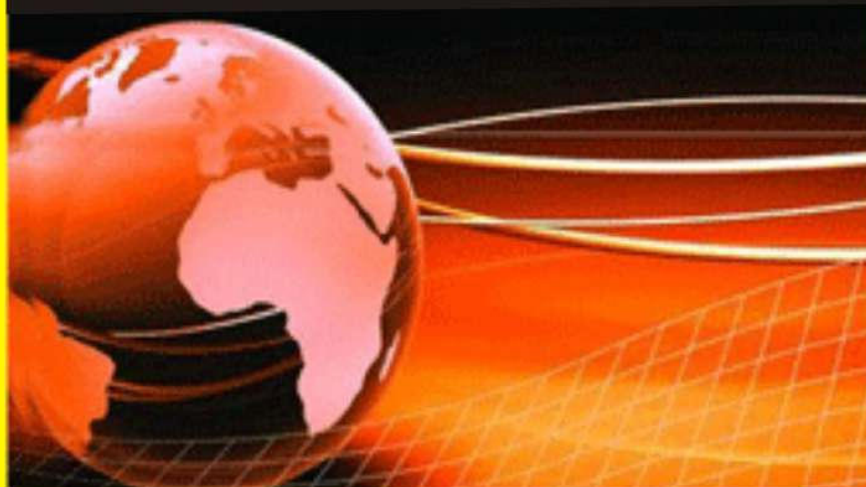


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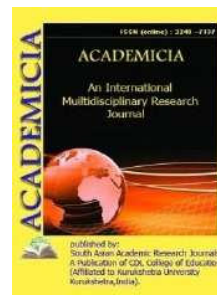
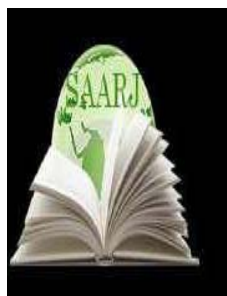
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## APPLICATION OF THE COMMUNICATIVE APPROACH TO THEORETICAL KNOWLEDGE APPLIED IN PRACTICE

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### ABSTRACT

*The article is devoted to the application by students of the studied theoretical knowledge in practice, the implementation of the communicative approach applied in practice, the development of knowledge, skills in the lessons of the mother tongue of primary classes. Speech accuracy is one of the factors in mastering speech culture. Clearly, a reader who speaks piece by piece always speaks clearly. This shows that he is being brought up to be a beautiful speaker. Hence, it should be assumed that in the process of acquiring knowledge in oral linguistic observation and in the nature of preparation for the development of oral and written speech applies a communicative approach in the narrow sense, which is unique to this stage.*

**KEYWORDS:** *Communicative Approach, Creative Approach, Linguo-Cognitive Approach, Principle Of Consciousness, Definition, Classification, Information.*

### INTRODUCTION

In primary school mother tongue lessons, students need to master the types of work and mental operations that are performed in a sequence of comprehension and use in speech in order to apply the theoretical knowledge in practice. These types of work and mental operations are acquired at the skill and skill level through tasks such as observation and reasoning. All educational activities in this area should be carried out in accordance with a certain approach, reflected in the principles corresponding to this approach. But in practice, the work of strengthening rules, which is an important element of theoretical knowledge, is not being done at the level of acquiring sufficient mental operations and skills to apply them in practice. This is often due to the fact that the teacher himself does not know exactly what approach to take and what principles should be considered within this approach.

The idea of following a communicative approach is put forward in most methodological literature [1-7] on the methodology of teaching the mother tongue in primary school. In our opinion, the exercises that students perform in their native language classes in order to acquire practical theoretical knowledge and related mental operations should be organized in the first place in accordance with the communicative approach.

### **Main part**

Communication means the exchange of information. But in the work on theoretical data, communication or preparation for it is unique. If students exchange ideas on the basis of theoretical information and in the process make verbal observation in the process, it is considered communication. When children, in the process of acquiring new knowledge, draw clear conclusions about it, come to a firm conclusion, and begin to speak and write correctly, using the phenomenon of language being studied correctly in speech, it signifies a readiness for the communication process. Hence, it should be assumed that in the process of acquiring knowledge in oral linguistic observation and in the nature of preparation for the development of oral and written speech applies a communicative approach in the narrow sense, which is unique to this stage. In the first case (when observing linguistics), students' linguistic speech is developed at an elementary level on the basis of theoretical knowledge, in the second case, speech exercises are performed to prepare for the development of speech in a broad sense, ie to lay the groundwork for a broad communicative approach.

It should be noted that the theoretical knowledge that is not used in practice in this lesson, in general, does not require observation. For example, so are definitions, classifications, and terms. They are taken as a multiplication table, "What is a horse?", "How many consonants are there in Uzbek?" reinforced by questions such as. Answering questions, telling a topic is also a speech, but the communicative aspect of such a speech is very small, because the answers are ready, it is necessary to memorize them without studying them.

Oral linguistic observation of students on theoretical information shows that they are developing buds of creativity and cognition. According to the creative approach, students are nurtured with a desire to learn independently. Cognitive education (approach), as described by the authors of the article "Current issues of mother tongue education", "encourages learning, teaches ways to learn, recommends methods - the student holds the key to knowledge" [8]. But it can also be thought of in linguistic observation. In this case, that is, when students inspect a linguistic phenomenon in internal speech without speaking, it is beyond the control of the teacher whether the conclusions and judgments they draw are correct or incorrect. Making a mistake is the negative fruit of this uncontrolled process. Therefore, in this context, it is advisable to follow the principle of priority of linguistic exercises in the form of oral observation within the communicative approach.

Typically, the knowledge gained is reinforced through exercise. These should include analytical exercises that can support the student's theoretical observation. Accordingly, the initial exercises must be in the nature of linguistic communication (or professional communication specific to linguists). Only after students have begun to master the knowledge thoroughly will it be appropriate to move to a communicative approach in the broadest sense. In this case, the studied educational materials, including theoretical information (knowledge) are considered to be aimed at achieving this goal. The effectiveness of these materials is largely due to the accuracy of the speech, the reliance on oral and written expression, ie the adequacy of practical knowledge, the

availability of exercises to develop practical skills and competencies, the teacher pays more attention to working with students in this area. determined.

Linguistic observations require the selection of linguistic phenomena, on the one hand, on the basis of variability, and, on the other hand, the study of cases of correct or incorrect use. It cannot be observed without analysis. Without analysis, theoretical information can only be memorized. In this case, the focus is not on variability, nor on whether it is right or wrong. In order to apply the rules in practice, it is necessary to observe, perform mental operations. Only then does the reader begin to think, remember how he used the linguistic phenomenon in the speech experience (activates the sense of language), remembers what he reads, checks the rule.

Linguistic phenomena are occupied by the sense of language in practical speech activity. The principle of relying on students' sense of language in the process of learning a new topic and applying the acquired knowledge in practice.

The child comes to the 1st grade with a small vocabulary, some grammatical skills, mainly with increased speech. The period of mastering the norms of literary language is the result of school education. Students organize their spoken speech phonetically, lexically, grammatically, achieve spelling and punctuation literacy in written speech, and continue to enrich it; get acquainted with the norms of literary language, the elements of "biblical style", take correct speaking lessons in literary language. In fact, thinking about language phenomena begins in childhood. Even at school, this process doesn't stop, even if it's for a moment. Therefore, it is necessary to take into account the fact that the analysis and research of the word, suffixes, sentences is in the nature of the student, to develop these innate abilities based on the sense of language in mother tongue education.

In the process of acquiring the ability to apply theoretical knowledge in practice, students observe each other's speech, correct mistakes, teach each other, check each other, control each other according to the pedagogy of cooperation. A person's sense of language (language sensitivity) lasts a lifetime. But in elementary school, the sense of language is a reliable helper for a child who is writing and speaking. Not everything in language can be explained theoretically. The sense of language replaces that. The child's ability to control himself also plays a big role in this. The ability to self-control is exercised by memorizing the desired rule as needed.

In terms of activating theoretical knowledge applied in practice, a narrowly communicative approach requires students to engage in conscious observation. Accordingly, the principle of consciousness is followed within the communicative approach. In the process of observation, the child compares language phenomena, tries to distinguish cases of correct or incorrect use, draws conclusions, comes to a clear conclusion.

Observations show that students lack the consciousness to apply certain rules in practice, i.e., the rule does not allow for the full provision of conscious mental and verbal action when the language phenomenon cannot be explained in two different ways. Take, for example, the rule, "An exclamation mark is placed at the end of a sentence." In fact, the exclamation point (command statement) can often be followed by a period, sometimes an exclamation mark. If we compare two sentences (Turn off the light. Turn off the light!), One has a dot at the end of the sentence and the other has an exclamation mark. The first is said in the tone of darak (advice, please), the second in the tone of strict command. An exclamation mark is placed at the end of a

sentence that means a strict command. Only if the child understands this difference will he be conscious in applying the rule. In rules like the one above, it is not enough to follow the principle of consciousness (say, the rule provides consciousness). In such cases, in our opinion, it is appropriate to introduce the principle of raising awareness.

As noted above, the effect of following a communicative approach in the narrow sense is that it provides a lexically and grammatically sufficient basis for the transition to a broad communicative approach and is effective in the subsequent process, i.e., the creation of oral and written speech products. This is achieved through exercises related to the application of knowledge in practice. In other words, an orientation approach to speech activity is introduced. The ability to apply theoretical knowledge in the native language is directly related to speech, because the student has the ability to analyze and study the phenomenon of language, to ensure the correctness of his speech, to control it by coming to the desired solution using the rule. It is known that the programmatic knowledge applied in the studied practice is selected to meet the needs of speech development, is passed from lesson to lesson, from class to class according to the principle of continuity. This allows the speech to develop consistently on the basis of continuity.

The main indicators of students' mastery of the methods of learning activities, their activation in the classroom are their becoming a subject of education. Accordingly, the principle of raising students to the level of the subject of education should be distinguished as one of the main principles in teaching students to apply theoretical knowledge in practice. In order to increase the creative personal qualities of students in the process of acquiring theoretical knowledge, exercises to apply them in practice, it is necessary to work in small groups, to establish a collaborative learning.

According to the textbook "Methods of teaching the mother tongue", "As a result of learning the language, students will change the quality of speech, increase awareness. Linking language learning to life provides a foundation for understanding the materiality of the world. At the same time, one of the main tasks of mother tongue lessons is to develop students' ability to observe and express themselves clearly, both orally and in writing. "[9]

Accordingly, the principles of teaching a child to think logically, to develop his thinking are distinguished. It is well known that language and thinking develop in close connection with each other. Accordingly, the principle that language learning should not be interrupted by thinking is important. As the child learns the word, he or she becomes acquainted with concepts, acquires ideas, learns to express the richness of emotions through words, learns about artistic images, and learns the logic and philosophy of language. To express an opinion, a child must have a wealth of imagination. Therefore, it is necessary to cultivate not only speech but also imagination. A child who does not know his native language well and does not read books reads worse than other subjects.

The application of the rules in practice requires the application of a communicative approach in the narrow sense, which is the application of the principle of unity of theory and practice. This principle suggests that there must be a certain relationship between theory and speech practice (practical exercise). Because "there is a risk that children in primary school will be overwhelmed with theoretical knowledge and underestimated the role of practical exercises. The reader, on the one hand, has no experience of theoretical study (research) of the language material, nor is his

written speech well developed. Therefore, the course of learning grammar and spelling in small classes is mainly a practical course "[10].

Creating a reasonable balance between rule and practice is the key to success. Because even if the student knows the rule, he or she may not be able to follow it in a fast-paced speech due to insufficient practice.

Methodist scholars A.Gulamov, M.Kadyrov's manual "Methods of teaching the native language" explains the importance of the above principle: „means linking people to work ”[11]. Accordingly, the principle of unity of theory and practice is the basis for the process of teaching students to apply theoretical knowledge in practice. Indeed, if theoretical knowledge is supported by a sufficient number of practical exercises, and the use of this knowledge becomes a practical skill and competence, they will serve to develop students in all respects. In this regard, it is appropriate to talk about the educative principle of education. Speech accuracy is one of the factors in mastering speech culture. Clearly, a reader who speaks piece by piece always speaks clearly. This shows that he is being brought up to be a beautiful speaker. This means that the rules that apply in practice are not only knowledge, but also upbringing and development of the child in all respects (perception, observation, vivid imagination, memory, thinking, speech).

At the same time, such knowledge essentially perfects students. This reflects the developmental nature of education. Each new topic studied in the mother tongue classes serves to raise the student one step higher, thus ensuring continuity in the growth of speech, in the developmental nature of education.

Students do not develop at the expense of new knowledge, but also acquire knowledge, that is, constantly improve their skills in the field of research. Each time a student begins to study a new topic, he or she begins to analyze language phenomena more quickly, seeks to discover it based on previous experiences, and performs some analytical operations on his or her own because he or she knows what to do. At the same time, he begins to show that he is ready to apply the richness of his methods of learning to new material, that he is developing skills. Therefore, it is important to follow the principle of going from skill to skill in mother tongue lessons. The ability to apply theoretical knowledge in practice gradually becomes a skill through periodic repetitive exercises. At the same time, the speed of memorization of the rule increases, the analysis and study of linguistic phenomena accelerates, the student's perseverance in drawing conclusions, judgments and decisions, self-confidence increases, these actions are automated, and eventually skills are formed. The repetition of exercises is reflected in the principle of regularity and continuity. This is due to the fact that some rules are studied in one class, as well as in several classes, and the types of exercises are repeated. For example, from 1st to 4th grade, students are introduced to punctuation marks in purposeful types of sentences, resulting in the ability to apply this knowledge in practice.

In order to properly organize the process of teaching students to apply theoretical knowledge in practice, it is advisable to take it as a principle of design (modulation) as a detailed plan that reflects the methods and techniques of teaching, types of work. Each method and method chosen according to modern pedagogical technology should be based on efficiency.

## CONCLUSION

Thus, it is expedient that the theoretical knowledge (rules) applied in the native language classes in primary school should be studied on the basis of principles that are connected with linguistic observation and provide for the introduction of a narrow communicative approach, preparing for the implementation of a broad communicative approach.

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