

COMMUNICATIVE TEACHING LANGUAGE

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Annotation: When learning a foreign language, especially English, students face many difficulties. Speaking a new language is one of the most difficult situations for those who are just learning it. Being able to speak a foreign language fluently opens up many opportunities for everyone. For this reason, the communicative teaching methodology (CLT) is used to improve students' speaking skills. This method is useful for every student, helping them overcome difficulties in speaking and communicate freely. This article describes the communicative teaching methodology (CLT) and its teaching methods with examples.

Key words: CLT, real-life activities, TL, role-play, grammatical competence interactive approach, oral activities, communication skill.

The communicative approach to teaching foreign languages is one of the methods of learning foreign languages. The main goal of training is to develop the communicative competence of students. The meaning of this term will be clearer and more understandable in comparison with the concept of grammatical competence. Grammatical competence is the ability to correctly construct phrases and sentences, correctly use and coordinate tenses, this is knowledge of parts of speech and knowledge of how sentences of different types are structured. Grammatical competence, as a rule, is the focus of many textbooks, which provide certain grammatical rules and exercises for practicing and reinforcing these rules. Undoubtedly, grammatical competence is an important, but far from the only aspect in language teaching. Usage is a much more important and complex aspect, which the communicative approach focuses on. A person who has fully mastered all the grammatical rules, able to correctly construct sentences, may find difficulties in real communication in a foreign language, in real communication. That is, a person will experience a lack of communicative competence. It should be taken into account that the communicative method of preparing students is already used to prepare for testing in the formats of international British exams in English.¹

Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar to promote language skills in all types of situations. That method also claims to encourage learners to incorporate their personal experiences into their language learning environment and to focus on the learning experience, in addition to the learning of the target language.²

The communicative approach to teaching English is one of the main approaches to language teaching. The goal of this method is to teach students to use the language effectively in

¹ Fedotova Vera Borisovna. Communicative methods of preparing students for testing in the formats of international British exams in English: Master's final qualification work. - St. Petersburg: Peter the Great St. Petersburg Polytechnic University. Humanitarian Institute, 2019.

² Nunan, David (1991-01-01). "Communicative Tasks and the Language Curriculum". *TESOL Quarterly*. **25** (2): 279-295.

real life, not just by learning grammar and vocabulary. The main principles of communicative teaching include the following:

1. Real-life activities. Students learn the language by using it in simple, practical situations. For example, questions and answers, conversations, list-making, and other everyday activities.

2. Developing listening, speaking, reading and writing skills together. Students develop all language skills at the same time. This increases their success in teaching and encourages them to understand the language in a broader way.

3. Interactive approach. Creating interactive dialogues between students. Through this method, students actively communicate with each other and learn the language practically.

4. Motivation and participation. Engaging students and encouraging them to actively participate. This method is important in attracting students to lessons.

5. Learning the language in context. Students learn the language in different contexts, which helps them to understand and use the language well.

CLT teachers choose classroom activities based on what they believe will be most effective for students developing communicative abilities in the target language (TL). Oral activities are popular among CLT teachers compared to grammar drills or reading and writing activities, because they include active conversation and creative, unpredicted responses from students. Activities vary based on the level of language class they are used in. They promote collaboration, fluency, and comfort in the TL. The six activities listed and explained below are commonly used in CLT classrooms.³ The main methods of communicative teaching are:

Role-playing. Students practice language by acting out roles that depict different situations. Role-play is an oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting.⁴ Example:

1. The instructor sets the scene: where is the conversation taking place? (E.g., in a café, in a park, etc.)
2. The instructor defines the goal of the students' conversation. (E.g., the speaker is asking for directions, the speaker is ordering coffee, the speaker is talking about a movie they recently saw, etc.)
3. The students converse in pairs for a designated amount of time.

This activity gives students the chance to improve their communication skills in the TL in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class.

³ Mitchell, Rosamond (1988). *Communicative Language Teaching in Practice*. Great Britain: Centre for Information on Language Teaching and Research. pp. 23–24, 64–68.

⁴ Mitchell, Rosamond (1988). *Communicative Language Teaching in Practice*. Great Britain: Centre for Information on Language Teaching and Research. pp. 23–24, 64–68.

Instructors need to be aware of the differences between a conversation and an utterance. Students may use the same utterances repeatedly when doing this activity and not actually have a creative conversation. If instructors do not regulate what kinds of conversations students are having, then the students might not be truly improving their communication skills.⁵

Working with groups. Students learn the language by interacting with each other by working in small groups. Group work is a collaborative activity whose purpose is to foster communication in the TL, in a larger group setting. Example:

1. Students are assigned a group of no more than six people.
2. Students are assigned a specific role within the group. (E.g., member A, member B, etc.)
3. The instructor gives each group the same task to complete.
4. Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned.
5. The members of the group discuss the information they have found, with each other and put it all together to complete the task.

Students can feel overwhelmed in language classes, but this activity can take away from that feeling. Students are asked to focus on one piece of information only, which increases their comprehension of that information. Better comprehension leads to better communication with the rest of the group, which improves students' communicative abilities in the TL.

Instructors should be sure to monitor that each student is contributing equally to the group effort. It takes a good instructor to design the activity well, so that students will contribute equally, and benefit equally from the activity.⁶

Opinion sharing is a content-based activity, whose purpose is to engage students' conversational skills, while talking about something they care about. Example:

1. The instructor introduces a topic and asks students to contemplate their opinions about it. (E.g., dating, school dress codes, global warming)
2. The students talk in pairs or small groups, debating their opinions on the topic.

Opinion sharing is a great way to get more introverted students to open up and share their opinions. If a student has a strong opinion about a certain topic, then they will speak up and share.

⁵ Mitchell, Rosamond (1988). *Communicative Language Teaching in Practice*. Great Britain: Centre for Information on Language Teaching and Research. pp. 23–24, 64–68.

⁶ Brandl, Klaus (2007). *Communicative Language Teaching in Action: Putting Principles to Work*. Upper Saddle River, NJ: Phil Miller. pp. 284–297.



Respect is key with this activity. If a student does not feel like their opinion is respected by the instructor or their peers, then they will not feel comfortable sharing, and they will not receive the communicative benefits of this activity. ⁷

In conclusion, it can be said that in communicative teaching of English, students' interactions and practical activities are of primary importance, as this develops their skills in understanding and effectively using the language.

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⁷ Richards, Jack (2006). *Communicative Language Teaching Today*. USA: Cambridge University Press. pp. 14–21.