

# Integrating the Communicative Approach and Project-Based Learning in Native Language Education

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**Received:** 30 April 2025; **Accepted:** 28 May 2025; **Published:** 30 June 2025

**Abstract:** This article discusses the communicative, integrative and competency-based approaches used in language teaching. The views on these approaches in foreign and national literature are studied and analyzed. The relationship between modern approaches and educational technologies is revealed. Information is provided on the role and possibilities of project technology in implementing the communicative approach and its importance in language education.

**Introduction:** As is known, for many years, native language education in our Republic was organized on the basis of a grammatical approach. The main attention was paid to memorizing theoretical rules, placing more emphasis on written speech, and working with exercises in native language lessons consisting of the same pattern of phraseological sentences taken from the text. As a result, new approaches and technologies were not introduced to teaching the native language, and native language lessons turned into lessons that were always the same for students, consisting only of writing and copying. "... Its main drawback (of the grammatical approach) is that it is not sufficiently connected to practice. In this method, a child who studies the topic theoretically knows that this is so, but does not have an idea of in which situations this rule is used. In the communicative approach, the function of language as a means of communication is put to the fore. How to speak correctly in a given situation, that is, with what expression one can convey an idea without errors - by solving this problem, it explains the laws of language [1; 66].

Today, the main emphasis in native language education is placed on the communicative approach. Psycholinguistic research shows that a child can never consciously master language units by rote memorization. In order for a language unit to be retained in the learner's memory, its content, function,

and grammatical features to be mastered, it must be taught in a specific speech situation, that is, in context, and manifested in real communication. The communicative approach, without rejecting the teaching of grammatical rules, promotes the interrelation of linguistic competence and speech competence. "Although linguistic competence is an important aspect of language learning and language acquisition, it does not mean language acquisition itself. That is, a person who can use a language well does not mean a person who has memorized its rules well... Communicative competence is based on teaching the effective use of language. That is, this approach is based not on linguistic knowledge, but on the meaningful use of language" [2; 5].

The communicative approach is mainly based on the following principles [3; 172]:

- students learn language to communicate, use language units in practice;
- the main goal of classroom activities is authentic and meaningful communication;
- special attention is paid to the ability to communicate freely and fluently;
- the communication process includes various language skills;
- learning is a creative process, involving various experiences and mistakes.

However, it should not be forgotten that none of the approaches in education can be considered completely perfect or, conversely, absolutely wrong. Each approach can be used at a certain period and stage, depending on the purpose of language teaching. Approaches complement each other, and usually in practice several approaches with similar content and goals are mixed (hybrid). The main goal of mother tongue education is to develop the ability of the learner to communicate, apply the laws of the language in practice, and develop oral and written, listening and reading comprehension skills, which requires the use of communicative, integrative, and competency-based approaches in teaching. If we analyze the teaching methods of topics in the updated "Mother Tongue" textbooks, the types of selected texts, and the content of exercises and assignments, we will witness the manifestation of the three aforementioned approaches.

The project educational technology, which is the subject of our study, is fully consistent with the approaches actively used in native language education today, due to its pedagogical and psychological characteristics.

The integrative approach involves taking into account, relying on, integrating knowledge, skills, qualifications and experience obtained from different disciplines, and developing communicative, professional communicative, and social competence in the native language. Integration is a Latin word that means "joining", "expansion", "wholeness". An integrative approach in education implies inter-disciplinary and inter-educational interrelationships, closeness, that is, integration processes. The fact that the native language is a means of learning and teaching all subjects clarifies this idea. That is, a native language teacher must take into account that in each lesson, the subject he or she is teaching is a means of conveying and absorbing all subjects taught at school to the learner, that is, the native language is the language and medium of instruction [4; 193].

Integrative education helps students develop a holistic perception of reality, the ability to see the cause-and-effect relationship between things and phenomena, and the ability to reason. Most pedagogical technologies involve interdisciplinary proximity and the integration of knowledge from different fields. In particular, project technology is one of the main educational technologies that create the possibility of integrative learning. Usually, projects within one subject (monoproject) are rarely observed in practice. Because during the project work, the student is required to study sources from different subjects and fields, receive information and apply it in practice. The

use of project technology in native language lessons ensures the connection of language knowledge with literature, history, foreign languages, fine arts, natural sciences and a number of other subjects, as well as various practical areas (media, journalism, medicine).

The integration of the mother tongue and literary sciences was studied in detail in the research work of the scientist K. Mavlonova. The possibilities of using project assignments related to literature in mother tongue lessons are very wide, which helps students to better understand the possibilities of using the language. By integrating knowledge of the mother tongue and literature, it is possible to use types of project work that develop creativity, such as staging works of art, preparing a written work/presentation/multimedia product based on a read work, as well as independently writing poems and stories, which help to discover hidden "abilities" in the classroom.

The main essence of teaching based on a competency-based approach is to direct the knowledge, skills and qualifications acquired by students in the educational process, organized into vocational subjects, to the formation of competencies that can be used in their personal lives, as well as in their future professional and social activities [5].

According to scientific pedagogical and psychological sources, competence and competence are very complex, multifaceted concepts common to many disciplines. Therefore, its interpretations are diverse in terms of scope, content, meaning, and logic. The essence of the term is also described on the basis of such concepts as "efficiency", "adaptability", "readability", "achievement", "success", "understandability", "effectiveness", "property", "property", "quality", "quantity" [4; 196].

Competence is defined in the State educational standard as follows: "Competence is the ability to apply existing knowledge, skills and qualifications in everyday activities" [5; 122]. Therefore, the main goal of this approach is to bring the BKM acquired by students to the level of competence, to achieve the ability to apply theoretical knowledge in practice. In achieving this goal, the role of project-based learning is extremely important. As a result of using this technology, the theoretical knowledge learned does not remain just theoretical knowledge in the student's mind. During the implementation of the assigned project work, the student uses all his knowledge of the language: the acquired knowledge and skills are applied in practice. Cognitive skills are formed during the processes of working with sources, collecting materials, sorting them, and organizing them.

Project technology is an educational technology aimed at developing research skills in students based on solving a given problem within a specified period of time, with the aim of presenting a specific product in the end. Educational project activity is understood as a creative, inquisitive, and research activity of students organized step by step on the basis of set goals and tasks.

Engaging in project work related to real, practical life in native language lessons helps to achieve the goals of the communicative approach. Through such project work, students actively use the language in various speech situations, work with authentic materials. In particular, the role of collective educational projects in developing communicative competence in students is invaluable. Collective project work allows students to have real, lively communication with those around them, to freely express and defend their opinions. The presentation of project work serves as an important factor in developing oral and written speech, and in teaching them to clearly and expressively convey their opinions, substantiating them with facts and evidence. In conclusion, modern approaches used in native language education serve to effectively organize the language teaching process. The main goal of these approaches is to teach theoretical knowledge in a practical way and to develop students' competence in using language freely in various situations. Educational technologies, in particular project technology, play a significant role in achieving these goals.

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