

**COMMUNICATIVE THEORY OF LANGUAGE: TEACHING FOREIGN
LANGUAGES WITHIN THE FRAMEWORK OF A LINGUOPRAGMATIC
APPROACH**

**TILNING KOMMUNIKATIV NAZARIYASI: CHET TILLARNI
LINGVOPRAGMATIK YONDOSHISH ORQALI O'QITISH.
КОММУНИКАТИВНАЯ ТЕОРИЯ ЯЗЫКА: ОБУЧЕНИЕ
ИНОСТРАННЫМ ЯЗЫКАМ В РАМКАХ
ЛИНГВОПРАГМАТИЧЕСКОГО ПОДХОДА**

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Annotation – The article discusses the principles of CLT and provides practical insights into how linguopragmatic considerations can be incorporated into language education. It emphasizes the benefits of this combined approach, such as improved pragmatic competence and cross-cultural competence.

Key words – Communicative Language Teaching, cross-cultural competence, pragmatic competence, language, approach, context, critical thinking.

Аннотация – в статье обсуждаются принципы CLT и дается практическая информация о том, как лингвопрагматические соображения могут быть включены в языковое образование. В нем подчеркиваются преимущества повышение прагматической и межкультурной компетентности.

Ключевые слова – коммуникативное обучение языку, межкультурная компетентность, прагматическая компетентность, язык, подход, контекст, критическое мышление.

Annotatsiya - Maqolada CLT tamoyillari muhokama qilingan va lingvopragmatik mulohazalarni til ta'limiga qanday kiritish mumkinligi haqida amaliy tushunchalar berilgan. U pragmatik kompetentsiya va madaniyatlararo kompetentsiyani yaxshilash kabi birlashgan yondashuvning afzalliklarini ta'kidlaydi.

Kalit so'zlar - Kommunikativ tilni o'rgatish, madaniyatlararo kompetentsiya, pragmatik kompetentsiya, til, yondashuv, kontekst, tanqidiy fikrlash.

Language learning has evolved significantly over the years, with educators constantly seeking innovative approaches to enhance the effectiveness of foreign language instruction. One such approach gaining prominence is the Communicative Theory of Language, especially when coupled with a linguopragmatic framework. This article explores the theoretical underpinnings of the Communicative Theory of Language and its practical implications in teaching foreign languages. We will also discuss the importance of linguopragmatic considerations in this context, shedding light on how it can be effectively integrated into language instruction.

The Communicative Theory of Language, often referred to as Communicative Language Teaching (CLT), is rooted in the idea that the primary goal of language instruction is to enable learners to communicate effectively in real-life situations. Developed in the 1970s, it challenged traditional grammar-focused methods by emphasizing the acquisition of communicative competence, which involves not only grammatical correctness but also an understanding of context, cultural nuances, and pragmatic appropriateness.

Authentic Communication: Learners are encouraged to engage in real communication, such as conversations, discussions, and problem-solving activities, mirroring the way language is used in the real world. **Contextual Learning:** Language is taught in meaningful contexts, making use of situational or task-based approaches. This ensures that learners can apply their language skills to practical scenarios. **Student-Centered Approach:** The role of the teacher shifts from being the sole source of knowledge to a facilitator, with the primary responsibility of creating a conducive environment for language use and learning. **Error Tolerance:** Errors are seen as a natural part of the learning process, and learners are encouraged to experiment with the language without fear of making mistakes.

Linguopragmatics, a subfield of linguistics, deals with the study of how language is used in context, emphasizing the pragmatic aspects of communication. It

explores speech acts, implicature, presupposition, and other elements critical for understanding the subtleties of language usage. Integrating linguopragmatic considerations into language instruction enhances learners' ability to convey meaning effectively and appropriately in a foreign language.

Speech acts, such as requests, offers, and apologies, are crucial for effective communication. Educators can focus on teaching these acts in various cultural contexts to avoid misunderstandings. Different languages have varying degrees of politeness and formality. Teaching learners how to use polite language and adapt their communication to different situations is essential. Understanding cultural norms and differences in communication styles is vital. Educators can introduce cultural components within language lessons to promote intercultural competence. Real-world situations are invaluable for grasping the pragmatics of a language. Role-plays and simulations can be used to expose learners to different communicative contexts. Linguopragmatic training fosters an understanding of cultural nuances in communication, reducing the chances of cultural misunderstandings. Real-Life Application: Learners are better equipped to apply their language skills to actual scenarios they may encounter when using the foreign language. Critical Thinking and Problem-Solving: Engaging in communicative tasks necessitate critical thinking, promoting deeper language acquisition.

The Communicative Theory of Language, when coupled with a linguopragmatic approach, offers an effective and holistic framework for teaching foreign languages. The integration of linguopragmatics further equips students with the ability to navigate the complexities of language use, promoting intercultural competence and a deeper understanding of the foreign culture. As language educators continue to explore innovative approaches, the combination of communicative theory and linguopragmatics stands out as a promising path towards more effective foreign language instruction.

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