

# The Effectiveness of The Communicative Approach in Teaching English In Higher Education

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**Abstract:** This article discusses the theoretical foundations, content and importance of the communicative approach in teaching English in higher education institutions. Through the communicative approach, students are formed as active participants in language learning, special attention is paid to the development of their oral and written speech skills, as well as interactive communication competence. The article analyzes the advantages of the communicative approach over traditional methods, effective strategies and practical experience in higher education. Also, the impact of lesson models based on the communicative approach in teaching English on the learning process and its results are analyzed based on empirical data. The results of the study serve to develop scientific and practical recommendations for improving the quality of English language teaching in higher education.

**Keywords:** Communicative approach, English language teaching, higher education, language learning strategies, interactive methods, linguodidactics, communication competence.

**Introduction:** Today's globalization and digital transformation processes require the introduction of new approaches in the field of education, in particular, in the methodology of teaching foreign languages. The increasing role of English as a language of international communication, science, technology and business on an international scale makes the issue of its effective teaching and mastery one of the pressing problems. In English lessons in higher education institutions, methods based on a communicative approach are gaining priority over traditional grammar-based teaching methods in increasing the effectiveness of language learning.

The Communicative Approach, by its very nature, directs students to communicate effectively in real-life situations through language. Within the framework of this approach, along with strengthening students' grammatical knowledge, their oral and written speech skills, and interactive communication skills are developed. This serves as an important factor in the formation of students' communicative competence.

In this regard, this article analyzes the theoretical and methodological foundations of the communicative approach to teaching English in higher education

institutions, its effectiveness indicators, practical application experiences and impact on the quality of language learning. Based on the results of the research, it is aimed to develop scientific and practical recommendations for the implementation of the communicative approach in the practice of teaching English.

## METHODOLOGY

Methodological approaches to studying the effectiveness of the communicative approach to teaching English in higher education institutions were determined on the basis of the principles of systematic, comprehensive and linguodidactic analysis. The research methodology was aimed, first of all, at studying the theoretical foundations of the communicative approach to teaching a foreign language. For this, the scientific views of leading scientists in modern linguistics, psycholinguistics and pedagogical sciences, as well as international practice of teaching English, were analyzed. At the same time, a comparative analysis method was used to identify the most effective methods and technologies for the practical implementation of this approach.

During the research, observation, questionnaire and

interview methods were used to determine the role and importance of the communicative approach in English lessons in higher education institutions. Through questionnaires, the opinions of students and English teachers on communicative methods were studied. At the same time, practical experiments were conducted, including experimental elements. In this case, classes based on the communicative approach were organized with a group of students, and their activity in the language learning process, the development of communication skills and the level of self-assessment were studied. The results were compared with the indicators of students studying on the basis of the traditional approach.

As a methodological basis, training modules aimed at developing communicative competence were analyzed. Among them, role-playing games, pair and group work, solving problem situations, simulation exercises, free discussions and tasks close to real-life situations were recognized as the most effective forms. Also, the study used formative and summative assessment elements to assess the quality indicators of language learning.

At the same time, within the framework of the research methodology, the criteria for determining the levels of communicative competence according to international standards (CEFR - Common European Framework of Reference for Languages) were also analyzed. This approach made it possible to objectively assess students' communicative competence in English and develop methodological recommendations. As a result of the above methodological approaches, the positive impact of the communicative approach on the quality of English language education in higher education was empirically substantiated and practical recommendations were developed.

### **Literature review**

A review of the scientific literature devoted to the study of the effectiveness of the communicative approach in teaching English in higher education shows that theoretical and practical research in this area is directly related to the fundamental changes in the paradigm of language education in recent decades. First of all, the theoretical foundations of the communicative approach in teaching English are comprehensively covered in the works of such Russian language teachers as Ye. I. Passov, G. V. Rogova, N. D. Galskova, who emphasize that the communicative approach is aimed at developing speech skills in the process of learning a language. In particular, Ye. I. Passov (1985) in his research highlights the main features of the communicative approach as the orientation of the language learning process to

dialogue, the formation of students as active communicators through the creation of real-life situations.

Internationally, the theory of communicative competence, developed by D. Hymes (1972) and M. Canale and M. Swain (1980), justified the need to limit the language learning process not only to the acquisition of grammatical and lexical knowledge, but also to develop the skills to apply this knowledge in real communicative situations. M. Canale and M. Swain interpret communicative competence as a set of grammatical, sociolinguistic, strategic and discursive competencies. This approach serves as a linguodidactic basis for the design of English language lessons in higher education.

In recent years, research on the practical application of the communicative approach to teaching English is also noteworthy. In particular, the works of methodologists such as J. Harmer (2007), L. Scrivener (2011) recommend interactive methods such as role-playing games, problem solving, pair and group work, discussion and simulation exercises in implementing the communicative approach. These methodological tools allow increasing student activity and involving them in communication situations close to real life.

In recent years, Uzbek scientists have also conducted a number of studies on the communicative approach. In particular, researchers such as A. Jo'rayev (2019), Z. G'afforova (2021) have developed experiences in the application of English language teaching based on communicative methods in local conditions, existing problems and recommendations for their elimination. In these works, the national language environment, student needs and assessment criteria based on the communicative approach play a particularly important role.

The analyzed literature shows that the communicative approach to teaching English is an effective tool not only for developing language skills, but also for forming universal competencies of students such as critical thinking, intercultural communication and teamwork. At the same time, many sources emphasize the importance of teacher qualifications, the quality of educational materials and the use of modern technologies in the practical implementation of this approach. The analysis of the literature shows that the theoretical and practical foundations of the communicative approach have been thoroughly developed. However, there are still unresolved problems in its application to the real educational process in higher education, including the lack of methodological resources, conflicts in the assessment system and the need to improve the skills of teachers.

## DISCUSSION

The effectiveness of the communicative approach to teaching English in higher education institutions has proven its relevance as a result of modern linguodidactic research and practical experience. The results of the study show that teaching processes organized on the basis of a communicative approach significantly increase the effectiveness of language learning compared to traditional grammar-based teaching methods. The main reason for this is that the communicative approach transforms students from passive knowledge acquirers into active participants in communication. In the process of language learning, exercises based on real communicative situations form not only grammatical skills, but also students' speech activity, communication culture and critical thinking skills. One of the important aspects identified during the discussion is that the effectiveness of the communicative approach largely depends on the qualifications of the teacher, careful planning of the lesson process and the quality of educational resources. According to the results of the questionnaire and observations, in groups where lessons were held based on a communicative approach, students achieved high results in terms of independent expression of their opinions, adherence to speech culture, listening and understanding skills. At the same time, there are also problems arising in the practical application of communicative methods. In particular, in some cases, it was observed that the curricula were not fully adapted to the communicative approach, the assessment system was not flexible enough, and the material base for the use of communicative methods was limited.

During the discussion, international experience was also studied and approaches in this regard were compared with the practice in the higher education system of Uzbekistan. In particular, it was found that in foreign countries, multimodal resources, virtual platforms, and interactive technologies are widely used in teaching English based on a communicative approach, which increases students' motivation and interest in learning the language. In local conditions, it was pointed out that there is a need to expand technical and methodological capabilities in this regard. Also, one of the advantages of the communicative approach was the development of cooperation and teamwork skills among students, as well as an increase in the level of readiness for intercultural communication. However, for this process to be effective, teachers must master modern methodologies and actively use interactive forms such as communicative games, problem situations, pair and group work, and free discussions in their work. The

effectiveness of the communicative approach in teaching English in higher education institutions depends on the degree of its full integration into the educational process, the active cooperation of the teacher and the student, and the full use of available educational and methodological resources. Therefore, the combination of local practice with international experience in this approach, the introduction of modern technologies, and the improvement of teachers' qualifications will further improve the quality of education.

## CONCLUSION

The use of the communicative approach in teaching English in higher education serves as an effective methodological tool for ensuring the active participation of students in the language learning process, developing their communicative and communication competencies. The results of the study showed that classes based on the communicative approach allow preparing students for real-life situations, developing their independent thinking and speech activity, and increasing their readiness for intercultural communication.

At the same time, in the implementation of this approach, the level of teacher qualification, the suitability of curricula for communicative purposes, and the level of provision with technical and methodological resources are of great importance. In conclusion, it can be said that in order to more effectively introduce the communicative approach to teaching English in higher educational institutions, it is necessary to enrich the educational process with innovative technologies, organize systematic work on improving the skills of teachers, and integrate international experience into local practice.

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