

**COMMUNICATION IS ONE OF THE IMPORTANT WAYS TO
IMPROVE THE EFFICIENCY OF FOREIGN LANGUAGE TEACHING**

Annotation: Today, foreign language teaching is based on communication skills. Improving the content of higher education in the subject - foreign language is associated with this problem. It should be noted that not all the reserves for improving the effectiveness of training, laid down in communication, are being fully used now.

Key words: foreign language, communication, teaching, learning.

One of these reserves can be considered the inclusion of an approach that characterizes the content of teaching a foreign language, subject and intellectual actions that require speech support. For a specific stage of training, the selection of the minimum of such actions can become the main one in determining the communicative minimum.

Communication means the similarity of the learning process and the communication process only by the main features, which are the purposeful and motivated nature of speech activity, the presence of certain relationships between interlocutors that form a communication situation, discussion of those topics that correspond to the interests of pupils, their level of development, the use of those speech tools that function in the real process. It is known that there are different types of communication: socially-oriented communication, group subject-oriented communication and personal-oriented communication.

Therefore, first of all, it is necessary to provide oral and speech foreign language skills necessary for servicing joint activities. An important practical task is to include the pupil in foreign language communication activities and its solution

will make a significant contribution to the formation of the pupil's personality. The convergence of the process of teaching a foreign language at a school with the needs of today is associated with the constant involvement of the pupil in such educational and speech situations, when he acts as an initiator and organizer in the process of interaction with other participants in the activity. The first requirement for the selection of the communicative minimum is the representation of the spheres of communication typical for pupils. The second requirement is related to socially oriented communication, the formation of the ability to defend their views and beliefs. The third is the planning of speech acts that serve the selected actions, and the situations in which they are performed.

Group subject-oriented communication occurs in the course of joint activities. Along with situations that put the pupil in front of such problems that he has to solve in real life, a significant place can be taken by situations that have an imaginary character. The fourth requirement is the selection and organization of language material that makes it possible to implement the selected acts of speech. The selection of the communicative minimum and its implementation significantly increases the motivation of educational and speech activity, helps to get speech more close to natural. The main feature of communication is unplanned, non-standard, unpredictable, creative, and probabilistic nature. Sometimes the planned tactic of speech behavior has to be changed on the move, because it is violated by the tactics of other interlocutors. You need to teach reorientation in the course of communication.

Thus, the methodological content of a foreign language lesson should be communicative. Also in the classroom, pupils can create intelligence maps where the connections between ideas and basic concepts are represented graphically. In recent years, this method has become very popular and is increasingly used in training. Another popular technique is the writing of stories. This technique is based on the generation effect: pupils will better remember the content of the story that they come up with themselves.

The effectiveness of remembering, saving, and further recognizing and reproducing the received information depends not only on the way it is processed. An important aspect is repetition. However, simple mechanical repetition is useful only when learning the pronunciation of foreign words. In all other cases, it often requires a lot of time and effort, but does not give good results. Repetition can be organized in a more productive way: systematize the repeated material and link it to the previously studied material.

This repetition contributes to long-term learning. An important condition for memorizing and repeating the passed material is testing and feedback from the teacher. Testing at the stage of learning the material not only helps to prevent repeated errors, but also helps to preserve the material in long-term memory. A number of studies have shown that repeated presentation of the material without testing has almost no effect, and the test and feedback, in turn, are "more important than an extra episode of learning".

Another important question is: how is the knowledge gained by pupils in the classroom, in the future, used by them in life situations? It is believed that the knowledge that pupils acquire in the classroom is further generalized in accordance with the situations that pupils will face. A number of studies have shown that "if a new situation is not closely related to the one in which learning took place, there is virtually no transformation of knowledge."

In order to ensure that the acquired knowledge can be transferred to new conditions, it is necessary to offer pupils at the stage of working out and repeating the material an active practice with a large set of life examples and situations that will help pupils acquire sufficient experience. The most effective method of teaching foreign languages is considered by leading experts in the field of linguistic education to be the communicative method (The Communicative Approach) of teaching. This method was first applied more than 50 years ago.

Classes in accordance with this method of teaching English are held in groups of 12-15 pupils. This number of pupils is considered optimal for achieving the main goal of training-the ability to express their thoughts freely in a foreign

language. With such a quantitative class composition, the teacher has the ability to combine pupils into small subgroups or pairs, giving them collective tasks.

In addition, co-education of pupils expands their vocabulary due to the constant exchange of vocabulary and the perception of new idioms from the lips of not only the teacher, but also their classmates. The communicative method of teaching foreign languages has another advantage: from the very first lesson, communication in the classroom is carried out only through the language being studied.

References:

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