WORLD CONFERENCE ON STUDENT - CENTERED LEARNING APPROACHES

THE EVOLUTION OF MODERN LANGUAGE TEACHING: FROM COMMUNICATIVE APPROACHES TO THE POST-METHOD ERA

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Abstract

This article explores the paradigm shift in foreign language teaching, emphasizing the transition from structural methods to the communicative approach and the current “Post-Method Era.” It analyzes how interactive technologies and specific methodological models—such as Task-Based Language Teaching (TBLT), Content and Language Integrated Learning (CLIL), and Competency-Based Language Teaching (CBLT)—facilitate natural communication. By prioritizing meaningful interaction over grammatical perfection, these approaches foster communicative competence and psychological comfort. The study concludes that the modern teacher must act as an innovator, utilizing a diverse repertoire of interactive tools to meet the specific needs of learners in a globalized context.

Keywords: communicative approach, Task-Based Language Teaching (TBLT), CLIL, Post-Method Era, communicative competence, interactive pedagogy.

The Interactive Paradigm in Language Acquisition

Within the modern educational paradigm, interactive methods and technologies have become an integral part of foreign language teaching. Group and pair work, problem-based learning, and project-based sessions increase students' communicative activity by bringing the classroom closer to a natural communication environment. According to Passov (2011), this approach is essential for forming the skill of free expression in a foreign language.

H. D. Brown (2007) notes that the effectiveness of teaching is directly related to the student's activity, motivation, and self-management. Lessons rooted in interactivity not only strengthen interest but also allow for stable, long-term linguistic results.

The Turning Point: The Communicative Approach

The emergence of the communicative approach in the second half of the 20th century marked a significant turning point. This approach shifted the focus from a collection of grammatical rules to learning language as a functional means of communication (Richards, 2001).

The fundamental principle here is the integrated development of the four main skills: listening, speaking, reading, and writing. These skills are developed through single, cohesive communicative tasks—such as discussing a text after reading it—which mirrors how language is used in real life (Richards, 2006). In this setting, meaningful communication takes priority over absolute grammatical correctness, reducing psychological barriers and encouraging students to speak without fear of making mistakes (Harmer, 2015).

Specialized Methodological Models

As the communicative approach matured, several specialized models emerged to address specific learning goals:

- **Task-Based Language Teaching (TBLT):** Places outcome-oriented tasks (e.g., booking a hotel) at the center of the process (Ellis, 2003).
- **Content and Language Integrated Learning (CLIL):** Uses the foreign language as a medium to teach other subjects like history or science, ensuring a natural context (Coyle, 2010).
- **Competency-Based Language Teaching (CBLT):** Focuses on specific competencies required for particular professions, tailoring the curriculum to the learner's future career needs (Richards, 2014).

Navigating the “Post-Method Era”

Today, the field has entered what scholars call the "Post-Method Era." This concept argues that there is no single "perfect method." Instead, teachers are encouraged to develop a personalized pedagogical repertoire suited to their specific context and students' goals (Kumaravadivelu, 2006).

In this era, the teacher acts as a researcher and innovator. Interactive pedagogy provides the necessary tools to create a flexible, learner-centered environment. Interactivity is no longer seen as a supplementary technique but as the logical and natural result of effective language teaching.

Conclusion

Modern methodological paradigms place the learner at the center of the educational universe. By emphasizing the use of language in real-world situations and fostering communicative competence, interactive pedagogy prepares students for genuine global interaction. The synergy between teacher creativity and interactive technology remains the most effective path toward linguistic proficiency.

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Хафизов,, А. А. (2023). Влияние межкультурной коммуникации в маркетинговых сообщениях. Oriental renaissance: Innovative, educational, natural and social sciences, 3 (12), 458-462.