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COMMUNICATIVE APPROACH IN ITS PRACTICAL MEANING

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Introduction
The basis of any learning process is communication. Language and speech are combined together as means and ways of carrying out various types of speech activity in order to interact with people. The history of foreign language methods pass through numerous attempts to find the most effective method of teaching. Currently, this method of mastering a foreign language is the communicative method. Modern didactic scientists define the communicative approach in teaching as an approach aimed at forming student's semantic perception and understanding of foreign speech, as well as mastering the language material for constructing speech utterances. The communicative approach in teaching foreign languages, first of all, is designed to teach learners to freely navigate in a foreign language environment, as well as to be able to respond adequately in various speech situations. The learning process in this approach is based on the communication model.

The communicative method originated in Britain in the 1960-1970s, when English language began to acquire the status of the language of international communication. It turned out that the traditional methods that were common at that time (audio-lingual, grammatical translation methods, and others) no longer met the needs of the majority of students of English as a foreign language. The reason was not so much the old methods, but a new contingent of student's "pragmatics" with a purely functional view of language as a communication tool. And they did not need a deep, systematic mastery of the language they were studying, which was the goal of traditional academic programs, but the ability to immediately apply their knowledge in practice. As practice has shown, people who have learned the language in order to communicate in it do not know modern colloquial speech (not to mention slang), do not have a concept of speech etiquette – in short, they feel helpless in a situation of real communication. In the following decade a number of research projects were carried out, which were aimed at forming a system of communicative learning. Special attention in the integrated communication approach systematized on the basis of theoretical developments and practical experience of teaching foreign languages in the UK, France, Germany and other European countries, it is given to the communicative orientation of training sessions and educational materials used for teaching a foreign language as a means of communication [5, p. 126].

Three levels of initial (basic) language acquisition were determined:
1. Survival level
2. Waystage level
3. Threshold level

The parameters of communicative communication are realized in the communicative behavior of the teacher, the active behavior of the student, in the subject of discussion, the situation of communication, the use of speech tools. Situations can be real, conditional, imaginary or fairy-tale, but

they must correspond to the topic, the purpose and objectives of the lesson, the age and psychological characteristics of the students. In the communicative approach, the main criterion for the success of the act of communication from the position of the speaker and the listener should be the achievement of the goal of communication. Students may have gained an understanding of the role and importance of a foreign language in the life of a modern person and in the multicultural world as a result of studying a foreign language. Students will gain experience using a foreign language as a means for intercultural communication, as well as a new tool for learning about other people's environments and cultures, and will appreciate the personal sense of mastering a foreign language [8, p. 256].

Many teachers can struggle to precisely define the communicative approach. What exactly does the communicative method imply? Learning to talk, rather than learning grammar in class, or courses that emphasize open discussions? It is worthwhile to explore the whole set of concepts that accompany a communicative approach in order to better grasp what it is.

According to E. I. Passov, the communicative approach to teaching a foreign language is based on the following principles: [1, p. 112].

1. The principle of the speech orientation of the educational process, which resides not so much in the pursuit of a practical speech aim as in the road to this goal being the most practical use of the language;

2. The principle of individualization of learning, which is described as taking into account all of the student's characteristics as an individual, including his talents, his ability to communicate and learn, and, most importantly, his personal characteristics;

3. The principle of functionality determines, first of all, the selection of material adequate to the communication process;

4. The principle of situativeness. It is critical to choose and arrange the content based on circumstances and communication issues that students are interested in and that are as real as possible.

5. The principle of novelty. The topic of discussion, situations, environments, activities, and so on all change constantly throughout the communication process.

The primary aim of training is to improve students' **communicative abilities**. In contrast to the definition of **grammatical competence**, the meaning of this word would be simpler and more understandable. Grammatical competence is the ability to correctly build phrases and sentences, correctly use and coordinate tenses, this is the knowledge of parts of speech and the knowledge of how different types of sentences are arranged. Many textbooks, in general, concentrate on grammatical competence, including basic grammatical rules as well as exercises for carrying out and correcting these rules. Grammatical competence is undoubtedly essential, but it is not the only factor to consider when teaching a language. Even someone who has learned all of the grammatical rules and understands how to construct sentences correctly can struggle with real-life communication in a foreign language. That is, the individual will be unable to communicate effectively.

In the methodology of teaching foreign languages, the following components of communicative competence are distinguished:

- *Linguistic competence* entails students mastering a set of formal knowledge and skills related to various aspects of the language, such as vocabulary, phonetics, and grammar;

- *Sociolinguistic competence* is the ability to choose language types, use them, and turn them depending on the meaning, or contact circumstance;

- *Sociocultural* competence is the awareness of native speakers' cultural features, such as their behaviors, traditions, and social norms and etiquette, as well as the ability to comprehend and apply them in the communication process;

- *Discourse competence* is the ability to construct holistic, coherent, and logical statements in various functional styles in oral and written speech based on the comprehension of various types of

texts while reading and listening, which requires the use of various linguistic means depending on the form of utterance.

- *Social competence* is the willingness and motivation to engage with others, as well as self-confidence, the ability to put yourself in another's shoes, and the ability to deal with the present situation.

The following elements of communicative competence may be present:

• understanding of how to use the language for different purposes and functions;

• understanding of how the language varies depending on the communicative situation and the people in it (for example, knowledge of the differences between formal and informal speech, oral and written).

• the capacity to write, interpret, and comprehend a wide range of texts (for example, stories, interviews, dialogues, reports).

• the ability to keep a conversation going while having a small lexical and grammatical base.

Over the last 30 years, our perception of the method of teaching foreign languages has changed significantly, with the use of a communicative approach being one of the most important examples. Teaching foreign languages used to be mostly focused on improving grammatical skills. Grammar exercises were thought to aid in the development of the habit of correctly using the language. You may prevent giving incorrect speech by memorizing dialogues and phrases by heart, correcting errors orally or in writing, and continuously watching the instructor.

The communicative method, on the other hand, focuses on the other parameters:

• the participation of the participants in the communication phase;

• the perception and achievement of an overall communicative intent;

• attempts to clarify and express things in various ways;

• the expansion of one of the communication participants' competence by interaction with other participants.

As a consequence, by using a communicative method, the instructor typically behaves as:

• assistant;

• friend;

• the adviser.

The emphasis is mainly on community learning. The teacher's and students' job is to learn to collaborate and step away from individualized learning. The student learns to listen to his peers, to lead group conversations and debates, and to collaborate on projects with his peers. He is more concerned with his bandmates than with his instructor as a role model. Projects, communicative sports, communicative drills, theatricals, and conversations are examples of exercises and assignments that can and should be included in communicative language teaching. As a result, communicative games enable you to activate the learned language content in speech conditions that are practical, enabling you to develop your speech skills. Company games and discussions are also valuable since they are often used to improve foreign language speech. As well as a greater understanding of a foreign language as a competent communication method.

Conclusion

Following the completion of the pedagogical and methodological literature review on the study's issue, the following conclusions can be drawn. Communication is a dynamic process that requires a teacher to clearly coordinate contact with students, where he must be not only an organizer, but also a consultant, planner, initiator, and leader; communication is more than just an exchange of information; it is also the process of learning a foreign language, as an active interaction with native speakers of that language. As a result, the teacher's job is to identify as many pedagogical contexts as possible in which the child's ability to communicate can be realized. Each instructor strives to establish an efficient, organized, and methodological framework for the development of students' communicative

competence in his or her classroom. In their formation, the use of information and communication technology opens up new horizons. Students have access to the most extensive information services available, as well as the ability to work with multimedia interactive activities, workshops, games, and Internet-based content.

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OVERCOMING THE NATIVE LANGUAGE INTERFERENCE WHEN TEACHING ENGLISH PRONUNCIATION

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Kazakhstan, as a multilingual space, creates all conditions for the free development of the languages of all ethnic groups living on the territory of the republic. In this regard, the main direction of the latest language policy is the formation of multilingualism, which emphasizes the importance of preserving the native, ethnic language and the need to master foreign languages for professional and intercultural communication [1].

The relevance of this topic in today's Kazakhstan is determined by the fact that interest in the study of foreign languages has increased in the country, the attitude towards the study of the cultures of other peoples has changed. Citizens of Kazakhstan, joining the world culture through direct mastery of foreign languages, experience the influence of linguistic interference, which is undesirable in intercultural communication when establishing contacts by domestic entrepreneurs, firms and organizations with foreign partners in various fields of human activity. At the same time, the issues