

APPROACHES AND METHODS OF LANGUAGE IN TEACHING TO EFL LEARNERS*Nematillayev Akramjon Gofurjon o'g'li**Teacher of Namangan State Pedagogical Institute**gmail: nematillayevakramjon4@gmail.com Phone: +998936561414***Annotation**

This article considers the importance of using a communicative approach in teaching English as a Foreign Language (EFL) and highlights the importance of including nonverbal communication in language classrooms. A shift from traditional grammar translation methods to communicative language teaching (CLT), which focuses on the development of authentic communication and language skills in addition to grammar knowledge, is emphasized. The article argues that by creating conversational and interactive environments, teachers can improve students' communication skills and encourage them to use their language skills in real-life situations. He also advocates for the integration of nonverbal communication, emphasizing its role in effective communication and the need to engage students in extended discourse in authentic contexts. The principles presented in the article provide a framework for language teaching to EFL students, with particular emphasis on the use of non-verbal communication as a means of enhancing communicative competence

Annotatsiya

Ushbu maqolada ingliz tilini chet tili (EFL) sifatida o'rgatishda kommunikativ yondashuvni qo'llash muhimligi muhokama qilinadi va til sinflarida og'zaki bo'lmagan muloqotni kiritish muhimligi ta'kidlanadi. Grammatikani tarjima qilishning an'anaviy usullaridan kommunikativ til o'rgatish (CLT)ga o'tishni ta'kidlanadi, bunda asosiy e'tibor grammatikani bilishdan tashqari haqiqiy muloqot va til ko'nikmalarini rivojlantirishga qaratilgan. Maqolada suhbat va interfaol muhitni yaratish orqali o'qituvchilar o'quvchilarning muloqot ko'nikmalarini oshirishlari va ularni real hayotiy vaziyatlarda o'z til qobiliyatlarini qo'llashga undashlari mumkinligi haqida so'z yuritilgan. Shuningdek, og'zaki bo'lmagan muloqotni integratsiyalash tarafdori bo'lib, uning samarali muloqotdagi rolini va talabalarni haqiqiy kontekstda kengaytirilgan nutqqa jalb qilish zarurligini ta'kidlangan. Maqolada keltirilgan tamoyillar EFL talabalariga tillarni o'rgatish uchun asos bo'lib, kommunikativ kompetentsiyani oshirish vositasi sifatida og'zaki bo'lmagan muloqotdan foydalanishga qaratilgan.

Аннотация

В этой статье обсуждается важность использования коммуникативного подхода в преподавании английского языка как иностранного (EFL) и подчеркивается важность включения невербального общения в языковые классы. Подчеркивается переход от традиционных методов перевода грамматики к коммуникативному обучению языку (CLT), которое фокусируется на развитии аутентичных коммуникативных и языковых навыков в дополнение к знанию грамматики. В статье утверждается, что, создавая разговорную и интерактивную среду, учителя могут улучшить коммуникативные навыки учащихся и побудить их использовать свои языковые навыки в реальных жизненных ситуациях. Он также выступает за интеграцию невербального общения, подчеркивая его роль в эффективном общении и необходимость вовлекать студентов в расширенный дискурс в аутентичных контекстах. Принципы, представленные в статье, создают основу для преподавания языка студентам EFL, уделяя особое внимание использованию невербального общения как средства повышения коммуникативной компетентности.

As we know method is a way of teaching a language which is based on systematic principles and procedures and at the same time approach is one's viewpoint toward teaching. Typically, we were taught in the grammar translation system in the early period of our learning of languages, after graduating from the university we started teaching students. Of course, we've been doing our hardest to educate the younger generation. But there was only one form we learned, which was GTM. Gradually, the majority of teachers began to improve their teaching skills and communicative skills independently and they started to learn other creative approaches aimed at translating mastery of language skills into communicative skills.

Since we have targeted a lesson based on interactive teaching method, where communication is the main focus and the improvement of communicative skills is often the top priority in teaching practices with EFL students who are supposed to be ready for genuine interaction.

By reminding them that fluidity is more important than precision, teachers try to encourage students to engage and connect with each other. When it is used and realized in use, the language is better known. It is of great importance, however, to have students apply their skills in real-life scenarios, since we believe that the definition in the books is different from real-life situations. So, by introducing them to a more talkative atmosphere, teachers should improve their students' communication skills, asking them to be active with more authentic tools. They can also offer them various speech exercises taken from films to improve their response and reaction (authentic material). In that way, by using communicative teaching methods and tactics, they assist them to cope with difficulties when they lack information.

Along with challenges in GTM there reasons why it has been predominant so many years, namely in this method usually students obey teacher, follow rules, appreciate cultural manners, they learn structures easily as the instruction purely in native language and so on. But otherwise they do not practice, do not apply their communication skills.

Thus it is high time for every teacher to think about enhancing the way they teach and move to use communicative language teaching. When communicative language teaching (CLT) was first introduced, the term communication in CLT was often misunderstood as conversation. As a result, there was a noticeable focus on speaking activities in language classrooms. Although conversations are a form of communication, communication is more than informal spoken language.

Another common misunderstanding of the CLT approach is the idea that the grammar of formal English is not important, so teachers and learners can afford to forget about grammatical competence, that is, knowledge of the building blocks of sentences and how sentences are formed, as long as the learners can communicate. Personally, I am yet to be convinced that grammar is everything or that grammar is nothing.

Communicative language teaching is not a method. It is a guided idea. The purpose of Communicative Language Teaching is to help students produce authentic language and communicate with others. To produce authentic language does not mean developing speaking skills only. CLT integrates multiple skills, such as listening and writing.

Since my targeted subject is for my graduation project work tasks how to use effectively nonverbal communication, naturally communicative approach is the top priority for me basically, we cannot simply teach students to communicate without nonverbal ones. I try to use some certain communicative principles and features of Communicative Language Teaching keeping in mind that language learning through nonverbal communication is to be communicative, involve students to participate in extended discourse in real context. So teaching method that can satisfy the needs of

every learner and every teacher in every possible classroom around the world is no longer here for us and every method has to be re-evaluated in the light of specific teaching contexts.

Teaching languages to English as a Foreign Language (EFL) learners through using nonverbal communication in the language classroom can be done by applying the following principles.

Use hand gestures, facial expressions, and visual cues to help convey the meaning of new vocabulary words. When introducing a new material or giving instructions before doing activities, accompany it with a relevant gesture or visual representation to enhance understanding and memory retention. Incorporate TPR techniques to teach learners some new vocabulary. TPR involves using physical movements and actions to reinforce the meaning of words. For example, when teaching action verbs, demonstrate the actions and have students mimic them.

Provide meaningful and contextual examples by showing some gestures when introducing a topic. Use real-life situations, pictures, or short videos to help students understand how the words are used in context. This helps learners make connections and remember the vocabulary more effectively. Use facial expressions and tone of voice to demonstrate the emotions or meanings associated with specific words. This can help students grasp the nuances and connotations of vocabulary words. Utilize visual aids, such as flashcards, posters, or slides, to reinforce learning materials. Pair visuals with spoken or written words to reinforce their meaning and aid retention. Incorporate body language and movement activities to engage students and reinforce language learning. Encourage students to act out or mime words to enhance comprehension and memory. Repeat and reinforce some concepts through various nonverbal communication techniques. Encourage students to practice using the words in context, engage in role plays, and participate in interactive activities that reinforce language use. Use nonverbal cues to provide feedback and assess understanding. Positive facial expressions, head nods, or thumbs-up gestures can indicate comprehension and encourage further participation. Engage multiple senses to enhance language learning. Use manipulatives, tactile materials, or sensory-rich activities to provide a multisensory experience that supports language acquisition. Be aware of individual learning styles and tailor nonverbal communication techniques to meet the diverse needs of learners. Some students might respond better to visual cues, while others might benefit from physical movement or auditory cues.

By incorporating these principles into language instruction, teachers can create a dynamic and interactive learning environment that promotes language acquisition and retention among EFL learners. Have you ever wondered why people talk using nonverbal communication in the classroom? You might be curious to learn that over 80% of what you communicate is not what you say - it's how you say it and then what you do with the rest of your body. The following types of nonverbal communication always help teachers to support their verbal communication. Encourage students to use appropriate body language while communicating in the classroom. This includes maintaining eye contact, using hand gestures to emphasize points, and having an open and inviting posture. Teach students about the importance of facial expressions in communication. Encourage them to use facial expressions to convey emotions and attitudes during discussions and presentations. Instruct students on the concept of personal space and how it varies across cultures. Help them understand the appropriate distance to maintain while interacting with peers and teachers.

Explain the different aspects of paralanguage, such as tone of voice, volume, pitch, and rhythm. Encourage students to use these elements effectively to convey meaning and enhance their spoken language skills. Teach students about culturally appropriate gestures used in the target language. Help them understand when and how to use gestures to support verbal communication and clarify meaning. Emphasize the significance of eye contact in effective communication. Encourage students to make eye contact with their classmates and teachers as a sign of active engagement and respect. Encourage students to be aware of their posture while communicating in the classroom. Teach them how to sit or stand with good posture to project confidence and professionalism. Sensitize students to the cultural norms and appropriateness of touch in the target language. In some cultures, touch may be more acceptable than in others, so it is necessary to discuss appropriate boundaries. Highlight the importance of silence as a nonverbal cue. Teach students to interpret and respond appropriately to moments of silence during conversations or discussions. Discuss the cultural differences in terms of personal space and encourage students to be mindful of the appropriate distance when interacting with others.

It is important to create a supportive and inclusive classroom environment where students feel comfortable exploring and utilizing these nonverbal communication techniques. Regular practice and feedback sessions can help students develop their nonverbal skills and enhance overall communication abilities.

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