

## **THE EFFECT OF COMMUNICATIVE TEACHING ON STUDENTS IN ENGLISH LANGUAGE TEACHING**

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### **Annotation:**

This article describes in detail the impact of communicative teaching on students in English language teaching, innovative processes in the field of English language teaching, communicative competence, one of the main tasks specified in the educational system program.

**Keywords:** english language, communicative teaching, communicative competence, intercultural competence.

### **Introduction:**

The current state of English language teaching theory once again requires communicative learning in the further formation of knowledge. On the eve of the new century, the socio-cultural environment of learning English in Uzbekistan has changed significantly. The desire of the student to learn the language of another nation is to understand that good relations between peoples have been established, that whoever lives where and what language he speaks, is a representative of the people on earth.

### **Literature Analysis and Methodology:**

English language teaching is activity-based, so communication is carried out through speech activity and serves to solve problems in the context of social interaction of communication with people. Their educational and self-educational function in general secondary education and universities, as well as their professional importance in the labor market as a whole, has increased significantly, which has led to an increase in motivation to learn languages of international communication.

It is the teacher who supports the student's desire to learn the language culture and communicate in English. In order to teach a language, in addition to the knowledge of the target audience, the conditions and environment necessary for teaching that language are needed. A good teacher teaches, a good teacher helps to learn, and a great teacher leads by example. Fundamental socio-economic changes affecting all spheres of social life are taking place in modern Uzbekistan. Changes in the state system and the formation of market economy relations determine changes in the field of training and education of the young generation. In the theory and practice of teaching foreign languages, the modernization of the educational process based on the principles that meet the new requirements of the development of society is being carried out rapidly.



### **Results:**

Innovative processes in the field of teaching English are aimed at a specialist who can constantly improve his educational qualifications. The ability to find and expand professional information, to maintain professional competence and competence in foreign language speech activities at an appropriate level, and to constantly improve the educational process is necessary for a foreign language teacher.

An English teacher is always out of the natural English environment. He is deprived of the possibility of regular training abroad. One of the main tasks specified in the educational system program is the acquisition of communicative competence, because learning foreign languages in primary education means learning to communicate in English in that school. This implies a communication-based approach and step-by-step development of communicative competence and its components.

### **Discussion:**

First, we will try to define the term "competence" through the analysis of several linguists, then we will dwell on the definition of "competence" given by French linguist Sophie Moirand and the importance of communicative competence for foreign language didactics. The concept of communicative competence has become the most basic concept for teaching and learning French as a foreign language. The main goal of teaching is to encourage the student to communicate in English. However, as we noted above, this concept of ethnography of communication in English language didactics has not been clarified and therefore does not know a single general definition and presentation.

### **Conclusion:**

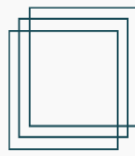
In conclusion, it should be said that in the process of education, students should develop communicative and linguistic skills that allow them to act and succeed in their environment personally and socially, and to form the foundations and foundations of citizenship. In this way, competency-based approaches and learning system projects are essential, indispensable, and essential tools for progress in the implementation of a multilingual and intercultural education model that helps each student develop communicative and intercultural competence, empowers them to acquire new knowledge, and communicate effectively with speakers of other languages in a variety of environments.

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