

## THE IMPORTANCE OF THE COMMUNICATIVE APPROACH IN TEACHING FOREIGN LANGUAGES IN UZBEK SCHOOLS

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**Annotation.** *This article discusses the importance of the communicative approach in teaching foreign languages in Uzbek schools. It highlights how this approach helps students develop practical communication skills such as speaking, listening, and interaction. The study also analyzes the advantages of using communicative methods compared to traditional teaching approaches. Special attention is given to the implementation of this method in classroom practice and its impact on students' motivation and language proficiency. The article emphasizes that the communicative approach plays a key role in improving the quality of foreign language education and preparing students for real-life communication.*

**Keywords:** *Communicative approach, foreign language teaching, communication skills, speaking, listening, interactive methods, language learning, modern education.*

### **Introduction**

In today's era of globalization, learning foreign languages has become essential for every student. In Uzbek schools, improving the effectiveness of foreign language teaching requires the use of modern methods. One of the most important approaches is the communicative approach, which focuses on developing students' ability to use language in real-life communication.

The communicative approach helps students not only learn grammar rules but also express their ideas, participate in conversations, and understand others in practical situations. This makes language learning more effective and engaging. Therefore, implementing this approach in Uzbek schools is highly important.

### **Relevance**

The relevance of the communicative approach in teaching foreign languages in Uzbek schools is increasing in modern education. Today, students are expected not only to know grammar but also to communicate effectively in real-life situations. However, traditional teaching methods often focus more on theory than practice, which limits students' speaking and listening skills.

### **Aim**

The aim of this study is to analyze the importance of the communicative approach in teaching foreign languages in Uzbek schools and to highlight its role in developing students' practical communication skills. The study also seeks to identify how this approach improves speaking, listening, and interaction abilities, and to emphasize its effectiveness compared to traditional teaching methods.

### **Main part**

The communicative approach is one of the most influential methods in modern foreign language teaching. It emerged as a response to traditional grammar-based methods that focused mainly on rules rather than real communication. The main idea of this approach is that language is best learned through interaction and meaningful use. It emphasizes the importance of communication as both the goal and the means of learning a language. In this approach, students are encouraged to speak, listen, and express their ideas freely without fear of making mistakes.

Teachers act more as facilitators than lecturers, guiding students in the learning process.

Authentic materials such as dialogues, real-life situations, and role plays are widely used.

This approach also integrates all four language skills: speaking, listening, reading, and writing. Another important aspect is the use of pair work and group activities, which help students practice communication. It also focuses on fluency rather than accuracy in the early stages. Errors are considered a natural part of learning. The communicative approach supports learner-centered education, where students are active participants. It also takes into account students' needs, interests, and real-life goals. This makes learning more meaningful and effective. In Uzbek schools, adopting this theoretical foundation can significantly improve language teaching. It helps move away from memorization to real understanding. Overall, the communicative approach provides a strong theoretical base for modern language education.

Implementing the communicative approach in Uzbek schools requires changes in teaching methods and classroom practices. First, teachers need to create a communicative environment where students feel comfortable expressing themselves. Lessons should include interactive activities such as discussions, role plays, and problem-solving tasks. These activities encourage students to use the language actively. Teachers should minimize the use of native language and promote the target language in class. It is also important to use real-life situations that students can relate to. For example, conversations about daily life, school, or future plans can be very effective.

Group work and pair work should be regularly used to increase student participation.

Teachers should also focus on developing students' confidence in speaking. Instead of correcting every mistake, they should encourage fluency first. Modern technologies such as videos, audio materials, and online resources can support communicative learning. Assessment methods should also change, focusing more on communication skills rather than only written tests.

Teacher training is essential for successful implementation. Educators need to understand how to apply this approach effectively. In Uzbek schools, some challenges may include large class sizes and limited resources. However, with proper planning, these challenges can be managed.

Overall, practical implementation of the communicative approach can greatly enhance students' language abilities.

The communicative approach has many advantages in foreign language learning. One of the main benefits is that it improves students' speaking and listening skills. Students become more confident in using the language in real-life situations. It also increases motivation, as learners find the lessons more interesting and engaging. This approach helps students develop critical thinking and problem-solving skills through interactive tasks. It also promotes collaboration and teamwork in the classroom. Another advantage is that students learn how to use language naturally, not just memorize rules. This leads to better long-term retention of knowledge. The communicative approach also prepares students for real-world communication, such as travel, study, and work. It reduces anxiety and fear of making mistakes, creating a positive learning environment. In Uzbek schools, this approach can help students compete globally.

It aligns with international standards of language education. Moreover, it supports the development of communicative competence, which includes grammatical, sociolinguistic, and strategic skills. Students learn how to adapt their language according to different situations. This makes them more flexible language users. Overall, the communicative approach has a strong positive impact on students' learning outcomes and future opportunities.

### **Conclusion**

In conclusion, the communicative approach plays a crucial role in improving foreign language teaching in Uzbek schools. It shifts the focus from memorizing grammar rules to using language in real communication. This approach helps students develop essential skills such as speaking, listening, and interaction. As a result, learners become more confident and motivated.

Moreover, the communicative approach prepares students for real-life situations and global communication. Despite some challenges in implementation, its advantages make it highly effective and necessary. Therefore, applying this approach in Uzbek schools can significantly enhance the quality of language education.

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