

THE SIGNIFICANT ROLE OF COMMUNICATIVE LANGUAGE LEARNING METHOD AT ENGLISH LESSONS

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Abstract

This article is devoted to the importance of using CLT method during the lessons. We try to investigate advantages of improving speaking competence of learners.

Nowadays learning foreign languages is one of the most important demands in our society so every person tries to study any foreign language in the global world. Also, necessary opportunities are created by the government. A new decree has been adopted recently by Sh.M.Mirziyoyev the president of the republic of Uzbekistan. It is about “On additional measures to improve the study of foreign languages”. Accepting this order is the best news for English teachers and learners. It increases to learn foreign languages among people.

Firstly, I am going to mention that the most crucial part of the document is that teachers must be responsible for organizing their lessons. The lessons must be effective and productive. In order to achieve these goals, teachers can apply different kinds of interactive methods and innovative technologies.

One of the most crucial methods is communicative language learning. There are different theoretical options about CLT. According to the British Council “CLT involves learning a language through interaction and communication, rather than learning it through memorization of different aspects of the language system.”(2016) CLT is being used in the English classroom to improve students’ oral skills and which strategies and resources are mainly used by teachers regarding this approach.

In addition, a lot of scientists found important principles and effectiveness of CLT. They could prove their opinions about the importance of CLT at English lessons.

Communicative language teaching (CLT) is generally regarded as an approach to language teaching (Richards and Rodgers 2001). As such, CLT reflects a certain model or research paradigm, or a theory (CelceMurcia 2001). It is based on the theory that the primary function of language use is communication. Its primary goal is for learners to develop communicative competence (Hymes 1971), or simply put, communicative ability. In other words, its goal is to make use of real-life situations that necessitate communication.

Jeyasala asserts that “teachers should encourage students communicative competence all the time and besides their limitations to use language fluently and accurately, they should provide them with spaces to interact others or to immerse them in speaking activities that enhance their ability to use the target language.” (2014).

Richards mentions that “communicative competence involves the following aspects of language knowledge: knowing how to use the language in different situations, knowing how

to vary the use of the language according to settings and participants (formal and informal speech), being able to understand different types of texts, and knowing how to maintain communication despite any limitation the speaker might have". In his opinion, "when using communicative activities in the classroom, a distinction between fluency and accuracy should be done, understanding fluency as the natural language use that takes place when the speakers participate in a conversation despite the limitation of their communicative competence. Accuracy, on the other hand, refers to the creation of correct examples of language use."

There is a great number of activities aimed at developing learners' communicative competence using communicative processes, such as information sharing, negotiation of meaning, and interaction. Similarly, of games, role plays, simulations, and task-based communication activities are necessary to support classes in which the Communicative language teaching approach is used (Richards and Rodgers, 2014). Similarly, Colker (2007) claims that students learn better by using their senses when they see, hear, touch, move, examine, smell, and even when they are provided with opportunities to taste things. She believes that students learn better when they have direct contact with the materials.

The teachers are the facilitators who facilitate the learning process. It is the responsibility of teachers to create such situations in which communication can take place among the students. They monitor the learning process. While using CLT approach in the classroom, the teachers do not interrupt during the learning process to correct the errors of the learners. They note the errors and correct it at a later point. The teachers give such types of activities which help to accelerate the communication process. The teachers are also active participants of the communicative process. Richards & Rodgers state that there are some other roles assumed for teachers are need analyst, counsellor, and group process manager (1986:77). The major focus in CLT approach is on communication process rather than mastering linguistics structures. This leads to different roles for the learners. Communicative Language Teaching is a learner-centered approach in which the learners are given importance. The learners are expected to participate in the communication process actively. The cooperative approach (rather than individualistic) approach to leaning stressed in CLT may likewise be unfamiliar to learners. CLT methodologists consequently recommend that learners learn to see that failed communication is a joint responsibility and not the fault of speaker or listener. Similarly, successful communication is accomplishments jointly achieved and acknowledge (Richards & Rodgers, 1986:77). 6. Conclusion Communicative Language Teaching is an approach which provides opportunity to the learners to communicate in the target language. The use of functional aspect of language makes them able to communicate in the target language in their day to day life. The activities which are used in CLT approach such as dramas, role plays and games make learning enjoyable.

References

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