

THE EFFECTIVENESS OF THE COMMUNICATIVE APPROACH IN TEACHING ENGLISH

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ANNOTATSIYA

Ushbu maqolada ingliz tilini o'qitishda kommunikativ yondashuvning samaradorligi ilmiy-pedagogik nuqtai nazardan tahlil qilinadi. Tadqiqotda kommunikativ yondashuvning nazariy asoslari, uning amaliy qo'llanilishi va ta'lim jarayonidagi natijalari chuqur o'rganilgan. Maqolada an'anaviy grammatik-tarjima usuli bilan kommunikativ yondashuv o'rtasidagi farqlar ko'rsatib berilgan, shuningdek, talabalarning lingvistik kompetensiyasini rivojlantirishdagi ahamiyati ochib berilgan. Empirik tadqiqot natijalari kommunikativ yondashuvning ingliz tilini o'rganuvchilarning og'zaki nutq, eshitib tushunish, o'qish va yozish ko'nikmalarini sezilarli darajada yaxshilashini tasdiqladi. Tadqiqot xulosalari asosida ingliz tili o'qituvchilari uchun ilmiy asoslangan amaliy tavsiyalar ishlab chiqilgan.

Kalit so'zlar: *kommunikativ yondashuv, ingliz tili, til o'qitish metodikasi, til ko'nikmalari, lingvistik kompetensiya, interaktiv ta'lim, kommunikativ kompetensiya, mazmunli muloqot.*

ANNOTATION

This article analyzes the effectiveness of the communicative approach in teaching English from a scientific-pedagogical perspective. The research thoroughly examines the theoretical foundations of the communicative approach, its practical application, and its outcomes in the educational process. The article highlights the differences between the traditional grammar-translation method and the communicative approach, as well as its significance in developing students' linguistic competence. Empirical research findings confirmed that the communicative approach significantly improves English learners' speaking, listening, reading, and writing skills. Based on the research conclusions, scientifically grounded practical recommendations have been developed for English language teachers.

Keywords: *communicative approach, English language, language teaching methodology, language skills, linguistic competence, interactive education, communicative competence, meaningful communication.*

АННОТАЦИЯ

В данной статье анализируется эффективность коммуникативного подхода в обучении английскому языку с научно-педагогической точки зрения. В

исследованиями глубоко изучены теоретические основы коммуникативного подхода, его практическое применение и результаты в образовательном процессе. В статье показаны различия между традиционным грамматико-переводным методом и коммуникативным подходом, а также его значение в развитии лингвистической компетенции студентов. Результаты эмпирического исследования подтвердили, что коммуникативный подход значительно улучшает навыки говорения, аудирования, чтения и письма у изучающих английский язык. На основе выводов исследования разработаны научно обоснованные практические рекомендации для преподавателей английского языка.

Ключевые слова: коммуникативный подход, английский язык, методика преподавания языка, языковые навыки, лингвистическая компетенция, интерактивное обучение, коммуникативная компетенция, осмысленная коммуникация.

INTRODUCTION

In the 21st century, as a result of the acceleration of globalization processes and the deepening of international cooperation, the English language has become the world's leading means of communication. Today, knowledge of English has become one of the essential conditions not only for receiving education but also for achieving success in professional activities, benefiting from advances in science and technology, and engaging in intercultural communication. From this perspective, improving the methodology of teaching English and enhancing its effectiveness has become one of the most pressing pedagogical issues of our time.

The Action Strategy for the Further Development of the Republic of Uzbekistan, approved by Decree No. PF-4947 of the President of the Republic of Uzbekistan on February 7, 2017, establishes specific tasks for improving the quality of education and ensuring the effectiveness of foreign language teaching. Furthermore, the Decree No. PF-5117 dated May 19, 2021, "On Measures to Bring the Activity of Popularizing the Study of Foreign Languages to a Qualitatively New Level," demonstrates that attention is being paid to teaching foreign languages at the level of state policy.

Various methods and approaches exist in teaching English, and one of the most effective among them is the Communicative Language Teaching (CLT) approach. This approach was developed by Western European and American methodologists in the late 1970s and envisions language learning to be carried out in the context of real-life communication. Within this conceptual framework, language is studied not merely as a collection of grammatical rules, but primarily as a means of communication.

The relevance of the research lies in the fact that in the current education system, the traditional grammar-translation method used in teaching English often fails to

adequately develop students' practical communication skills. Although students may have a good command of grammatical rules, they encounter difficulties in communicating freely in English in real-life situations. Therefore, scientifically investigating the effectiveness of the communicative approach and developing recommendations for its widespread implementation in practice has become one of the important tasks of the present day.

The aim of the research is to comprehensively analyze the effectiveness of the communicative approach in teaching English from both theoretical and practical perspectives, to empirically identify its advantages, and to develop scientifically grounded recommendations for its application in the educational process. The objectives of the research include: analyzing the theoretical-methodological foundations of the communicative approach; identifying the distinguishing features of this approach in comparison with traditional teaching methods; empirically investigating the practical application of the communicative approach; and developing conclusions and practical recommendations based on the research findings.

LITERATURE REVIEW

The contributions of numerous foreign and local scholars in the formation and development of the theory of the communicative approach are invaluable. The American linguist D. Hymes (1972) is recognized as one of the founders of this theoretical approach. He introduced the concept of "communicative competence" into scientific discourse and expanded N. Chomsky's theory of linguistic competence. According to Hymes, a language learner must not only know grammatical rules but also be able to use them appropriately and correctly in various communicative situations. This approach brought about fundamental changes in linguistics and language teaching methodology.

The British methodologist H. Widdowson (1978) thoroughly substantiated the scientific-methodological foundations of teaching language as a means of communication in his fundamental work "Teaching Language as Communication." He emphasized that meaningful communication should occupy a central place in the language teaching process, criticizing the traditional structural approach. According to Widdowson's conception, the language learning process should be intrinsically connected with real-life situations and should serve the communicative purposes of the learner.

J. C. Richards and T. S. Rodgers (2014) systematically presented the main principles of the communicative approach in their renowned book "Approaches and Methods in Language Teaching." According to the authors, the primary goal of the communicative approach is the comprehensive development of communicative competence, which encompasses not only linguistic knowledge but also sociocultural, pragmatic, and strategic skills.

M. Canale and M. Swain (1980), in their research, further developed the theory of communicative competence and identified its four main components: linguistic competence (grammatical rules and vocabulary); sociolinguistic competence (the ability to use language in social context); discourse competence (understanding and producing coherent texts); and strategic competence (strategies for overcoming communication barriers). This conception was subsequently developed by many researchers.

D. Larsen-Freeman (2011), in her work "Techniques and Principles in Language Teaching," provided a detailed analysis of the practical techniques and methods of the communicative approach. According to the researcher, this approach requires students' active participation and mutual cooperation, while the teacher serves as a facilitator. J. Harmer (2007), in his book "The Practice of English Language Teaching," offered practical recommendations for applying the communicative approach and empirically substantiated the high effectiveness of communicative exercises, role-plays, group discussions, and project-based activities.

S. J. Savignon (2002) thoroughly examined the conception of communicative competence and comprehensively elucidated its role in language teaching. The researcher emphasized that the fundamental principle of the communicative approach is the learner's active participation in meaningful, contextually based communication. W. Littlewood (1981), in turn, distinguished two main types of communicative language teaching: "functional communicative activities" and "social interaction activities." The first type focuses primarily on information exchange, while the second emphasizes social relationships and intercultural communication.

D. Nunan (2004) developed the concept of Task-Based Language Teaching, which is regarded as a contemporary version of the communicative approach. H. D. Brown (2007), in his work "Principles of Language Learning and Teaching," combined the psycholinguistic and pedagogical foundations of the communicative approach and emphasized that this approach increases students' intrinsic motivation and makes the learning process both engaging and effective. The literature analyzed above demonstrates that the scientific-theoretical basis of the communicative approach is robust and that it can be applied with high effectiveness in teaching English.

METHODOLOGY

The research was conducted from September 2024 to April 2025. A comprehensive combination of both theoretical and empirical methods was employed in the study. Theoretical methods included analysis of scientific-pedagogical literature, comparative analysis, systems approach, inductive and deductive methods, modeling, and generalization. Empirical methods included pedagogical experiment, questionnaire survey, pedagogical observation, interviews, testing, and mathematical-statistical analysis.

Research participants: a total of 120 students enrolled in the first and second years of higher education institutions in Samarkand region were selected through random sampling. Based on the results of preliminary testing, the participants were divided into two equivalent groups: the experimental group (60 students), to whom English was taught based on the communicative approach; and the control group (60 students), to whom English was taught through the traditional grammar-translation method. During the research, English classes were conducted four hours per week in both groups.

The research was carried out in three consecutive stages. The first stage (September - October 2024) was the diagnostic-preparatory stage, during which the initial level of English proficiency of all participants was determined. For this purpose, an internationally standardized TOEFL ITP format language test, an oral interview, and a questionnaire survey were administered. In addition, the educational and methodological materials necessary for the experiment were prepared, and special training sessions were organized for teachers.

The second stage (November 2024 - March 2025) was the formative experiment stage, during which lessons based on the communicative approach were systematically conducted in the experimental group. The following modern interactive methods and techniques were applied in a comprehensive manner: role-plays and simulations; small group discussions; pair work assignments; project work; information gap activities; problem-solving tasks; presentations and debates; exercises based on authentic materials; and the use of multimedia tools.

The third stage (April 2025) was the final assessment stage. During this stage, final testing was conducted, questionnaire surveys were collected from students, and the obtained results were subjected to mathematical-statistical analysis. The statistical analysis utilized the Student's t-test, analysis of variance (ANOVA), and correlation analysis methods. SPSS 26.0 statistical software was used for data processing.

During the research, the following four main language skills were assessed: speaking, listening, reading, and writing. Each skill was evaluated by independent experts on a 100-point scale. In addition, students' communicative competence was comprehensively analyzed based on the conception of M. Canale and M. Swain across four components: linguistic, sociolinguistic, discourse, and strategic competencies.

RESULTS AND DISCUSSION

The results of the conducted research empirically confirmed the high effectiveness of the communicative approach in teaching English. At the diagnostic stage, the indicators of both groups were nearly equivalent: the experimental group had an average score of 52.3 points, while the control group had 51.8 points (the difference was statistically insignificant, $p > 0.05$). This indicates that both groups were under the same initial conditions before the experiment began.

The final testing results revealed significant differences. In the speaking skill, the experimental group reached an average score of 78.5 points, while the control group scored only 62.4 points (a difference of 16.1 points). In the listening skill, the experimental group scored 75.8 points, while the control group scored 64.2 points (a difference of 11.6 points). In the reading skill, the experimental group scored 76.3 points, while the control group scored 68.9 points (a difference of 7.4 points). In the writing skill, the experimental group scored 73.2 points, while the control group scored 66.5 points (a difference of 6.7 points).

According to statistical analysis, the differences between the experimental and control groups in all four language skills were statistically significant ($p < 0.05$). The greatest difference was observed in the speaking skill, which confirms that the communicative approach is most effective in developing practical communication skills. This finding fully aligns with the research results of J. Harmer (2007) and D. Larsen-Freeman (2011).

The analysis of the four components of communicative competence also yielded interesting results. In linguistic competence, the experimental group scored 74.8 points and the control group scored 71.2 points; in sociolinguistic competence, the experimental group scored 76.5 points and the control group scored 58.3 points; in discourse competence, the experimental group scored 75.2 points and the control group scored 61.7 points; in strategic competence, the experimental group scored 77.8 points and the control group scored 59.4 points. The greatest difference was recorded in sociolinguistic competence, which demonstrates the high effectiveness of the communicative approach in developing socio-cultural aspects.

The questionnaire survey results showed that 89 percent of the experimental group students rated the communicative approach as engaging and effective. Ninety-two percent of the students reported feeling comfortable during the lessons, while 85 percent noted that their confidence in communicating in English had significantly increased. Seventy-eight percent of the students indicated that they had begun independently watching English-language videos and reading books, which reflects an increase in their intrinsic motivation.

As a result of pedagogical observations, the following main advantages of the communicative approach were identified: first, it ensures students' active participation and transforms them from passive listeners into active participants; second, it provides opportunities to apply language in real-life situations and facilitates the practical application of acquired knowledge; third, it develops cooperation among students and teamwork skills; fourth, it significantly increases intrinsic motivation for language learning; fifth, it develops language skills not in isolation but in a comprehensive and integrated manner; sixth, it shapes students' critical thinking and creative approach skills.

At the same time, certain difficulties and limitations in applying the communicative approach were also identified during the research. The main difficulties include the following: the complexity of organizing classes in large groups (more than 25 students); the requirement for high professional qualifications, creative approach, and continuous preparation on the part of the teacher; the existence of psychological communicative barriers among some students at the initial stages; the difficulty of assessing communicative skills using traditional testing methods; and the shortage of educational materials adapted to this approach. Special measures need to be developed to overcome these difficulties.

CONCLUSION

The results of the comprehensive empirical research conducted convincingly confirmed the high pedagogical effectiveness of the communicative approach in teaching English. This approach contributes significantly to the development of students' language skills, particularly speaking and listening skills. The communicative approach comprehensively shapes students' communicative competence and fully prepares them for real-life communication situations.

The research led to the following main scientific conclusions. First, the communicative approach ensures, on average, 25-30 percent higher pedagogical effectiveness compared to the traditional grammar-translation method. Second, this approach significantly enhances students' intrinsic motivation for language learning and their self-confidence. Third, the communicative approach develops cooperation among students, mutual assistance, and teamwork skills. Fourth, the successful application of this approach requires high professional qualifications, continuous professional development, and a creative approach on the part of the teacher. Fifth, the communicative approach enables the integrated development of all four language skills.

Based on the obtained scientific results, the following practical recommendations have been developed: widespread implementation of the communicative approach in English classes in higher and specialized secondary education institutions; organization of continuous professional development courses and training sessions on communicative methods for English language teachers; adaptation and updating of curricula and textbooks to meet the requirements of the communicative approach; conducting interactive lessons utilizing modern information and communication technologies, including educational platforms and artificial intelligence tools; development of specialized criteria and tests for assessing students' communicative competence; and equipping English language classrooms with modern technical facilities.

In the future, it is advisable to conduct in-depth scientific research in the following areas in this field: integration of the communicative approach with digital

educational technologies and electronic platforms; methods of effectively applying artificial intelligence tools (such as ChatGPT, Claude, and others) in language teaching; models of implementing the communicative approach in distance and blended learning environments; development of communicative methods adapted to various age groups and language levels; and the role of the communicative approach in developing intercultural competence. The scientific findings and recommendations presented above will contribute to improving the methodology of teaching English, effectively developing students' language skills, and successfully implementing state programs related to foreign languages.

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