

Nominative – Communicative Research on Teaching Word-Formation



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Abstract— *This article studies the communicative approach which has been holding a leading position in the field of theory and methodology of foreign language teaching for several years. Why is the communicative approach so popular? The communicative approach of foreign language teaching focuses on the subject-to-subject scheme of communication, that is, the student acts as an active, creative subject of educational activities controlled by the teacher; it promotes the development of students' creativity and their ability to creative search.*

Keywords: *communicative competence, approach, authentic, collaboration, vocabulary teaching, effective tool, technology engaged.*

I. INTRODUCTION

As you know, the purpose of teaching a foreign language is practical knowledge of the language, mastery of the language system and the acquisition of language skills. However, experience shows that often, after graduation, even the best students do not possess spontaneous speech skills, their poor vocabulary and uniformity in the design of grammatical structures are felt. Specially conducted studies have shown that more than 90% of language lessons are mainly aimed at teaching the language system, and not at mastering it. The main subject and object of training in the traditional methodology is the teacher. He directs the types of speech activity, gives comments and organizes the learning process as a whole. At the same time, teaching methods and techniques are not aimed at the formation and development of speech and student skills.

The traditional method of learning English is also called grammar-translation. It consists of a systematic study of

grammatical material, phonetics, and forms translation and reading skills. Students compose dialogues, memorize them, learn words on topics, retell texts, and perform written grammar exercises. The main features of this approach are the memorization of material and thoroughness. A feature of the traditional methodology is that in the process of work, students must master in a given volume all types of speech

activity. Currently, the so-called communicative methodology of language acquisition is widely used. The communicative approach in language learning (communicative approach) is not at all a new technique: it appeared abroad in about the 60s of the last century, and our country arrived in about the mid-90s. Then all students of English began to complain that "everyone understands, but cannot speak.[1]" Advocates of a communicative approach entered the path of combating this discrepancy. Significantly transformed since then, communicative architecture and received widespread worldwide.

II. RESEARCH METHODOLOGY

Initially, she assumed group lessons with a native speaker. From the first lesson, training was conducted in English. Later, the approach underwent some changes, and now it is used both in the group and in individual lessons. A lot has been said and written about its effectiveness. The results are achieved by minimizing the use of the learner's native language during classes. With this approach, it is very important to teach a person to think in a foreign language so that he perceives foreign speech without any association with his native language. With this teaching method, the study of theoretical moments is minimized or absent, and the main attention is paid to live communication, i.e. conversational speech. It is often a misconception that when using a communicative approach, unforgivably little time is devoted to the study of grammar. In fact, in the learning process, a lot of attention and enough time is devoted to vocabulary and grammar, however, their mastery is not the main goal of learning a foreign language. Speaking about educational materials used in communicative teaching of a foreign language, one should note their almost unlimited variety. Training materials play a paramount role in stimulating the communicative use of language. Three main types of teaching materials are traditionally distinguished: text-based, communicative-based, realities [2].

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The communicative method of teaching English is more focused on practical needs: grammar is present in a limited form as needed, vocabulary as needed for practical tasks, practice in the form of life situations. Discussion of real life situations attracts students, causes a keen interest and desire to share their ideas. The main place in communicative teaching of a foreign language is occupied by game situations, working with a partner, tasks for finding errors that not only allow you to increase the lexical stock, but also learn to think analytically. Many proponents of a communicative approach support the use of authentic materials in the classroom. These can be various linguistic realities, such as magazines, advertisements and newspapers or visual sources around which communication can be built (maps, charts, tables, etc.). The main task of the communicative technique is to help the student get rid of the notorious language barrier. About 70% of the lesson on the communicative methodology is devoted to conversational practice on various topics [3]. Nevertheless, it would be a mistake to consider that the communicative approach is exclusively speaking in English. The communicative approach is designed to develop oral and written speech, vocabulary, grammar, listening and reading skills.

III. ANALYTICAL RESULTS & DISCUSSIONS

The teacher goes through three stages of training with the student: engagement (engagement), study (study) and activation (activation - use). At the engagement stage, the teacher involves the student in the learning process: initiates a fascinating discussion, suggests discussing a picture, problem, film, etc. At the stage of studying, the student is explained the grammatical topic and the use of new words and expressions, that is, they are working on expanding the vocabulary and mastering the grammar. At the stage of activation of knowledge, the student performs various exercises to consolidate the new grammar and words. This may be a continuation of the discussion of the topic being studied, but already with the use of the knowledge gained. Like any other way of learning a language, the communicative approach has transformed over time, but its fundamental principles have not changed. These include the following:

1. The student begins to speak English from the first lesson. Even those who learn the language from scratch, in the first lesson master a couple of dozens of phrases. This allows you to quickly get used to the sound of speech, prevents the appearance of a language barrier or eliminates it.

2. Learning a language using this technique, you do not need to choose: speak fluently or speak correctly. The task is to make speech fluent and competent at the same time [4].

In training, modern authentic manuals are used. Carefully developed English texts contain fascinating practical material that can be used in life and in professional activities. The ability to speak correctly is the main skill that the communicative methodology is working on improving. Students are taught not only to speak on different topics, but also to monitor the correctness of speech. It is no secret that the language barrier often develops because a person is afraid to make a mistake in a conversation. And the communicative approach successfully fights this fear: the development of the Communicative approach helps to remove both the linguistic

and psycho-70% of the lesson time. A speaking barrier is dedicated to a logical barrier: students lose their fear of speaking English. The more and more often a student speaks English, the faster he learns to formulate his thoughts. And in the classroom using a communicative technique, students talk most of the lesson. The teacher constructs the dialogue in such a way that students are interested in answering questions and they can use the knowledge gained to the maximum. The communicative method teaches coherent speech, various colloquial phrases and clichés, which later allow you to speak fluently [5].

Students learn not only to hear, but also to understand English. In the classroom, students listen and make out small audio and video materials with the teacher. Typically, such material is used as the basis for discussion. The communicative method of teaching English is aimed at developing the ability to speak spontaneously on various topics. In the classroom, only the language studied is used mainly. The teacher sometimes explains the complex nuances in Russian, but 90% of the lesson is conducted in English. This technique allows you not only to "readjust" to the use of the English language, but also to stop mentally translating Russian phrases into English and vice versa. Grammar and vocabulary are studied for communication, and not "for a show". The communicative technique assumes a very correct and simple principle of studying grammatical constructions: no one crams a theory [6]. The teacher explains this or that rule and, together with the students, begins to practice it, bringing the skill of its use to automatism. The same thing happens with new words: no cramming, only multiple practical applications.

Recently it has become fashionable to talk about how children learn their native language in order to try to copy this process when learning a foreign language. Remember how the children learn the language: they first speak, and already in the process of communication, adults explain to them how to speak correctly. So, if one of us is asked how a child learns pronunciation, the phonetics of his language, then most of us will say: imitating parents. Children, unlike us, talk, even having a poor vocabulary and having no idea about grammar, are not afraid to make mistakes and do not judge themselves for their mistakes. The absence of complexes helps children immerse themselves in a foreign language without unnecessary baggage. The communicative approach is applied in approximately the same way: students discuss an interesting topic and learn to apply a new construction or vocabulary in the process of conversation. For example, the teacher explains the second type of conditional sentences and suggests talking about dreams: If I won much money, I would buy a Ferrari (If I won a lot of money, I would buy a Ferrari). After 5-10 sentences, students easily remember this design and understand the principles of its use. That is, grammar and vocabulary are not actually the main object of study, but are used as supporting material and learn automatically [7]. Life does not stand still, and the communicative methodology continues to develop. So, they began to use it in an individual form of training and in online lessons. Moreover, the communicative approach in the English class on Skype has its own distinctive features.

1. Individual approach. An individual approach means that the teacher adapts the curriculum to a particular student. After all, people differ from each other both in their natural properties (abilities), and in the ability to carry out educational and speech activities, and in their characteristics as a person: personal experience, context of activity, a set of certain feelings and emotions, interests, status (position) in the team. In English classes on Skype on communicative methods, all the teacher's attention is concentrated on only one student. This allows you to detect gaps in knowledge and quickly eliminate them. Thus, the student will not be too easy or too pleasant in the classroom, he will have an incentive to develop, and at the same time he will thoroughly understand all the topics studied.

2. The choice of the volume and type of homework for students. It is worth noting that you can't completely give up homework, since homework is the best way to fix material in memory and check the task how well it is learned. Communicative homework is boring, it can be online tests and cross-walks are never Word, songs and various resources in English to test knowledge.

3. The use of grammar and vocabulary as auxiliary material and the study of them automatically. As in ordinary classroom classes, in online classes, students do not learn dry wording of the rules. They learn the natural use of grammatical constructions and really useful words and expressions in practice.

4. Maximum practice in the lesson. For most of the lesson, students practice speaking. A few minutes are given to reading an interesting text, which subsequently becomes the topic of discussion. Tasks for improving writing and listening skills are most often given at home. So, you can listen to the text or write a letter without rushing, in a relaxed atmosphere. If something is not clear, the teacher will definitely come to the rescue and explain everything in the lesson. This approach allows you to save time and work out the development of colloquial speech, because this skill, as a rule, is mastered most difficult. Thanks to this, the problem described at the beginning of the article is solved: "I understand everything, but I can't speak."

The communicative methodology, despite the lack of "novelty" and "innovative approach", has many advantages. Today, this is undoubtedly the most effective way to learn English. Thus, we can say with confidence: the communicative method of teaching English is suitable for absolutely everyone, and especially those who did not have a very pleasant experience in learning the language from ancient textbooks will appreciate it. The communicative technique is focused specifically on the possibility of communication. Of the four "whales" on which any language training is held (reading, writing, speaking and listening comprehension), two attention is paid to just two of them. The communicative method is designed primarily to remove fear of communication [8]. Communicativeness is manifested in the functionality of training. Functionality assumes that both words and grammatical forms are assimilated immediately in the activity, on the basis of its implementation. Based on the foregoing, we can conclude that communicativeness is necessary in the learning process, since it serves to ensure that communication takes place in adequate conditions, such as taking into account the

individuality of each student, the speech orientation of the learning process, the learning functionality, the situation of communication, constant novelty learning process.

Teaching the foundations of language creation, the word formation techniques in particular, provides, from my point of view, the ample opportunities for motivation of the students to foreign languages' studies. With this approach in mind, we can look at the journalism, or, more precisely, at the language of the popular English women's magazines as one of the most intensively developing areas of nominative processes, which is explained to a considerable degree by the influence of the colloquial style on the publicists' language.

CONCLUSION

Many language teachers think that although the vocabulary teaching has been not given considerable attention as other language issues, for instance, grammar in the past, its importance seems to be increasing in the present practice of language teaching, as vocabulary knowledge is necessary in order to read, write, speak and listen. Moreover, the role of teaching vocabulary is crucial in the context of teaching English as a foreign language as students do not have a chance to be exposed to the real target language vocabulary development outside the classroom. Learning English through learning word derivational processes can be an exciting and stimulating venture. Planning such a lesson, establishing the goals and tasks of the lesson is to be preceded by the revision of the ways of word formation. Learning the rules of coining words in any language is extremely favorable in the process of enhancing the language intuition of the students and is without doubt very significant, profitable and omnipresent stage of the teaching practice.

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