

Research Article

Communicative Approach in Learning English

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Abstract

The ongoing reforms in the education system of Uzbekistan have created new opportunities and demands for effective foreign language instruction, particularly in higher education institutions outside philological specializations. In this context, learning English is no longer limited to academic purposes but has become a practical tool for professional growth, international cooperation, and participation in global discourse. This article reflects on the role of the communicative approach as a flexible and learner-centered framework for teaching English, with a particular focus on grammar acquisition. Rather than treating grammar as an isolated component, the communicative approach integrates it into meaningful interaction, allowing learners to use language naturally and purposefully. Emphasis is placed on classroom practices that encourage student engagement, real-life communication, and collaborative learning. Through interactive tasks, problem-solving activities, and contextualized language use, students are able to develop both accuracy and fluency. The article argues that communicative grammar instruction not only improves linguistic competence but also increases learners' confidence and motivation. As a result, this approach can be considered an effective response to modern educational needs in non-philological higher education settings.

Keywords

Communicative Approach, Teaching Process, Communication Purposes, Linguistics, Psychology and Pedagogy, Methodological Approaches, Behavioral Approach, Lexical Approach

1. Introduction

Methodological Approaches to Teaching a Foreign Language.

The history of foreign language teaching methodology, the emergence and development of new teaching methods are always closely related to new directions in linguistics, psychology, and pedagogy. The data from these sciences can fundamentally change the approach to teaching, the development of new methods, and lead to the emergence of new teaching systems and models.

2. Methodology

Didactic Technologies. Uzbekistan is undergoing a stage of changing English language teaching methods. Previously, in teaching a foreign language, priority was given to grammar, rote memorization of vocabulary, reading, and literary translation. Language learning was carried out through a lengthy and systematic process. Tasks were offered very monotonously: reading a text, translating, memorizing new words, repeating, and exercises from the text. When priority was given to reading and so-called "topics", only one function of the language – the informational function – was realized. It is

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Received: 17 June 2025; **Accepted:** 31 July 2025; **Published:** 19 January 2026



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not surprising that few people were fluent in the language at that time. Only goal-oriented and hardworking students were able to master English at a high level.

3. Results

The problems faced by methodologists in Uzbekistan and abroad turned out to be largely similar. The most important problem of teaching was the connection between the content and formal aspects of the language. If the structural organization of the language comes first, and the vocabulary is assigned a service function, then the assimilation of the content side of speech in the educational process is weakened. At the same time, a predominantly content-based, lexical approach often leads to gross grammatical and communicatively important errors, which also hinder effective communication in a foreign language. The solution to this problem is to connect both.

4. Discussion

The importance of the communicative approach in the process of teaching English in Uzbekistan is increasing, as this approach helps prepare students for real-life situations. The Decree of the President of the Republic of Uzbekistan dated October 10, 2017, "On Measures to Develop the Education System in Uzbekistan [1]," is aimed at improving the quality of education and introducing modern pedagogical technologies. Based on this decision, new methodologies are being developed to encourage students to study the language practically, using the communicative approach in the teaching process.

The technical (lexical) and formal (grammatical) aspects of the language [2] in the educational process, the humanistic direction in psychology and didactics, focused on the interests of the individual, his needs and capabilities, as well as didactic methods corresponding to his individual characteristics, led to the development of such an approach to teaching [3]. Different views on the above problems contributed to the emergence of different approaches to teaching foreign languages. Consider the approach based on behaviorist psychology. The founder of this approach is B. Skinner, who developed a system of principles of human behavior in strictly defined conditions. According to this approach, the learning process is primarily influenced by the world that surrounds a person. Behaviorism describes learning as an operational conditioning process (various options of human behavior), in which a person responds to a stimulus with certain behaviors. In this case, the teacher's positive attitude encourages students to independently perform a certain set of actions, and a negative reaction helps them to reject them.

The behavioral approach provides a detailed program for learning and teaching a foreign language. In it, the material is evaluated according to the degree of complexity and studied

in small parts. The learning process is built taking into account the individual characteristics of students. However, it does not take into account the principle of consciousness, and learning is based on imitation and mechanical performance of actions. The learning process is characterized by actions based on reflexes. The goal-oriented and motivational nature of human activity is not taken into account [4]. The process of mastering a foreign language should be active, conscious, and creative. The criterion for mastering a language should not be linguistic correctness, but the effectiveness of performing a specific communicative task. Thus, in the educational setting, the process of mastering a foreign language should be focused on the student's personality, their real needs and motives, socio-cultural and individual characteristics. The logic of personal development, their creative and cognitive abilities are applied. This approach encourages students to show their activity, joy, and pleasure in communicating with each other. Based on this approach, students develop an understanding of mastering the language, being able to use it as a means of social interaction in real communication situations. The goal of this approach is to enable students to use various strategies for indirect and face-to-face communication. At the same time, a conceptual learning system is developed, and a linguistic picture of the world, possessed by a native speaker of the target language, is formed [5].

The above-mentioned requirements for the foreign language teaching process are implemented within the framework of the communicative approach, which emerged in the 1970s, when the goal of foreign language teaching became mastering it as a means of social communication.

The lexical approach reflects the content side of language. Within this approach, vocabulary is studied with all its diversity. Special attention is paid to the development of word usage skills.

M. Lewis emphasizes that the principle of appropriacy is fundamental in constructing lexical-type programs. Phrases and examples of their use in speech ensure maximum use of authentic samples. The model is used in the form of "observation - hypothesis - experiment". At the same time, not enough attention is paid to grammar, which disrupts the communication process [6].

According to this approach, in the learning process, listening takes a leading place, that is, the receptive type of speech activity. The formation of receptive skills should precede the formation of effective oral skills. Learning to speak begins after skills in understanding text by ear have been formed. Training is based on transferring listening skills to other types of speech activity. In this case, the main focus is not on the form of the linguistic phenomenon being studied, but on its meaning [7].

Various approaches to describing the mechanisms of foreign language acquisition can be summarized in "global hypotheses":

- 1) "Contrastive Hypothesis" (based on the data of a carefully conducted analysis of the linguistic system of two

languages to identify similarities and differences; from the point of view of behavioristic theory, considers human speech activity as "input - output" behavior; the learning system as positive reinforcement of the correct answer and multiple repetitions of speech patterns until fully automated, using a specially organized system of exercises; establishes a clear development of linguistic phenomena to eliminate errors;

- 2) "Identity Hypothesis" (universality of the cognitive laws of language acquisition, the existence of latent structures of language acquisition in the psyche [8]; considers the process of language acquisition as active, creative, cognitive; the acquisition of a foreign language is similar to the natural process of acquiring the mother tongue; does not recognize special methods of stage-by-stage presentation, artificial and specially organized material; relies on simple language material and simple communication situations);
- 3) "Interlanguage Hypothesis" (expresses the process of language acquisition as a cognitive process, during which learners form their own independent language system, which has the main features of the mother tongue and the language being studied - the "mixed code", as well as specific features; determines the need for targeted management of the process of foreign language learning by students, the need for them to understand their strategy of mastering and communicating in a foreign language; considers the content of education and its organization as stimulating factors of free and creative expression of speech activity; considers educational situations as factors of speech experience; takes into account person-centered learning technology, including error correction technology) [9].

Analysis of these hypotheses shows that the main differences between them are related to the problem of the relationship between the native and foreign languages.

From the point of view of language education, the most acceptable is the interlanguage hypothesis, which expresses the process of acquiring a foreign language as cognitive. Students develop their own strategies for mastering and communicating in the target language, expanding their communicative abilities in various communication situations. Thus, the interlanguage hypothesis considers language as a means of human communication, a multi-dimensional, integral part of social interaction [10].

The global approach or Gestalt style is based on the position of Gestalt psychology, according to which human behavior consists of indivisible units - "gestalts". According to this approach, language learning should be entirely developed from top to bottom, based on the material of undivided blocks; from the general perception of the material to the subsequent selection and knowledge of its parts. At the same time, preference is given to group and pair work, and communication.

The global approach involves the use of analytical curricula focused on communicative intentions. Topics, situations, and

communication tasks serve as linguistic material. In the educational process, the language material is presented to students in the form of single blocks. It reveals language patterns and uniform structures in the material at the system level [11].

The instrumental approach considers the language and speech phenomena being studied as static units, frozen patterns, which must be manipulated in the learning process to create and understand them. Within this approach, a certain learning period for the student ends with the creation of some types of speech product - a monologic statement, a dialogue, writing, etc. The teacher's activity is aimed at achieving this goal.

On the basis of this approach, synthetic-type curricula are being developed, focused on training and based on the structure of the language and its systematic analysis. In accordance with this approach, texts and linguistic material are selected, analyzed, divided into speech patterns or other units. They are evaluated according to the level of difficulty, and then introduced and taught according to the rule, often without linking to other language phenomena. Thus, the task of the student is to learn practically independently to connect, synthesize, separate parts in the process of creating oral or written speech, after studying the studied grammatical phenomena [12].

The deductive approach involves explaining the rule and teaching it in practice, i.e., a path from the general to the particular, from the form to its implementation. The inductive approach involves a path from the particular to the general, from the use of a lexical or grammatical phenomenon to understanding its form.

The deductive approach forms the basis of the grammar-translation method, in which the student first learns the rule, and then performs exercises. The deductive approach is time-saving and helps to become aware of the structure and forms of linguistic phenomena. But memorizing rules can be an end in itself, which makes it difficult to develop the ability to communicate.

The inductive approach lies at the heart of the audio-lingual method, when learners use a language unit through imitation, mechanical repetition, when they work according to a model, but the rule is not verbally formulated. A skill is formed through mechanical repetition and memorization of "correct behavior". Students become familiar with a grammatical phenomenon and its use in speech, which helps with communication, but hinders self-control [13].

The structural approach focuses on the grammatical aspect of the language. It is based on the rules of structural linguistics and the behavioristic direction in psychology. According to this approach, learning involves mastering a number of grammatical structures that are introduced as speech patterns. Automation of speech patterns is carried out in exercises of substitution, imitation, filling in the gaps, etc., under the guidance of the teacher [14]. Automating speech skills is often associated with memorizing the speech image. Learning in accordance with the principles of the structural approach makes it difficult to consciously select means of expression, does not contribute to the free design of speech.

According to the communicative approach, it is necessary to take into account the specific features of real communication in language teaching, and the learning process should be based on a model of real communication, since knowledge of the grammatical and lexical systems of the language are not enough for its effective use. The communicative approach involves mastering various speech functions, that is, forming skills to express a specific communicative intention [15]. All types of speech activity (listening, speaking, reading, writing) are closely interconnected, so in natural communication situations, future specialists should listen to reports, television and radio broadcasts in a foreign language, participate in conversations, negotiations, speeches, and discussions, read periodicals and literature on their specialty, conduct correspondence, etc. Therefore, the educational process should provide the necessary level of professional-oriented communication in a foreign language [16].

Unlike other approaches based on repetition and memorization, the communicative approach includes open-ended tasks: the learners themselves do not know what their activities will lead to in the lesson, where everything will depend on reactions and responses.

The communicative approach allows for the use of game situations, working with a partner, performing tasks to find errors, compare and contrast. The set of techniques used within the communicative approach helps to create an English-speaking environment in which students have to read, communicate, participate in role-playing games, express their opinions, draw conclusions, because foreign language lessons in higher education institutions should be aimed at developing the student's overall worldview. Language is closely connected with the cultural characteristics of the country, so curricula must necessarily include a regional aspect. It is necessary to teach a person to navigate in a multicultural world, and it is easier to do this with the help of English, as the lingua franca of the 21st century, as a powerful unifying factor [17].

Categorical boundaries are fluid. Categories include atypical elements if they are interpreted in the appropriate context (e.g., figurative use of words, use of a subject in an agent function). This possibility is related to the interaction of lexical and grammatical factors. Lexical factors express latent, categorically, while grammatical factors express syntactic and morphological categorically [18].

The psychology of learning is based on the fact that people, who learn something, including a foreign language, use at least two strategies: analytical and holistic. In the analytical strategy, learners formulate and test hypotheses: consciously or unconsciously, they identify paradigms and derive rules from examples. Students with a holistic strategy learn the material without analyzing it at all or minimizing the analysis. These two types of learners can be considered "rule learners" and "data gatherers". The use of one or another strategy depends on the age of the students and the task assigned to them. Thus, children prefer a holistic strategy to an analytical strategy, and even adults who use the analytical strategy more

easily often accept a new learning situation as a whole and only later switch to the analytical style.

It is known that some students prefer a grammatical construction, while others receive the material better by ear (i.e., after listening to the same sentences over and over again). The communicative approach to teaching grammar allows to eliminate these contradictions, allowing students to simultaneously use different channels of receiving information (visual, auditory) and many other opportunities.

It is associated not only with the general reality, but also with the realization of the personal factors and individual psychological characteristics of each person in the cognitive process of the method of mastering separate problems, including a foreign language. A. A. Leontiev notes that in the psychological sense, communication activity has an effective and cognitive activity with the same fundamental organization, although it has its own specific purpose: it is effective. In this sense, it is possible to talk about how well the achieved result corresponds to the intended purpose [19]. T. M. Dridze emphasizes: "Purposeful speech thinking activity, like all vital activities of the human body, implies the motivation that constitutes it. The nature and structure of motivation is similar to the structure of any other area of human mental activity, i.e., the nature of the objective situation and the subjective representation of this situation in each specific case. The conscious motive of the activity is related to the goal of the activity, and is carried out by setting itself up as a self-governing, regulating, selectively initiating activity" [20].

In an English lesson, it is important to take into account the motives for learning a foreign language. Different motives dominate in different categories of students. For students, they are mainly related to future professional activities. Taking into account the motives for creating a comfortable environment in the audience, it is important to remember the four components of motivation:

- 1) interest in a science or process based on personal experience, the student's accumulated knowledge;
- 2) compliance with students' personal achievements, abilities and expectations regarding belonging to a social group;
- 3) the probability of success or failure;
- 4) satisfaction with the results in accordance with internal or external stimuli in the interns.

Based on the above rules, it is possible to formulate the following most important principles of the communicative approach:

Language is a universal means of communication, and teaching a foreign language implies knowing the system of language units in their "working state" (according to A. A. Leontiev), i.e., using linguistic units in specific life situations [21]. Linguistic means acquire their meaning and content in situations requiring verbal communication. Speech mechanisms necessary for speech are formed in speech situations. This is the basis of the communicative approach to foreign language teaching. Halliday identifies three macro-functions of language, which combine the original discrete functions of

language in the process of linguistic development of the individual. Each speech act, according to Halliday, performs several functions simultaneously. The three macro-functions in Halliday's system - interpersonal and textual interaction, interaction "expression of experience", includes assessment and affective aspects. The interpersonal function includes indexing and regulating, which expresses the speaker's role in the speech situation, his personal commitment, and interaction with others. It is this function that helps to establish and maintain social relations, through which social groups are limited and the individual has the opportunity to interact and develop his personality. The textual function is related to the structure of speech acts, i.e., the selection of grammatical and situationally appropriate sentences. It is not surprising that Halliday chose functional (communicative) grammar and called it grammar.

The unity of all aspects of language and its relationship to speech is the concept of category as the main form and organizational principle of thinking and cognitive processes. The basis of the category concept is the ability to typify phenomena. Language categories reflect both linguistic and non-linguistic information in the most generalized form, create a conceptual basis for understanding and speaking in a particular language, and include linguistic concepts of a general (subject, sign, action, etc.) and particular character (number, time, state, syntactic function, etc.). In the language, these categories are given certain grammatical forms of expression. Therefore, to convey any idea, it is necessary to correlate its content with the appropriate category and, therefore, choose the necessary means of expression. Thus, in English, there are various means of expressing negative meanings (categories of negation), which are grammatical (not with the verb, predictable), lexico-grammatical (pronouns, no one, nobody, nothing, adverbs no, never, nowhere), lexically (affixes un-, in- with variants formed as a result of assimilation, dis-, non-, -less, some verbs - fail, lack, want, etc.), constructive-syntactic, i.e., with the help of a number of stable speech turns, as well as using other certain linguistic means, using appropriate intonation [22].

From the point of view of the communicative approach, the structure of psychic categories is based on the facts of the actual use of the language. Categories are formed within the categorical space at the intersection of a certain number of the most typical features, and the coincidence of features is not always absolute.

Teaching Grammar by Communicative Approach

From the 1970s onwards, linguistics took a turn towards studying the social and functional aspects of language. Thus, the analysis of the mechanisms for using language to achieve the numerous goals that arise in the process of social interaction became the focus of linguists' interest. Specific cases of language use were considered, taking into account the many factors that give individuality to statements in communication situations.

This led to the prominence of a phenomenon such as communicative competence. According to J. Richards and T.

Rodgers, the communicative approach to foreign language teaching emerged as a reaction to the existing teaching model based on artificially created learning situations. The first critic of this model was N. Chomsky [23]. He was the first to use the term "competence" in linguistics. Gradually, the term "communicative competence" appeared in foreign, and then in domestic methodology. It was first used by D. Hymes. Thus, linguists began to call the ability to communicate through language. Hymes emphasized that it is necessary not only to know the grammar of the language, but also to understand what, to whom, and in what circumstances to say it. Researchers such as D. Brown, J. I. Bachman, M. Canale and M. Swain, S. Savignon, R. Scarcella, and R. Oxford worked on the problems of forming and developing communicative competence. In domestic methodology science, communicative competence is also widely covered in the works of Gez, M. N. Vyatutnev, A. A. Mirolyubova, B. J. I. Skalkina, I. L. Beam, O. I. Smirnova, and others.

The unification of European countries led to the need to teach the most widespread languages in this part of the world, which contributed to the development of special requirements and a control system in the Council of Europe that would meet the needs of communicatively oriented teaching. This led to the actualization of the communicative approach in linguistics.

The communicative approach sets the goal of teaching language acquisition as a means of communication, i.e., transmitting and communicating information of a cognitive and affective-evaluative nature, exchanging knowledge, skills, and abilities in the process of verbal interaction between two or more people. Thus, the goal of foreign language teaching is the formation of communicative competence.

Communication is "a complex multifaceted process of establishing and developing contacts between people, which is generated by the need for joint activity and includes information exchange, interaction, the development of a single strategy for perceiving and understanding another person" (Zimnyaya, 1999. p. 324). Communication, as one of the types of activity, is characterized by purposefulness (the presence of a clear goal and a specific motive), efficiency (the correspondence of the result with the intended goal), normativeness (the presence of mandatory social control during the course and results of the act of communication), representativeness (the speaker's subjective representation) and polyinformativity (the multifaceted nature of speech communication) [24].

Based on social orientation, A. A. Leontiev distinguishes three types of communication:

- 1) socially oriented or mass communication (speaking at conferences, making presentations, etc.),
- 2) group-oriented communication (participating in negotiations and disputes),
- 3) person-oriented or individual communication (usually carried out by two partners and has a personal character).

When selecting material for the formation of communicative grammatical skills, it is necessary to take into account all three types of communication that are characteristic of the

professional activities of specialists.

5. Conclusion

As conclusion, the technologies, methods, and practices of teaching English grammar based on the communicative approach. The communicative approach aims to ensure active communication among students in the language learning process, which helps to develop their language skills. In modern methodology, great attention is paid to the problem of teaching a foreign language for communication purposes. The results have shown that the process of teaching a foreign language does not meet the modern requirements for the formation of communicative competence in students, where the effectiveness of implementing the assigned communicative task should be the criterion for mastering the language. To eliminate these shortcomings, it seemed necessary to study the theoretical foundations of the communicative approach to teaching a foreign (English) language grammar.

An analysis of scientific and methodological literature describing various didactic approaches to teaching a foreign language, as well as fundamental sources containing theoretical and practical information, showed that issues related to the communicative approach to teaching a foreign language in general and grammar in particular, where the communicative approach aimed at teaching language acquisition as a means of communication is the most suitable when working with students in non-philological faculty.

Abbreviations

CEFR	Common European Framework of Reference for Languages
CLT	Communicative Language Teaching
EFL	English as a Foreign Language
HEI	Higher Education Institution
L1	First Language (Native Language)
L2	Second Language / Foreign Language

Author Contributions

Khaydarova Sarvinoz Zukhriddinovna is the sole author. The author read and approved the final manuscript.

Conflicts of Interest

The author declares no conflicts of interest.

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