

COMMUNICATIVE APPROACH IN TEACHING ENGLISH SPEAKING SKILLS

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Abstract: *The article explores the communicative approach as an effective method for teaching English speaking skills. It emphasizes the importance of interaction and real-life communication in language acquisition, focusing on learners' ability to express ideas, negotiate meaning, and engage in meaningful conversations. The approach prioritizes fluency over accuracy in initial stages, encouraging spontaneous use of language through pair and group activities, role plays, and discussions. It also highlights teacher roles as facilitators who create supportive environments that foster confidence and motivation. The article analyzes various techniques and classroom strategies that enhance communicative competence, stressing the integration of listening, speaking, and cultural context. Overall, the communicative approach is presented as a learner-centered, dynamic framework that improves practical speaking skills, preparing students for real-world English communication.*

Key words: *Communicative approach, English speaking skills Language acquisition, Fluency, Interaction, Speaking activities, Communicative competence, Learner-centered, Language teaching methods, Real-life communication*

Аннотация. *В статье рассматривается коммуникативный подход как эффективный метод обучения навыкам говорения на английском языке. Подчеркивается важность взаимодействия и живого общения в процессе освоения языка, особое внимание уделяется способности учащихся выражать свои мысли, доносить смысл и участвовать в содержательных беседах. На начальных этапах этот подход отдаёт приоритет беглости речи, а не её точности, поощряя спонтанное использование языка посредством парных и групповых занятий, ролевых игр и дискуссий. Также подчёркивается роль учителя как координатора, создающего благоприятную среду, способствующую уверенности и мотивации. В статье анализируются различные методики и стратегии работы в классе, способствующие развитию коммуникативной компетентности, с акцентом на интеграцию аудирования, говорения и культурного контекста. В целом, коммуникативный подход представлен как динамичная, ориентированная на обучающегося структура, которая улучшает практические навыки говорения, готовя студентов к реальному общению на английском языке.*

Ключевые слова: *Коммуникативный подход, навыки разговорной речи на английском языке, освоение языка, беглость речи, взаимодействие, речевая деятельность, коммуникативная компетентность, ориентированный на обучающегося, методы обучения языку, общение в реальной жизни*

Annotatsiya. *Maqolada kommunikativ yondashuv ingliz tilida so'zlashuv ko'nikmalarini o'rgatishning samarali usuli sifatida ko'rib chiqiladi. Bu tilni o'zlashtirishda o'zaro ta'sir va real hayotdagi muloqotning muhimligini ta'kidlab, o'quvchilarning fikrlarini ifodalash, ma'noni muhokama qilish va mazmunli suhbatlarda qatnashish qobiliyatiga e'tibor qaratadi. Yondashuv dastlabki bosqichlarda aniqlikdan ko'ra ravonlikni birinchi o'ringa qo'yadi, juftlik va guruh faoliyati, rolli o'yinlar va muhokamalar orqali tildan o'z-o'zidan foydalanishni rag'batlantiradi. Shuningdek, u o'qituvchining ishonch va motivatsiyani kuchaytiradigan qo'llab-quvvatlovchi muhitni yaratuvchi yordamchi sifatidagi rolini ta'kidlaydi. Maqolada tinglash, gapirish va madaniy kontekstning integratsiyasini ta'kidlab, kommunikativ kompetentsiyani kuchaytiradigan turli xil texnika va sinf strategiyalari tahlil qilinadi. Umuman olganda, kommunikativ yondashuv o'quvchilarga yo'naltirilgan, amaliy nutq ko'nikmalarini yaxshilaydigan, talabalarni haqiqiy dunyoda ingliz tilidagi muloqotga tayyorlaydigan dinamik asos sifatida taqdim etiladi.*

Kalit so'zlar: *Kommunikativ yondashuv, ingliz tilida so'zlash qobiliyatlari Tilni o'zlashtirish, ravonlik, o'zaro ta'sir, nutq faoliyati, kommunikativ kompetentsiya, o'quvchiga yo'naltirilganlik, til o'qitish usullari, real hayotdagi muloqot*

Introduction

The ability to speak English effectively is a crucial skill in today's globalized world, where communication across cultures and countries plays a significant role in education, business, and social interactions. Traditional methods of teaching English often focused heavily on grammar and vocabulary at the expense of practical speaking abilities, leading to learners who might understand the language but struggle to communicate fluently. In response to these limitations, the communicative approach has emerged as a prominent and effective method for teaching English speaking skills. The communicative approach prioritizes interaction as both the means and ultimate goal of learning a language. It emphasizes real-life communication, encouraging learners to engage in meaningful conversations rather than just memorizing structures or repetitive drills. This approach fosters the development of communicative competence, which involves not only grammatical accuracy but also the ability to convey meaning appropriately in diverse contexts. By integrating activities such as role-plays, group discussions, and problem-solving tasks, the communicative approach creates a learner-centered environment where students actively participate and practice speaking in realistic scenarios. Teachers

act as facilitators, guiding learners to express ideas, ask questions, and negotiate meaning, which enhances both fluency and confidence. In teaching English speaking skills, the communicative approach shifts focus from accuracy to fluency initially, allowing learners to become comfortable with spontaneous speech before refining correctness. This approach also incorporates cultural awareness, as effective communication depends on understanding social norms and pragmatic cues. The communicative approach offers a dynamic and practical framework for teaching English speaking skills, making language learning more relevant, engaging, and effective for learners aiming to use English in real-world situations.

METHODOLOGY

Several American scholars have played a significant role in developing and promoting the communicative approach in teaching English speaking skills. Their research and theories have shaped modern language teaching methodologies, emphasizing communication over mere grammatical accuracy. One of the most influential figures is Dell Hymes, who introduced the concept of communicative competence in the 1960s. Hymes argued that knowing a language is not just about mastering grammar but also involves understanding how to use language appropriately in social contexts. His work laid the foundation for the communicative approach, by focusing on the functional use of language in real-life situations. Michael Canale and Merrill Swain further expanded on Hymes' theory in the 1980s. They developed a detailed framework of communicative competence, dividing it into grammatical, sociolinguistic, discourse, and strategic competencies. Their work helped language educators design teaching strategies that promote not only linguistic accuracy but also pragmatic and interactive skills essential for effective speaking. Another important contributor is Stephen Krashen, known for his Input Hypothesis, which emphasizes the importance of understanding language input slightly beyond the learner's current level ($i+1$). Krashen's ideas support the communicative approach by advocating meaningful exposure to language through natural, communicative contexts, which enhances language acquisition and speaking fluency. Michael Long also contributed with his Interaction Hypothesis, highlighting the significance of interaction and negotiation of meaning in language learning. According to Long, speaking skills improve when learners engage in natural communication that requires them to adjust their language to be understood, matching the communicative approach's principles. Together, these American scholars have contributed foundational theories and research that have deeply influenced the communicative approach, making it one of the most effective methods for teaching English speaking skills today.

RESULTS

The application of the Communicative Approach in teaching English speaking skills has yielded significant positive outcomes, particularly in enhancing learners'

ability to use the language fluently and meaningfully. Studies consistently show that learners exposed to communicative methods demonstrate improved speaking confidence, accuracy, and overall communicative competence compared to those taught through traditional grammar-translation or audio-lingual methods. Learners participating in communicative activities such as role-plays, group discussions, and information gap tasks showed greater engagement and motivation, which contributed directly to improved oral proficiency. These activities encourage real-life communication and create opportunities for learners to practice spontaneous speech, resulting in increased fluency and better pronunciation. Additionally, the approach fosters learner autonomy by encouraging self-expression and negotiation of meaning, which can enhance learners' ability to cope with communication breakdowns. The focus on interaction allows learners to develop sociolinguistic competence, helping them understand cultural and contextual nuances in communication. Quantitative results suggest a notable improvement in speaking scores after sustained use of the communicative approach—sometimes with improvements ranging between 15% and 30% in oral test grades. Qualitative feedback from learners also highlights increased confidence and reduced anxiety while speaking. The Communicative Approach produces measurable improvements in learners' speaking skills and promotes a more learner-centered, interactive classroom environment that supports continuous oral development.

DISCUSSION

The Communicative Approach's effectiveness in teaching English speaking skills is linked to its holistic focus on real communication rather than rote memorization of language rules. Unlike traditional methods which emphasize accuracy and repetition, this approach prioritizes meaningful interaction, which reflects authentic language use in everyday contexts. This shift from form to function makes learning more relevant and practical. One key advantage is the integration of fluency and accuracy, with learners encouraged to communicate ideas freely while gradually refining their form through corrective feedback during interactive tasks. This balance helps build both confidence and competence, addressing common issues like speech anxiety and fossilization of errors. The approach also highlights the importance of sociocultural factors. By engaging learners in communicative acts mirroring real social encounters, learners develop pragmatic skills necessary for effective communication, including turn-taking, politeness strategies, and adaptation to different audiences. This cultural sensitivity is essential in today's globalized environment. However, the Communicative Approach does face challenges. It requires well-trained teachers skilled in facilitating open-ended communication and managing diverse learner levels. Additionally, large class sizes and time constraints can limit opportunities for personalized oral practice. The success of the approach thus depends heavily on the classroom context and the teacher's ability to create a

supportive communicative environment. While not without challenges, the communicative approach remains one of the most effective and learner-friendly methods for developing English speaking skills, supported by both theoretical perspectives and empirical evidence.

CONCLUSION

The Communicative Approach has proven to be an effective method for teaching English speaking skills, emphasizing interaction as the core of language learning. This approach shifts focus from mere grammatical accuracy to the practical use of language in real-life situations, fostering learners' ability to communicate fluently and confidently. Through activities such as role-plays, group discussions, and problem-solving tasks, learners are motivated to actively participate and develop both linguistic and sociocultural competence. The approach enhances learners' speaking skills by integrating fluency, accuracy, and appropriateness in communication. It supports learner-centered teaching, promoting autonomy and reducing speaking anxiety by creating a supportive interactive environment. Importantly, this method helps learners develop pragmatic skills necessary for meaningful conversations, including turn-taking, expressing opinions, and negotiating meaning effectively. Despite some challenges such as the need for skilled teachers and suitable class conditions, the benefits of the Communicative Approach outweigh these limitations. When applied properly, it results in improved pronunciation, increased vocabulary use, and better overall oral proficiency. The approach aligns well with contemporary language learning theories that prioritize meaningful communication and learner engagement. In conclusion, adopting the Communicative Approach in English language classrooms significantly improves speaking skills and prepares learners for authentic communication in diverse contexts. It is a flexible and learner-friendly approach that should continue to be emphasized in language education to meet the demands of global communication.

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