

THE ROLE OF THE COMMUNICATIVE APPROACH IN DEVELOPING STUDENTS' CREATIVE COMMUNICATIVE COMPETENCES

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ABSTRACT

One of the most successful approaches to teaching foreign languages in recent decades is the communicative approach, which places an emphasis on fluency, engagement, and meaningful communication in addition to linguistic accuracy. The capacity of pupils to articulate themselves in real-world situations is sometimes overlooked by traditional techniques, which concentrate on grammatical translation or structure exercises. By emphasizing real-world communication at the core of the learning process, the communicative method, on the other hand, fosters the growth of creative communicative skill. The capacity to utilize language not just accurately but also flexibly, creatively, and culturally is known as creative communicative competence. With this competency, students can solve problems, modify their language to fit changing situations, and create unique statements that are coherent and pertinent. This competency turns into a crucial educational objective in the era of globalization, where cross-cultural communication and creativity are highly prized. Therefore, investigating how the communicative method might improve students' capacity for creative communication has theoretical and practical implications for contemporary teaching.

Keywords: Communicative approach, creative communicative competence, language teaching methodology, learner-centered pedagogy, problem-based learning, higher education, innovation in ELT.

The purpose and goals of the research Analyzing how the communicative approach aids in the growth of students' creative communicative ability is the primary goal of the study.

1. Examining the theoretical underpinnings of the communicative approach to language instruction is one of the particular goals.
2. To determine the ways in which creative communication is promoted by communicative activities.
3. To make methodological suggestions for incorporating communication strategies into instruction in order to enhance students' innovative communication abilities.

Methodology

The study's foundation is a mixed-methods approach. The theoretical framework is based on the writings of Richards & Rodgers (2014), Littlewood (1981), and Hymes (1972), who highlight learner-centered education and communicative competence. The study's empirical component makes use of student questionnaires, classroom observations, and experimental teaching methods with second-year philology students. While qualitative content analysis examines students' speech production, comparative analysis compares communication strategies with more conventional ways. The experimental data is finally validated by statistical techniques (Student's t-test and chi-square test), which also show a quantifiable development in learners' creative communication skills.

Scientific Novelty

This study is unusual because it shows a clear link between the development of creative communication skill and communicative activities (debates, role plays, problem-solving exercises, and pair discussions). In contrast to traditional research that just concentrates on fluency or grammatical correctness, this thesis shows how communicative activities foster learners' creativity, flexibility, and adaptive thinking. Additionally, the research expands the conventional scope of the communicative approach by suggesting an integrated model of communicative teaching that integrates creativity-oriented strategies into the core curriculum.

Theoretical Significance

Through its connections to competence-based education and creative studies, the study broadens the theoretical understanding of communicative language instruction. It offers a fresh paradigm for understanding communicative competence as the capacity to generate original, contextually relevant speech in addition to the ability to utilize language successfully. The combination of educational psychology, pedagogy, and applied linguistics in the study of foreign language learning is strengthened by this theoretical contribution.

Practical Significance

In terms of practice, the thesis provides methodological techniques that are immediately applicable in language learning environments. To encourage creativity in addition to fluency, teachers might use problem-based learning, group projects, and open-ended communicative exercises. These methods inspire students to utilize language creatively rather than just memorize and repeat words. The model created in this study offers flexibility for contemporary higher education systems by being adaptable to a range of educational situations, such as intense courses, blended learning formats, and mobile-assisted environments.

CONCLUSION

A strong methodological basis for improving students' creative communication skills is offered by the communicative approach. This method fosters creativity, flexibility, and confidence in communication by reorienting the emphasis from precise correctness to meaningful engagement and learner-centered activities. The results demonstrate that communicative competence and creativity are interrelated aspects of contemporary language instruction rather than distinct objectives. Thus, it is not only desirable but also necessary to incorporate creativity-oriented communication practices into curriculum in order to adequately prepare students for participation in the global information society.

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