content area knowledge that is specific to particular content based on the needs of learners.[2;217-225],[6;32-40]

In contrast , as phenomenon of increasing number of foreign language learners includes huge demand of communication and high speeded enlargement of exchanging information. The dominant position in internet space by language of the established content is held by English , which is a strong motivation to master English and other foreign languages. A communicative approach is an approach which is widespread and became an eminent in many parts of the world as a way of teaching languages. This approach has an intensity in foreign language teaching over the 50 years period and it is still persisting. Communicative language teaching (CLT) considered as a best option of approaches for teaching second and foreign languages, which emphasizes interactions as both means and terminal goal of learning language. CLT can be recognized as a set of principles about targets of language teaching, how learners obtain a language , variety of classroom activities and the crucial roles of teacher and learners in the classroom.

Communicative approach directly connected the improving Communicative competence which insists some aspects of knowledge, such as:

- Having an ability how to use language for a alternative aims and functions;
- Cognition of how to vary our use of language according to the setting and the participants;
- knowing how to understand diversity of types text;
- being able how to maintain communications despite any limitations in one:s language knowledge.

Generally , CLT makes use of authentic material as it is indispensable to give the chance to understand how language is actually used outside of the classroom. Students are immersed in real life situation tasks which enquires communication. Furthermore, communicative approach bolsters that learning is more student-centered than teacher-centered. Additionally ,typical communicative language teaching lesson follows PPP. Teacher may present some part of the lesson while some students complete exercises and students produce the language which assists them to increase their speaking skills. Communicative approach is based on the idea in order to learn language with flying colours, you have to communicate real meaning.

Come to an end this two approaches (LSP and CLT) can create a suitable contemporary stages for this epoch's learning atmosphere as they are considered of having specific target and directed for improvements of certain abilities and skills. If the present generation use the LSP approach , especially in certain fields, where English is spoken by great amount of people , the result would be productive and tendency for learning language would be increased for special targets as multitude of companies that has more English speakers will be more successful in its business than its competence. Communicative approach is helpful for changing the learners role from that of a passive receiver to an active participant by engaging them in diverse classroom activities. As a result of communicative approach learners can strengthen their communication skills and they can be ready to be confident communicators for different real-life contexts. [4;261-278],[5;5]

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