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DOI: <http://doi.org/10.15350/2409-7616.2023.2.49>**TO THE QUESTION OF THE COMMUNICATIVE APPROACH IN  
A TEACHING PROCESS**

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**Abstract.** *The Russian methodology of teaching foreign languages has gone through many stages, there has been development, and decline, and a certain stagnation, inertia, but nevertheless, gradually, researchers came to the conclusion that the methodology that was acceptable, for example, for Soviet society, closed, remote from the wide international space, somewhat does not fit into the modern realities of foreign language education. Scientists - methodologists gradually come to the conclusion that communication is what a foreign language is studied for, without it there is no need to master it, so that it is not dead, like, for example, Latin. A foreign language should be absorbed by the trainees, perceived as a given, the need to move to a higher level, as a means of achieving the set high goals of improvement, development, serving one's country, family and society. However, often, as the practice of working at a university and direct communication with students shows, a foreign language rather causes them some soreness and hostility. This is dictated, for the most part, by the lack of a motivational component to study it, as well as imperfect teaching methods, which school teachers still use by inertia and university teachers do not disdain. In this context, the communicative approach is the most acceptable technology that allows you to change the attitude of students to a foreign language, make the academic process more interesting and effective, and the result is successful. The subject of the research is the communicative approach in*

*the university educational process. The object of the study is the mechanisms of the communicative approach in teaching and learning a foreign language in modern realities. The relevance of the study lies in the urgent need to use communicative technology to obtain a better result of a foreign language educational process in university realities. The novelty of the study lies in the development of a number of recommendations for the use of a communicative approach in a modern university. The work is recommended for teachers, methodologists, students, graduate students and a wide range of people interested in high-quality and effective teaching of a foreign language at a university.*

**Keywords:** *foreign language communicative competence, communication, efficiency, foreign language, communicative approach, motivation, modern society, culture.*

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Научная статья

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## К ВОПРОСУ О КОММУНИКАТИВНОМ ПОДХОДЕ В ПЕДАГОГИКЕ

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**Аннотация.** *Российская методика преподавания иностранных языков пережила множество этапов, было и развитие, и падение, и определенный застой, инерция, но все же постепенно исследователи пришли к тому, что та методология, которая была приемлема, например, для советского общества, закрытого, удаленного от широкого международного пространства, несколько не вписывается в современные реалии иноязычного образования. Ученые – методисты приходят постепенно к выводу, что коммуникация – это то, для чего изучается иностранный язык, без нее нет необходимости его освоения, дабы он не является мертвым, как, например, латинский. Иностранный язык должен быть впитан обучаемыми, воспринят, как данность, необходимость перехода на более высокий уровень, как средство достижения поставленных высоких целей совершенствования, развития, служения своей стране, семье и обществу. Однако зачастую, как показывает практика работы в вузе и непосредственное общение со студентами, иностранный язык скорее вызывает у них некоторую оскормину, неприязнь. Это продиктовано, по большей части, отсутствием мотивационной составляющей к его изучению, а также несовершенными методиками обучения, которыми до сих пор по инерции пользуются школьные учителя и не гнушаются вузовские преподаватели. Коммуникативный подход является в данном контексте наиболее приемлемой технологией, которая позволяет поменять отношение обучаемых к иностранному языку, сделать академический процесс более интересным и эффективным, а результат успешным. Предметом исследования является коммуникативный подход в вузовском образовательном процессе. Объектом исследования представлены механизмы коммуникативного подхода при обучении и изучении иностранного языка в современных реалиях. Актуальность исследования заключается в настоятельной необходимости применения коммуникативной технологии для получения более качественного результата иноязычного образовательного процесса в университетских реалиях. Новизна исследования заключается в разработке ряда рекомендаций по применению коммуникативного подхода в современном вузе. Работа рекомендована преподавателям, методистам, студентам, аспирантам и широкому кругу лиц, заинтересованных в качественном и эффективном преподавании иностранного языка в вузе.*

**Ключевые слова:** *иноязычная коммуникативная компетенция, общение, эффективность, иностранный язык, коммуникативный подход, мотивация, современное общество, культура.*

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## INTRODUCTION

In the modern educational space, the issues of foreign language teaching methodology are becoming increasingly relevant. We need technologies that will allow us to master a foreign language efficiently and effectively, motivate the student, give him the opportunity to develop creatively, and teach him how to learn. In this regard, the significance of the grammar-translation or directly audio-lingual method, which have been in trend until now, goes to the background, so that the student, after such didactic efforts, is completely helpless in the context of foreign language communication. And language, as you know, is a means of communication, and simple knowledge of the rules that allow the student to read and translate foreign language material with a dictionary is unclaimed and irrelevant in the modern key [1].

## MATERIALS AND METHODS

Most scientists, methodologists, researchers and teachers recognize that in modern realities the communicative method is the most effective. It relies on language practice, reduces the language barrier, removes other psychological difficulties when communicating in a foreign language.

The history of its appearance goes back to the 60-70s of the last century in Great Britain, where the available methods have become obsolete and could not satisfy the needs of society in a high-quality foreign language. The students studied a foreign language, but they could not speak it.

In Russia, this situation arose in the 90s of the last century. Initially, this method could only exist if there was a native speaker and a group of trainees. Subsequently, it has undergone a number of changes, one of which is the possibility of its use in individual classes. Teachers and researchers came to the conclusion that it is important to master speech in a foreign language, communication with knowledge of ethical norms and cultural traditions, and not a fundamental study of a non-native language [2]. The student must be ready for real communication. In this connection, the goal of teaching a foreign language arises - to be able to communicate in this language in real life.

#### AUTHORS' APPROACHES

The communicative method of teaching differs significantly from other technologies. It does not contain fictional texts that are far from reality, tests that provide for all the subtleties of knowledge of a foreign language in a fundamental context, it is represented by live communication, simple real dialogues that allow you to communicate in real time. Modern vocabulary and grammatical structures and turns are provided, and not what was accepted in the last century, for example. All standard phrases that are accepted for memorization in other methods are replaced again with real ones, the students build them on their own. As a result, spontaneity of speech arises, which brings it closer to real communication.

At each lesson, students are offered new topics for discussion, they can prepare both dialogue communication and build monologues. It is difficult to predict what the dialogue will be like, but you should always stay within the framework of the lexical or grammatical topic being studied, since randomness can adversely affect the result of the educational process.

It should be noted that this method of teaching also provides for the implementation of a variety of exercises that are based on both oral and written communication, as well as reading. It is difficult to imagine the formation and development of only one type of speech activity in the classroom - they all train together, the teacher worries about this, selecting and compiling appropriate tasks, topics, giving projects and presentations.

However, the communicative method has its own specifics, characterized both in a positive and negative way.

The advantages of the communicative method include the following characteristics.

Firstly, this is immersion in the language environment of foreign language communication from the first lesson. This allows the student to master not individual words, but phrases at once, which can later be widely used in communication [3].

Secondly, through this method, a competent foreign speech is mastered, which removes the language barrier and the difficulties associated with the fear of making mistakes.

Thirdly, the trainee immediately plunges into fluent real speech, which will gradually allow him to speak in this way.

Fourthly, this method allows you to form a qualitative understanding of a foreign language, which contributes to high-quality watching movies, reading books.

Fifth, the method is not expensive. To use it, you do not need to attract expensive equipment or special gadgets. Everything is in stock.

Sixthly, the communicative method widely involves gaming technologies, which makes it interesting, motivated for students, easy to understand, accessible. Entertaining classes remain in the memory of schoolchildren for a long time, respectively, the material also does not disappear instantly and without a trace, it is imprinted in the memory of the schoolchild for a long time.

The disadvantages of the communicative method include the following provisions.

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The disadvantages of the communicative method include the following provisions.

Firstly, complete immersion in foreign language communication, which can cause stress, fear among students, and also completely demotivate a listener unprepared for this technology.

Secondly, constant work in pairs excludes the possibility of one-on-one communication between the student and the teacher. In this vein, the controlling function of the teacher suffers and, perhaps, some phenomena will remain misunderstood.

Thirdly, the communicative method often does not allow the teacher to fully check all students, since the work is done in pairs or teams [6].

## RESULTS

Thus, it should be emphasized that the communicative method is interesting, effective, but not ideal. At present, this is not a big problem, since the ideal technology of foreign language teaching has not yet been developed.

Let us note the principles of the communicative teaching method. First, it is the principle of speech orientation. This method is aimed at teaching a foreign language as a means of communication. It must be applied in practice, not in theory. If the student speaks a foreign language, then the communicative method has worked effectively.

Secondly, the principle of individualization. This means that when teaching through this method, it is important to approach each student individually, this is a personal approach. When forming tasks, teams or groups, it is necessary to pay attention to each student, his level, abilities, potential [7].

Thirdly, the principle of functionality is also characteristic of this method. It provides that each speech unit has its own purpose and functions.

Fourth, the principle of novelty. When teaching a foreign language through the communicative method, events, characters, topics of conversation, tasks change too quickly and often. It's still live speech. The student must get used to the dynamism of speech communication.

Fifthly, the principle of personal orientation of communication is also characteristic of this method, which involves coloring the speaker's speech with his individual emotions, feelings, life experience, and so on.

Sixth, the principle of collective interaction provides for active communication, cooperation of students in the classroom, they still jointly make a project or prepare presentations, work in a team. They are highly socialized, as in real communication [8].

Seventh, this is the principle of modeling, which is also characteristic of the communicative method of teaching a foreign language. It means that only the material that is really necessary for high-quality and effective communication is selected for study, nothing more.

In the context of the university, there should also be a similar methodology that allows students to plunge into the language environment. However, students still need to be prepared at least to some extent for such classes [9].

This method will allow listeners to speak without errors. They do not just speak, but attract grammatical content, i.e. speak intelligently. At the same time, the range of topics is very wide, which will allow students not to experience difficulties in real situations.

It will help learners speak fluently. The more the student speaks, the better he will learn to formulate his thoughts and express himself in a foreign language. The teacher interests the student, conducts a conversation with him on exactly those topics that will be of interest to him, in demand, discussed, i.e. in this vein, motivation works for the teacher. With this method, students memorize key words, clichés, and when the need arises, they retrieve them from their memory [10].

This method provides that the listener not only hears foreign language speech, but also understands it. In this context, this is very important, since listening is one of the most difficult types of speech activity. The teacher provides some audio or video material, everyone listens to it, and then discusses it. This content acts as a basis for discussion. And again, you need to pay attention to exactly what material is interesting for a particular age group of students [11].

We also note that the communicative method teaches to think in a foreign language. This is achieved by constant communication in the language, associations arise that nothing needs to be translated. With constant language communication, foreign phrases immediately line up in the mind, the learning process will be much easier for both the students and the teacher. In this regard, it is appropriate to emphasize that simple consecutive translation is inappropriate, since languages can belong to different systems [12]. Therefore, to facilitate this aspect, a foreign language with a communicative approach is studied in context - it is important to understand the word and its use in speech, valency and other features.

It should be emphasized that grammar and vocabulary are studied for communication, therefore this method provides for the development of exactly the right turns and rules. First, the student speaks, and then masters the new material of the lexical and grammatical segment. The lexical oral topic is built in such a way that the study of grammar will not cause difficulties for the student [13].

This method also teaches you to master the reading of original texts much faster and more efficiently than other technologies. At the same time, only modern authentic texts are read, speech clichés, modern constructions can be gleaned from them, which will later be used in writing.

Constant communication within the framework of the communicative method allows you to improve pronunciation. When speaking, reading, sounds that are not characteristic of the native language, as well as those that can cause some difficulties, are worked out. The method provides for the inclusion in the academic process of tasks for practicing certain sounds, clichés, and set expressions. Constant speech practice will simplify the solution of many phonetic problems.

Thus, foreign language classes become interesting, motivating the student to further improve communication skills, as a rule, the progress of students increases and interest in a foreign language increases as well.

A communicative situation is a set of circumstances, a position and an environment in which the communicative process takes place. They can be individual and mass. Mass situations are realized in the process of the influence of society or a group on an individual, his actions, character. Of particular importance in this vein are small groups that are stable, constant in their composition, characterized by informal relationships and direct contact between participants. At the interpersonal level, they communicate and exchange information. The society in which the individual rotates,

whether global or small, determines the nature of his interaction with the environment, is responsible for how he perceives information and interprets it. The nature of communication is determined by social norms and conventions of social life [14]. It is society that determines for the individual what is good and acceptable, and what is prohibited and not accepted in this society. It also indicates the theories and ideas that are believed in and those that are rejected by society. In this context, it is the society that determines how communications develop, in which direction to move, what is true in communication and what is not.

The communicative situation consists of communication and interaction. These concepts are characterized by both general and various aspects. Communication is a speech act between individuals, in which information is exchanged, and partners also express an emotional attitude to the situation. Communication also takes into account the interests and feelings of partners, but this is more typical for business interaction. Thus, the first concept is more related to psychology, aspects of interaction between people in this particular context. The second concept more reflects the technique of mutual exchange of information.

It should be noted that, receiving information through various channels, a person develops, learns the world, learns to use the benefits, creates and consumes them himself, enriches himself with life experience. A person learns the scientific language, learns to communicate with others, realizes his own interests, recognizes his motives and thoughts of the environment, their mood and policy in relation to objects, phenomena and himself.

For the exchange of information, communication or interaction, at least two people, two participants in the process, are required. The first is the sender of the message, the message, he is the initiator of the communicative action, the second is the recipient of information. It is important that the recipient correctly understands the material that is sent to him, correctly interprets and perceives it. In this vein, it is important to take into account the age characteristics, level of education and culture of the addressee, as well as his interest in the subject of communication or discussion. Let us emphasize the importance of channels for transmitting information, as well as non-verbal aspects - facial expressions, gestures, behavior and appearance of communicants.

Transmission channels are telephone, mail, mass media, Internet, personal communication. Currently, they are expanding and getting more and more diverse, replacing personal contacts.

#### CONCLUSION

Returning to the typology of communicative situations, we note that individual means communication in a unilateral manner. These can be orders, orders of management, instructions, directives transmitted through communication channels by management.

Communicative situations can be different, for example, favorable and unfavorable, short-term and long-term, manageable and unmanageable, changeable and stable.

The nature of communicative situations depends on the composition of the participants, their interactions, the goals of communication and means, the choice of the place of communication and methods of communication. Much is also determined by the tone of communication, which can be friendly, hostile, neutral, official, playful, and so on.

By changing one of the components of the communicative situation, you can also change it as a whole. This can be seen in the case when the communicants either achieve the goals of communication, or not, or understand each other, or not. In this context, it is possible to speak of effective communication or ineffective interaction.

Communication should be personal oriented. This means that it should realize the goals, and also be focused on the formation of a person's own experiences on a certain issue, during which there is an exchange of opinions, emotions, knowledge.

Socially-oriented communication provides objective rather than subjective factors as a basis. The purpose of such communication involves the impact on the members of the team through rules and regulations. At work, it is important to observe office etiquette, as well as all forms of appropriate

verbal and non-verbal communication. For effective communication, there is corporate ethics, mutual respect, generally accepted norms of behavior and morality [15].

In the context of learning, it is important to use various communicative situations for subsequent high-quality foreign language communication. Initially, such communication is educational and takes place in the classroom, but later it is extrapolated to real communication. We also note that the communicative situation creates the appropriate conditions for foreign language communication, motivates it and, in general, can greatly improve both the educational process itself and its effectiveness.

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