

## THE EFFECTIVENESS OF THE COMMUNICATIVE APPROACH IN FOREIGN LANGUAGE TEACHING

*Mukarova Dilfuza Malikovna*  
Jizzakh State Pedagogical University  
e-mail: [mukarova.dilfuza17@gmail.com](mailto:mukarova.dilfuza17@gmail.com)

**Abstract:** This article explores the essence of the communicative approach in foreign language teaching, emphasizing its role and effectiveness in developing learners' language skills. The study analyzes the advantages of the communicative methodology based on the opinions of teachers and students, as well as practical classroom observations.

**Keywords:** communicative approach, foreign language, interactive method, language skills, effectiveness

### Introduction

In today's era of globalization and digital technologies, the need to learn foreign languages is steadily increasing. English, in particular, has been recognized as a key tool for international communication, science, technology, economy, and education. Consequently, the methodology of teaching foreign languages must also evolve and adapt. Traditional grammar-translation and memorization-based methods are increasingly being replaced by the communicative approach, which aims to teach language not just theoretically but as a practical tool for real communication.

The communicative approach focuses on encouraging learners to actively participate, express their own thoughts, and prepare for real-life communication. In this method, the teacher acts more as a guide or facilitator, while the student is placed at the center of the learning process. Essential elements of this approach include the use of authentic materials, pair and group work, role-playing, and problem-solving activities.

Uzbekistan's education policy also pays special attention to foreign language learning. The Presidential Decree "On Measures to Further Popularize the Learning of Foreign Languages" (2021) marked the beginning of major reforms in this direction. Moreover, improving teachers' methodological literacy and promoting the use of modern technologies and approaches in teaching are considered pressing tasks.

This article analyzes the practical aspects of the communicative approach, its effectiveness in the teaching process, its influence on learners' language skills, and the methodological advantages of the approach. It also examines the challenges faced in implementing the communicative method and suggests potential solutions based on research findings.

### Methodology

The study aimed to evaluate the practical effectiveness of the communicative approach in foreign language teaching. A combination of qualitative and quantitative analysis methods was used. The research was conducted in March–April 2025 at three general education schools in Jizzakh (randomly selected, one of which had specialized English language classes).

### Participants:

- 90 students from grades 6 to 9 (30 from each school)

- 12 foreign language teachers

### **Instruments used:**

1. **Questionnaires** – distributed to both students and teachers to assess the effectiveness of communicative lessons (10 closed and 5 open-ended questions).
2. **Classroom Observations** – three English lessons based on the communicative method were observed at each school (9 lessons in total), analyzed using structured observation sheets.
3. **Interviews** – in-depth interviews were conducted with 6 teachers to explore their experiences, challenges, and insights.

Questionnaire data were statistically summarized, while open-ended responses and interviews were analyzed through thematic coding. Observation results were systematized based on pedagogical assessment criteria.

### **Results**

The research revealed the following key findings:

#### **1. Students' feedback:**

- 78% of students reported that understanding the language became easier during lessons based on the communicative approach.
- 70% said that working in pairs or groups increased their engagement and interest in the lesson.
- 62% noted improvements in independent speaking, reduced fear of mistakes, and enhanced social communication skills.

#### **2. Teachers' feedback:**

- 83% of teachers found it easier to engage students through communicative methods.
- 75% stated that the approach allowed for comprehensive development of language skills.
- However, 50% complained about the lack of suitable teaching materials and visual aids.

#### **3. Classroom observations:**

- All observed lessons featured active communication and exchange of ideas among students.
- Interactive methods (role-plays, Q&A, group discussions) maintained student attention and fostered a positive environment.
- Teacher preparation had a direct impact on lesson quality (the most effective lessons were conducted by well-prepared teachers).

### **Discussion**

The research confirms that the communicative approach has proven effective in practice. This method centers on the student, encouraging discovery-based and active learning. It considers not only linguistic but also social and cultural aspects of language learning, which are clearly reflected in this approach.

Global studies, especially those by Richards and Harmer, also highlight the benefits of this method. In Uzbekistan, the communicative approach is being gradually implemented in the education system, though some challenges remain. For example, textbooks are still largely

grammar-focused, many classrooms are overcrowded (limiting group work), and some teachers are not sufficiently trained in modern methodologies.

Nonetheless, the advantages of the communicative approach—such as improved communication readiness, motivation, and independent thinking—support the need for its broader implementation. Integrating innovative technologies and digital tools into lessons can further enhance this process. Platforms for interaction, video chats, online games, and project-based tasks can enrich communicative language teaching.

## Conclusion

The above analysis and empirical data demonstrate that the communicative approach is one of the most effective methods for teaching foreign languages. It increases student engagement, prepares them for real-life communication, and encourages independent thinking. According to classroom observations and feedback from both students and teachers, the communicative method plays a significant role in developing speaking skills, increasing motivation to learn, and making lessons more dynamic.

Among its key benefits:

- Easier retention of language through contextual learning
- Stronger peer-to-peer interaction
- Reduced psychological barriers and increased self-confidence
- The ability to acquire grammar more naturally and automatically

However, several challenges hinder the full implementation of this approach: insufficient teacher training, limited learning resources, lack of instructional hours, and at times, student passivity.

To address these issues, the following recommendations are proposed:

1. Regular in-service training for teachers in communicative methodology
2. Increased inclusion of interactive exercises, dialogues, video clips, and authentic materials in textbooks and guides
3. Application of differentiated instruction based on learners' individual characteristics
4. Creation of communication-rich environments through language clubs, debates, and theatre performances
5. Enrichment of lessons with digital resources such as mobile apps, web platforms, and video chats

Overall, the communicative approach not only transforms language learning but also reshapes the teacher's professional perspective. This, in turn, contributes to improving the quality of language education, preparing competitive professionals, and fostering socio-economic development.

## References:

1. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Longman.
2. Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson Education.
3. Karimova, D. (2023). *The Impact of Interactive Teaching Methods on Language Learning*. *Scientific Research*, No. 4.

4. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge University Press.
5. Usmonov, U. (2020). *Modern Methods in Foreign Language Teaching. Education and Development*, No. 2.