

APPLICATION OF THE CLT METHOD OF TEACHING FOREIGN LANGUAGES TO THE STUDENTS OF OTHER LANGUAGES

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Abstract:

Each learner may face a number of problems while learning foreign languages. One of them is speaking skills problem, which is common among many learners. Currently, in the world of globalization, fluency in foreign languages plays an important role. Many employers when considering candidates for the position prefer people who speak at least one foreign language. Thus, the article is devoted to the peculiarities of the application of the communicative method of teaching foreign languages. The main ideas of communicative linguistics defining the communicative method are summarized. The principles on which the communicative approach to teaching foreign languages is based are considered.

Keywords: CLT, Communicative language teaching, method, linguistics.

Introduction

Communicative teaching method of foreign languages occupies a leading position in methodological science. The relevance of the communicative approach to teaching foreign languages in Uzbekistan is dictated by modern requirements of the time. Educational standards of the new generations put the principle of competence-based approach to learning at the forefront. In practice, this means that students must not only acquire knowledge, skills and abilities, but also to become competent participants in the global society, be prepared for effective interaction in the social and business sphere. In the 60-70s of the XX century, development of linguistics, psychology, general didactics, emergence of psycholinguistics, social psychology, activity theory brought a life to communicative, activity-based, personality-oriented method, which is usually called communicative approach or communicative method.

Literature review:

The communicative technique is aimed at acquiring communicative skills necessary to free communication in real life conditions. It teaches students express their thoughts and emotions using certain grammatical and lexical structures. At the same time, the use of the learner's native language in training time should be kept to a minimum. Important point is teaching a person to think in a foreign language. The training process should be organized in such a way that students imitate the conditions of real language communication, i.e. colloquial speech. Discussion of real life aspects and situations is of great interest to students and the desire to share their experience. The theoretical basis for the communicative method was communicative linguistics. Ideas of communicative linguistics, defining the communicative method, are as follows:



1. The unit of communication (and therefore learning) are speech acts (statement, request, question, etc.)
2. The selection unit of speech acts is the speech intention. It meaningfully organizes and regulates human speech.
3. Mastering language as a means of communication involves the formation of communicative competence, which is manifested in the ability to correctly use language in different speech situations.

The main signs of communicative competence are manifested:

- a) in the ability to realize speech intention, allowing to establish contact and mutual understanding with other people;
- b) knowledge of structural elements of languages and the ability to use them in various communication situations;
- c) mastery of a set of formulas that organize speech, which are necessary for communication (its beginning, completion, maintenance etc.)

Formation of communicative competence is organized within the framework of carefully selected communication situations, which serve as a stimulus for the emergence of speech intention and the commission of speech acts. The situation is a unit functioning of the communication process, existing as an integrative dynamic system of status-role, social, activity and moral relationships between subjects of communication, reflected in their consciousness and arising on based on the interaction of situational positions of communicators.¹

Analysis and Results:

There are many ways to learn languages. One of them is a communicative approach. In the popularity rating, this teaching method has taken the first place among all other methods as a long and reliable method. First, the communicative method is necessary to eliminate the fear of live communication. It is believed that the communicative method of teaching English is the best option for those who have some lexical and grammatical bases of the language acquired in the primary courses, at schools, universities. Students talk in English from the first lesson. Communicative technology of teaching English to students means that students will be immersed in an English-speaking environment from the first lesson. If you have not thought about how to speak English so far, then after the first lesson, you will learn several dozen phrases and you will be able to use them in conversation.

"Communicative approach" - the leading direction of this method is considered communication. Learners can really improve their language skills and abilities when they use their language in real communicative situations. Because of these possibilities, knowledge and skills that students previously acquired, they can freely express their thoughts in a foreign language. Pupils when involved in real-life communication they use natural strategies on their language acquisition and this allows them to teach how to use language. The essence of this approach is to explain speech in a real-life situation, to teach to express one's opinion correctly. Communicative approach is also called communicative language teaching.

¹ Пассов Е.И. Программа-концепция коммуникативного иноязычного образования. – М.: Просвещение, 2000, 83.



In addition, several methods are available in communicative language teaching (CLT) and they are as follows:

When the "question-answer" method is used, students get into the work with interest, each student give answers to questions on the topic by expressing their opinion. All students spend all his efforts on the victory of his group with actively participation in the performance of this task. As a result, each student tries to participate during training. So, the main goal of the communicative game, that is to develop students' communication skills, is achieved. The second communicative game - "Debates" is a more complex method, requires students not only to communicate, but also to discuss the given topic, and encourages the development of critical analytical skills. In this method, it will be additional motivation for the participants to win with the reasonably argument. Students give real-life examples to increase the effectiveness of their speech and evidence for reinforcement. Moreover, this is the most effective way to develop language skills. Another important thing of this method is that when this method is used, students have their own point of view they will have the experience of independent, public expression. Last used method is a "Role Play" game; it is required to describe the possible events, which students observe in real-life. This method is the most interesting for students and completely attracts the attention of participants. As we know from experience, when artistic ability is required, students' desire to learn will increase. A controversial and relevant issue must be taken in order to have communication that is more interesting. When boring topics are selected, the level of activity of the participants drops sharply.

Conclusion:

To conclude, several methods are used to improve students' speaking ability. Of course, these methods help to reduce problematic situations. Excitement, lack of lexical recourses and fear of making grammatical mistakes make the students stop talking. In addition, as a solution to these issues, several methods were given. If a student has enough vocabulary and if he learned grammar well, if he speaks with many native speakers, he has no problems in speaking and can communicate freely.

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