

to distinguish all the differences between an A2 learner and B1 learner, and to fully have an idea what is involved in getting the students from one CEFR level to the next.

To sum up, adopting CEFR while promoting English learning will inspire that the English learners can assess their skills on the immediate basis and can further go on studying to reach the heights to perfection. To improve testing English, it would be useful to conduct surveys of relevant, CEFR-based tasks and items for assessing listening, reading, spoken production and interaction, and written production and interaction that would be available for those that would like to link their national examinations and tests to the CEFR. Collaboration between national test developers or providers, and teachers of English should be more intensive to enable them to share the results achieved in local contexts and learn from each other. Examples of good practice can serve those who intend to demonstrate the validity of their claims.

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## COMBINED AND COMMUNICATIVE APPROACHES IN TEACHING ENGLISH

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**Annotatsiya.** Ushbu maqolada ingliz tilini o'qitishda ikki pedagogik: kommunikativ va an'anaviy usullardan foydalanishning va afzalliklari va kamchiliklari muhokama etiladi.

**Kalit so'zlar:** kommunikativ yondashuv, integral yondashuv, an'anaviy yondashuv, grammatikani o'qitish.

**Аннотация.** В статье представлен краткий исторический обзор двух педагогических методов, а также преимуществ и недостатков использования коммуникативных и традиционных методов в обучении английскому языку.

**Ключевые слова:** коммуникативный подход, комплексный подход, традиционный подход, обучение грамматике.

**Abstract.** This article presents a brief historical overview of two pedagogical methods and advantages and disadvantages of using communicative and traditional methods in teaching English.

**Key words:** communicative approach, integrated approach, traditional approach, grammar teaching

Throughout the history, language educators have adopted various teaching methods and approaches such as grammatical method, audio-lingual method, direct method and many others. However, the traditional method of language teaching (sometimes called the grammar-translation method) and the communicative approach have been used most widely for a long time. Since learning a second or foreign language is different from learning a first or native language, educators and linguists are constantly looking for new methods and approaches that will lead to more successful learning outcomes. The main goal is to meet the needs of students and provide them with comprehensive assistance in learning a second or foreign language. In order to improve the quality of language teaching, the American linguist Edward Anthony defines three important concepts - approach, method and technique, the relationship of which is hierarchical. Approach, method and technique are the most used terms in any curriculum of an educational institution. Anthony defines each term as follows: An approach is a set of correlative assumptions that deal with the nature of the language of teaching and learning, describing the nature of the discipline being taught. A method is a general outline of systematically presented linguistic material in which all parts are consistent and based on specific approaches. One approach includes several methods. Admission is exactly what takes place during the conduct of language classes, namely specific techniques, strategies or plans to achieve the set goals. Besides E. Anthony, M. Selse-Murcia and Nigel P. Brown suggested that among the three concepts mentioned above, the method is the most fundamental in the process of teaching English as a second or as a foreign language and is a series of "arranged in a systematic presentations "used by teachers in conducting classes in order to motivate them to further learn the language.

There are various methods of teaching languages such as teacher-oriented, memorization, memorization of rules and vocabulary, passive learners - all this is a description of the traditional approach to teaching a foreign language, which focuses on the rules and structure of the target language. One of the unique features of the traditional approach is the teacher's explanation of grammatical phenomena, so to speak, "in person." This approach assumes that students adapt to the lesson plan and the material taught in accordance with the requirements of the lesson. On the other hand, the traditional approach has disadvantages. Being teacher oriented, it leaves little room for student creativity. During the learning process, students are passively involved. The educator carefully explains a certain grammatical phenomenon and really does not leave students a chance to think. It should be said that both types of interaction, such as teacher-student and student-student, are minimal and this fact leads to the fact that the classes are boring and uninteresting. According to Larsen Freeman and Anderson, the main characteristics of the traditional method of teaching a language are translation from a foreign language into the mother tongue, deductive learning of grammar, memorization of foreign words, teacher-oriented lesson, little teacher-student and student-student interaction, paying attention to vocabulary and grammar, rather than semantic content, immediate elimination of errors. Due to the existing shortcomings in the traditional approach to teaching languages, the communicative method was presented. Linguists have tried to create an approach that would help students use language for the purpose of communication, since using the traditional method does not achieve this goal. Consequently, the concept of isolated learning has been supplanted by the concept of learning in context and has become more socially successful. In contrast to the traditional approach to language teaching, the terms that better describe the communicative approach are student-centered, active listener, group work, and context. During the communicative teaching process, the teacher is considered more of a mediator. Students work on assignments in small groups. Thanks to this, students have the opportunity to interact more and use language for communication. In addition, the communicative approach prepares students for the use of the target language in real life situations. However, less time is devoted to the form and structure of the language. Teachers focus more on meaning and shy away from correcting mistakes.

According to Larsen-Freeman, Anderson and Wei, the main characteristics of the communicative approach of language teaching are the communicative goal (focus) of almost all types of activity, the use communicative activities (games, role-playing games), communication as a goal, the use



of authentic materials, group work, interaction students, target language used for explanation and teaching, patience with erroneous structures, teacher as coordinator, fluency over precision. Using a communicative approach, teaching English as a second language is believed to have become a more “practical and useful tool for communication, interaction, discovery and creativity” and has 5 main goals:

- Teaching communicative competence.
- Using the language for various purposes and functions.
- Change and modification of the language in formal and informal communication.
- Reproduction and understanding of a wide range of texts such as interviews, lectures and narration.
- Using various communication strategies to maintain communication.

It is worth highlighting that finding a methodology that is right for your students is important in the learning process, especially when teaching English as a foreign language. In fact, in order to improve the quality of teaching and obtain better results, it is recommended to implement an integrated approach that combines traditional and communicative approaches in the process of teaching English as a second / foreign language.

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## АСПЕКТЫ ДИСТАНЦИОННОГО ОБУЧЕНИЯ В СОВРЕМЕННЫХ УСЛОВИЯХ

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**Аннотация.** В статье рассматриваются особенности проведения занятий в дистанционном формате в связи с ситуацией самоизоляции, вызванной распространением коронавирусной инфекции в мире. Переход на данный формат обучения явился оптимальной формой эффективного взаимодействия со студентами, позволяющей сохранить темп освоения программного материала, избежать возможного прерывания учебной деятельности в целом. В статье отмечены проблемы осуществления обучения в дистанционном формате, вызванные ситуацией экстремального перехода на данный вид взаимодействия, и пути их решения. Сложности перехода затронули в той или иной степени подготовленность учебно-методической базы университета к реализации данной деятельности, а также трудности психолого-педагогического характера. Использование электронной документарной базы университета, банков тестовых заданий, созданных в автоматизированной системе, способствует успешной организации учебного процесса. В статье отмечается важность самостоятельной работы и самоконтроля студента в условиях работы в дистанционном формате. В связи с отсутствием очного взаимодействия со студента-