COMMUNICATIVE LANGUAGE APPROACH IN LANGUAGE TEACHING.

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Annotation

The project work is based on Communicative Language Teaching Method (CLT) which consists of nine parts clearly describing the key principles. CLT Method provides different types of effective strategies teaching learners to communicate in real life situations by participating in role -plays, dialogues, discussions and pair works. All these approaches help to rise their interests in the language learning through communication and team collaboration. The project focuses on encouraging students to develop critical thinking as independent learners in acquiring new skills. It also outlines the importance of utilizing various kinds of materials and approaches which scaffolds students in further learning process. As well as, the work clearly states possible advantages and drawbacks of Communicative Language Teaching Method that might appear during the process.

Key words

CLT, communicative competence, grammatical competence, deductive method, competence-based instruction.

Objectives :

- To prepare students to be confident communicator in different real-life context,
- Though repetitive oral practices,
- To convey with peers.

INTRODUCTION

" If we fail the change the learning methodology in schools, neither will the quality of education transform,"

Shavkat Mirziyoyev.

Our President Shavkat Mirziyoyev is always mentioning that without foreign languages no organization, no person can develop fast. Activities on creating necessary conditions for youth in receiving modern education is being consistently continued. We have to mobilize our intellect, knowledge and experience , our children's love and devotion to our Homeland. President: 'It Is Time to Create A New System of Teaching Foreign Languages'. The future of any society directly depends on how educated and comprehensively developed the current younger generation is. This is precisely why fundamental reforms are being undertaken in Uzbekistan in the education and upbringing system. Our goal is for the young people in the New Uzbekistan to be harmoniously advanced personalities with a broad outlook and creative thinking, ready to take responsibility for the fate of the Motherland," Shavkat Mirziyoyev said.

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In this project I will examine the methodology known as communicative language teaching, or CLT, and explore the assumptions it is based on, its origins and evolution since it was first proposed in the 1970s, and it has influenced approaches to language

teaching today. Since its inception in the 1970s, CLT has served as a major source of influence on language teaching practice around the world. Many of the issues raised by a communicative teaching methodology are still relevant today, though teachers who are relatively new to the profession may not be familiar with them. This booklet therefore serves to review what we have learned from CLT and what its relevance is today.

What is Communicative Language Teaching?

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Let us examine each of these issues in turn.
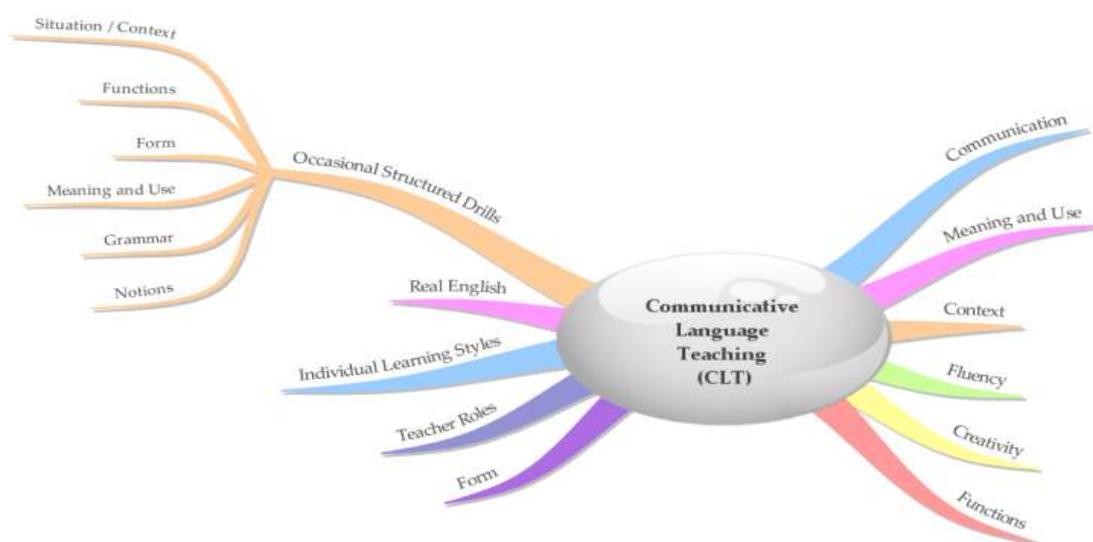
I would like to report The Goals of Communicative Language Teaching sets as its goal the teaching of communicative competence. What does this term mean? Perhaps I can clarify this term by first comparing it with the concept of grammatical competence. Grammatical competence refers to the knowledge we have of a language that accounts for our ability to produce sentences in a language. It refers to knowledge of the building blocks of sentences (e.g., parts of speech, tenses, phrases, clauses, sentence patterns) and how sentences are formed. Grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence. While grammatical competence is an important dimension of language learning, it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication. It is the latter capacity which is understood by the term communicative competence. Communicative competence
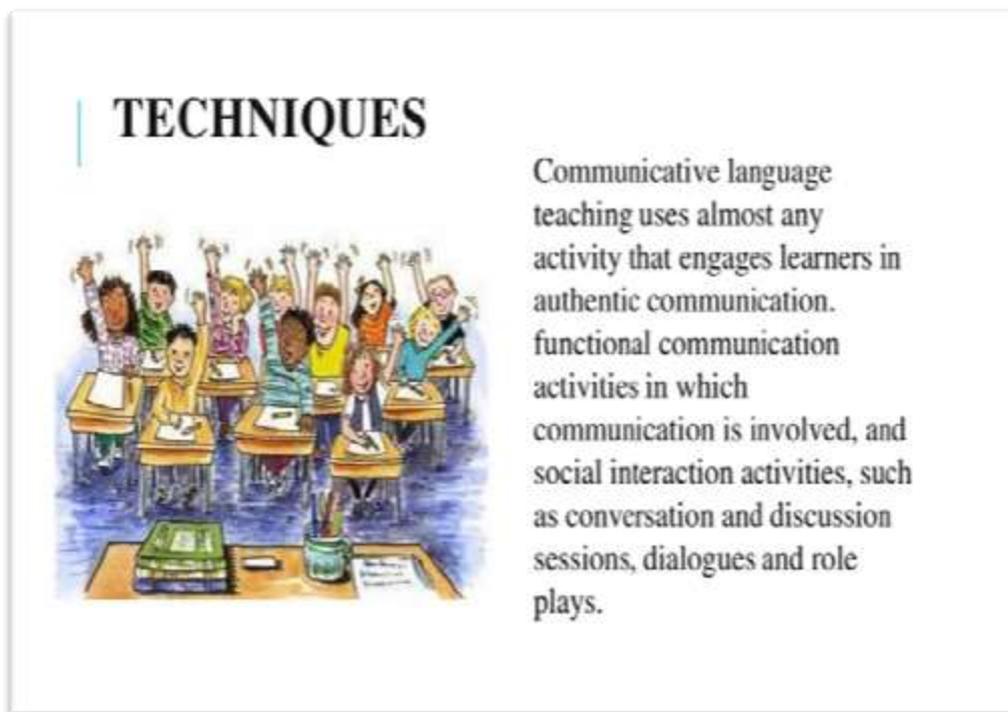
includes the following aspects of language knowledge: Knowing how to use language for a range of different purposes and functions Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication) Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations) Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies).

OBJECTIVES

- The main objective of CLT is to increase the communication ability of the learners in order to enable them to cope with their communicative needs in the target situation.
- Language techniques are designed to engage learners in the pragmatic, authentic functional use of language for meaningful purposes.
- Fluency and accuracy are seen as complementary principles underlying communicative techniques
- Students should share information which others don't know.

My understanding of the processes of second language learning has changed considerably in the last 30 years and CLT is partly a response to these changes in understanding. Earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes. Errors were to be avoided through controlled opportunities for production (either written or spoken). By memorizing dialogs and performing drills, the chances of making mistakes were minimized. Learning was very much seen as under the control of the teacher. In recent years, language learning has been viewed from a very different perspective. It is seen as resulting from processes such as: Interaction between the learner and users of the language Collaborative creation of meaning Creating meaningful and purposeful interaction through language Negotiation of meaning as the learner and his or her interlocutor arrive at understanding Learning through attending to the feedback learners get when they use the language Paying attention to the language

one hears (the input) and trying to incorporate new forms into one's developing communicative competence. Trying out and experimenting with different ways of saying things.

TECHNIQUES

Communicative language teaching uses almost any activity that engages learners in authentic communication. functional communication activities in which communication is involved, and social interaction activities, such as conversation and discussion sessions, dialogues and role plays.

Communication plays a crucial role in language learning for several reasons:

1. Practical Application: Language is fundamentally a tool for communication. Engaging in conversations allows learners to practice and apply what they've learned in real-life contexts, reinforcing their understanding and retention of vocabulary and grammar.

2. Cultural Understanding: Language is intertwined with culture. Through communication, learners gain insights into cultural nuances, idiomatic expressions, and social norms, which enhances their overall comprehension and appreciation of the language.

3. Confidence Building: Regular communication helps learners build confidence in their language abilities. The more they practice speaking and listening, the more comfortable they become, reducing anxiety and encouraging further practice.

4. Feedback and Correction: Communicating with others provides opportunities for immediate feedback. Native speakers or teachers can correct mistakes, clarify misunderstandings, and offer suggestions for improvement, facilitating a more effective learning process.

5. Listening Skills: Effective communication involves both speaking and listening. Engaging in conversations helps learners develop their listening skills, which are essential for understanding spoken language in various contexts.

6. Motivation and Engagement: Interactive communication can make the learning process more enjoyable and engaging. It often motivates learners to continue practicing and improving their skills, as they can see tangible results from their efforts

7. Social Interaction: Language learning is often a social endeavor.

Communicating with others fosters relationships and creates a sense of community among learners, making the process more enjoyable and less isolating.

8. Contextual Learning: Communication often occurs in specific contexts, allowing learners to acquire language in situational contexts that enhance understanding and relevance. This contextual learning helps solidify knowledge and improve recall.

9. Development of Critical Thinking: Engaging in discussions requires learners to think critically about their responses, formulate arguments, and articulate their thoughts clearly, which enhances cognitive skills alongside language proficiency.

10. Exposure to Varied Language Use: Through communication, learners are exposed to different dialects, accents, and registers of the language, broadening their understanding and adaptability in using the language in diverse situations.
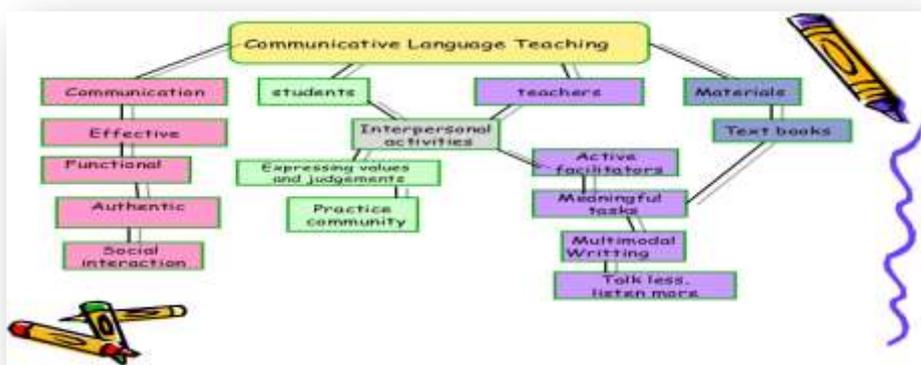
In Communicative Language Teaching (CLT) classes, a variety of communication activities are employed to enhance students' language skills through interaction and real-life communication. Here are some effective types of communication activities commonly used in CLT:

1. Role Plays

• Description: Students act out specific roles in a given scenario (e.g., a restaurant, a job interview).

Presenter 1

When	Navruz	will	come	to	us
Flowers	and	fields	will		blossom
When	Navruz	will	come	to	us
Earth	will	breathe	with		spring

When	Navruz	will	come	to	us
You	can	hear	the	sound	of	joy	and	laugh
When	Navruz	will	come	to	us
We	will	celebrate	and	congratulate	all

Representer 1: **Navruz** is a new day, a majestic day in the lives of the people. It is the festivity, the first day of solar calendar. It is the most ancient holiday of the peoples living in Central Asia and the East. The day of Navruz festivity matches with that of spring equinox (21 or 22 March), i.e. when the sun enters the constellation of Aries. Navruz is a day of nature, planting, hard work and peace. We'll congratulate you all! Happy   Navruz!

Children: Happy Navruz! (in chorus)

(A knock at the door. The Bear, Fox, Rabbit enter).

Representer: What happened my forest friends?

Bear: Hello my friends! We're lo oking for Navruz. We are hungry and it's cold in the forest.

Child 1: Spring already came and soon it'll be warm. The first flowers will appear, the buds will dissolve. Let's play "Only this one" together. We'll have fun.

The game:

Do you want to take only this one? *(2 times)*

I want to take only this one. *(2 times)*

If you are brave show us yourself!

If you are strong show us yourself!

You are not so brave!

You are not so strong! *(2 times)*

Bear: Thank you very much. We'll go now and look for Navruz

Rabbit: Have you seen Navruz? We are bored.

Child: Soon very soon Navruz comes. Listen to the song and you will have some fun.

(Song and dance about Navruz).

Rabbit: Thank you so much! We will go further and look for Navruz!

Fox: Have you seen Navruz? We are very tired. It's very cold and we are hungry in winter.

Child 3: Sit down and have a rest. Watch how we dance.

(Dancing)

Fox: Thank you so much! We will go further and look for Navruz!

All animals together: Have you seen Navruz?

Child: Listen to our song. Maybe she will come?!

(Song)

Representer: Children! Let's call the Sun and ask from him:

The sun, The sun come come
We all children need you now
Cloud cloud go away!
We all children need the sun
The sun, The sun come come!

Sun: Hello friends! Why did you call me?

Representer: We are looking for spring - Navruz.

Sun: Oh yes! Spring has already come. But it's only the beginning of the spring. And Navruz has a lot of works. She awakens from the hibernation of the fields, meadows, forests. She is already approaching the city. And I suggest you look at the ballroom dance. Maybe she'll come to your school?

(Dance)

Sun: Good job! You dance very well. Have you tried to call for Navruz? Let's call her together.

Children: Navruz! Navruz! Navruz!

(Navruz enters under the music).

Navruz: Good morning, my friends! Good morning, children! How are you all? Are you fine?

Children: Yes, we are!

Navruz: I crossed many seas, finally came to you. Congratulations on this holiday, I wish you health and happiness.

(Song).

Navruz: Thank you for inviting me to the party and waiting.

(Turns to the forest animals). And you, my forest friends, do not be sad! I passed my domain. It's warm in the forest, everything wakes up, the birds have arrived, the kidneys have opened, and you and everyone will be fine. And now I'm offering you the game "Get the picture".

3 teams: the team of Hare, Fox and the Bear, whose team correctly and quickly build a picture?

(The game "Get the picture").

Navruz: Which season do you like?

Children: Winter, Spring, Summer, Autumn.

Navruz: Well done! Love all seasons: for the warmth, for the snow, the first green grass, for the yellow leaves.

(Song)

Navruz: Well, guys, it's fun with you, but it's time for me to go: warm the earth, help people sow a new crop. Accept my treats! (Gives the children food and leaves).

Represonter: So we met the Navruz holiday with you. They sang, danced, played, it's time and honor to know.

(Dancing together).

• Purpose: To practice speaking and listening in realistic contexts, develop vocabulary, and improve fluency.

2. Information Gap Activities

• Description: Students work in pairs or groups where each participant has different information needed to complete a task (e.g., completing a puzzle, sharing travel plans).

• Purpose: To encourage communication as students ask questions and share information.

3. Discussions and Debates

• Description: Students engage in discussions on various topics or hold structured debates.

• Purpose: To develop critical thinking, argumentation skills, and the ability to express opinions clearly.

4. Interviews

• Description: Students conduct interviews with each other based on prepared questions.

• Purpose: To practice question formation, listening skills, and spontaneous speaking.

5. Storytelling and Story Completion

• Description: Students tell stories from their own experiences or collaboratively create stories based on prompts.

• Purpose: To enhance narrative skills, creativity, and fluency.

6. Group Projects

• Description: Students work together on projects (e.g., presentations, posters) that require planning and collaboration.

• Purpose: To practice language in a cooperative setting while developing teamwork skills.

7. Surveys and Polls

• Description: Students create surveys to gather information from classmates and report their findings.

• Purpose: To practice question formation, data collection, and summarizing results.

8. Role Reversal Activities

• Description: Students switch roles with the teacher or another student to experience different perspectives (e.g., teaching a mini-lesson).

• Purpose: To build confidence and understanding of language from different

9. Games

• Description: Language games such as "20 Questions," charades, or board games that require language use.

1. What is your hobby?
2. What is your favorite teacher?
3. What is your favorite subject?
4. What is your favorite sport?
5. What is your favorite season?
6. What is your favorite animal?
7. Can you describe a sport you like?
8. Do you prefer reading books or watching movies with stories?
9. Do you like listening bedtime stories?
10. What kind of stories do you like?

11. Do you enjoy playing the guitar?
12. Have you ever tried writing a story?
13. What is the color you dislike?
14. Can you describe your hometown?
15. Can you draw a picture?
16. Do people in your country like to go swimming?
17. Do you like puzzling?
18. What do you do when you feel bored?
19. How often do you buy gifts for other people?
20. Do you like giving expensive gifts?

• Purpose: To make learning fun while encouraging spontaneous use of language

10. Peer Teaching

• Description: Students teach each other specific language points or skills.

• Purpose: To reinforce knowledge and encourage collaboration.

Communicative Language teaching play a crucial role in teaching from 1th to 11th forms. I have especially my lesson into 10th -11th classes. I always pay my attention all of four skills which are reading, listening, writing and speaking. Some of my students are fond of communicating and speaking. I also try to create English

environment during my lesson. We discuss a verity different of topics related to the theme with my student to enlarge their knowledge.

Unit Overview

TOPIC Relationships

VOCABULARY be, do, have and make

READING Trouble spot: don't get angry – get advice

GRAMMAR have to and must; should

VOCABULARY Phrasal verbs: relationships

WRITING An informal email (2)

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 144; TB page 245

WORKBOOK: pages 28–31

PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 7;

Ask students what type of everyday problems they have with friends, family and teachers, for example being untidy, coming home late, doing homework, arguing with friends or family members, sharing possessions, etc. Students read the first set of questions and discuss them in pairs. Hold a brief class discussion about whether students prefer to talk to friends or family and why. Ask them if they talk to different people about different problems. In pairs, students discuss the question about whether family members can also be friends. Invite feedback and write key words on the board.

BACKGROUND INFORMATION

In a recent survey parents were asked to rate the biggest problems for adolescent children. Nearly 60% said excessive screen time was a major problem. They also identified stress and anxiety related to modern lifestyles and the unreal expectations parents may have about their children, particularly concerning performance at school.

Other concerns included a lack of physical activity, internet safety, an unhealthy diet and bullying

Problems encountered in Communicate Language Teaching with secondary schools students

Nowadays in teaching foreign languages, many innovative methods are used, and along with listening comprehension tasks, speaking and communicate are included. In elementary school lessons, every topic includes texts related to it.

The elementary goal of education is to raise a generation that can inherit national heritage, perceive musical richness, and be well-rounded and cultured. This includes not only understanding their own national traditions but also being aware of and respecting the customs and cultures of other nations. Moral education plays a significant role in this process. Speaking foreign languages not only provides authentic pleasure but also helps develop listening skills and breathing techniques. Therefore, communicating plays an important role in maintaining health. Student improve their speech activity and expand their vocabulary.

Today, many English teachers face certain difficulties when it comes to having students conversation. The biggest challenge is that students struggle with communicating simultaneously.

In communicating languages teaching aspect is crucial, as it helps students listen and learn words quickly. Since young learners are highly sensitive to auditory input, speaking significantly contribute to their language development. However, certain challenges arise in communication and pronunciation. To overcome these issues, a step – by-step approach is recommended:

1.   Frist step: I divide the class into two or three groups and then the topic is given to the students, they follow the topic and I give them a few questions about topics they share their ideas and opinions with active students

2.   Second step: Some of my students cannot share their ideas and opinions.   Let them write responses if they feel uncomfortable in speaking at first. So I will consider their degrees and give easier questions to passive students. I try to encourage them in order to   communicate with their peers.

3. Third step: During their speaking time which is giving their opinions I try not to separate and I try to create an English atmosphere. If they make a mistake in their speech I will correct your mistakes after speaking with them. I recommend you not to correct their mistakes during their speech. They might stop from speaking and they cannot concentrate what I do, what I speak.

CONCLUSION

My full name is Abdulxamidova Feruza. I work at school N9. I have tried to identify Communicative Language Teaching (CLT). Since its inception in the 1970s, communicative language teaching has passed through a number of different phases. In its first phase, a primary concern was the need to develop a syllabus and teaching approach that was compatible with early conceptions of communicative competence. This led to proposals for the organization of syllabuses in terms of functions and notions rather than grammatical structures. Later the focus shifted to procedures for identifying learners' communicative needs and this resulted in proposals to make needs analysis an essential component of communicative methodology. At the same time, methodologists focused on the kinds of classroom activities that could be used to implement a communicative approach, such as group work, task work, and information-gap activities. Today CLT can be seen as describing a set of core principles about language learning and teaching, as summarized above, assumptions which can be applied in different ways and which address different aspects of the processes of teaching and learning. Some focus centrally on the input to the learning process. Thus content-based teaching stresses that the content or subject matter of teaching drives the whole language learning process. Some teaching proposals focus more directly on instructional processes. Task-based instruction for example, advocates the use of specially designed instructional tasks as the basis of learning. Others, such as competency-based instruction and text-based teaching, focus on the outcomes of learning and use outcomes or products as the starting point in planning teaching. Today CLT continues in its classic form as seen in the huge range of course books and other teaching resources that cite CLT as the source of their methodology. In addition, it has influenced many other language teaching approaches that subscribe to a similar philosophy of language teaching.

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