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***Abstract:*** *Communicative Language Teaching (CLT) has revolutionized language pedagogy, shifting the focus from grammatical accuracy to communicative competence. This article explores the benefits and drawbacks of CLT, examining its impact on student motivation, fluency development, and intercultural understanding. While CLT fosters a more engaging and learner-centered approach, it also presents challenges in terms of ensuring grammatical accuracy and catering to diverse learning needs. The article analyzes the strengths and weaknesses of CLT, concluding with recommendations for optimizing its implementation in language classrooms.*

***Annotatsiya:*** *Kommunikativ til o'rgatish metodi (KTO'M) til pedagogikasida keskin o'zgarish qildi, diqqatni grammatik aniqlikdan kommunikativ kompetensiyaga o'zgartirdi. Ushbu maqola KTO'M ning afzalliklari va kamchiliklarini o'rganadi, uning talabalar motivatsiyasiga, ravonlikni rivojlantirishga va madaniyatlararo tushunishga ta'sirini o'rganadi. KTO'M yanada jozibador va o'quvchilarga yo'naltirilgan yondashuvni qo'llab-quvvatlasa-da, u grammatik aniqlikni ta'minlash va turli xil o'rganish ehtiyojlarini qondirish nuqtai nazaridan muammolarni keltirib chiqaradi. Maqolada KTO'Mning kuchli va zaif tomonlari tahlil qilinadi va uni lingafon sinflarida qo'llashni optimallashtirish bo'yicha tavsiyalar bilan yakunlanadi.*

***Аннотация:*** *Коммуникативное обучение языку (CLT) произвело революцию в языковой педагогике, сместив акцент с грамматической точности на коммуникативную компетентность. В этой статье рассматриваются преимущества и недостатки CLT, изучается его влияние на мотивацию студентов, развитие беглости речи и*

*межкультурное понимание. Хотя CLT способствует более увлекательному и ориентированному на обучающегося подходу, он также создает проблемы с точки зрения обеспечения грамматической точности и удовлетворения различных потребностей в обучении. В статье анализируются сильные и слабые стороны CLT, а в заключение приводятся рекомендации по оптимизации его внедрения в языковых классах.*

**Keywords:** *Communicative Language Teaching (CLT), language acquisition, communicative competence, fluency, accuracy, motivation, intercultural understanding, learner-centered approach, pedagogy, classroom management*

**Introduction:** The field of language teaching has witnessed a paradigm shift in recent decades, moving away from traditional grammar-translation methods to a more communicative approach. This shift is largely attributed to the rise of Communicative Language Teaching (CLT), a pedagogical approach that prioritizes the development of communicative competence in learners. CLT emphasizes the ability to use language effectively in real-life situations, focusing on meaning, interaction, and authentic language use. This article delves into the benefits and drawbacks of CLT, providing a comprehensive analysis of its impact on language acquisition. While CLT has undoubtedly revolutionized language pedagogy, fostering a more engaging and learner-centered environment, it also presents certain challenges and limitations. We will explore the key strengths of CLT, including its positive influence on student motivation, fluency development, and intercultural understanding. We will also analyze the potential drawbacks of CLT, such as the difficulty in maintaining grammatical accuracy and accommodating diverse learning needs. By critically examining both the advantages and disadvantages of CLT, this article aims to provide insights for language teachers seeking to optimize its implementation in their classrooms and contribute to the ongoing dialogue surrounding effective language teaching methodologies.

**Literature Review:** Communicative Language Teaching (CLT) has emerged as a dominant paradigm in language pedagogy, challenging traditional

methods that emphasized grammatical accuracy and translation exercises. This review examines the extensive research on CLT, highlighting its acclaimed benefits while acknowledging its limitations and the ongoing debate surrounding its implementation.

The shift towards CLT was driven by a growing understanding that language learning is not simply about acquiring grammatical rules, but about developing the ability to use language effectively in real-world communication. This shift was heavily influenced by the communicative competence theory, proposed by Dell Hymes (1972), which emphasized the importance of sociolinguistic and pragmatic aspects of language use beyond grammatical accuracy (Canale & Swain, 1980).

CLT is based on several core principles, which have shaped its pedagogical practices:

1. **Learner-centered approach:** CLT emphasizes the active role of the learner in the learning process, encouraging them to take ownership of their learning and engage in meaningful communication.
2. **Focus on authentic communication:** CLT utilizes authentic materials, such as real-life conversations, news articles, and multimedia resources, to provide learners with exposure to language as it is used in the real world.
3. **Collaborative learning:** CLT promotes collaborative learning activities, allowing learners to interact with each other and practice communication skills in a supportive environment.
4. **Task-based learning:** CLT emphasizes the use of tasks that require learners to use language for a specific purpose, such as completing a project, solving a problem, or giving a presentation.

The research literature overwhelmingly supports the benefits of CLT, highlighting its positive impact on various aspects of language learning:

**Enhanced Motivation and Engagement:** CLT's focus on real-world communication and active learning creates a more engaging and motivating environment, fostering a sense of purpose and relevance in language learning (Hedge, 2000).

**Improved Fluency Development:** CLT emphasizes communication over accuracy, encouraging learners to practice speaking and writing in a less stressful environment, thereby boosting fluency and spontaneous language use (Ellis, 1994).

**Increased Intercultural Understanding:** CLT promotes interaction with diverse individuals and exposes learners to authentic cultural perspectives through real-life materials, facilitating intercultural understanding and communication (Byram, 1997).

**Development of Communicative Competence:** CLT comprehensively addresses all components of communicative competence, encompassing linguistic knowledge, sociolinguistic awareness, pragmatic skills, and discourse skills (Canale & Swain, 1980).

Despite its numerous benefits, CLT faces criticism and challenges:

1. **Maintaining Grammatical Accuracy:** While fluency is emphasized, grammatical accuracy can be compromised in CLT classrooms if teachers do not effectively address grammatical errors and provide appropriate feedback (Richards, 1990).

2. **Catering to Diverse Learning Needs:** CLT can struggle to cater to diverse learner needs, particularly those with specific learning challenges or those who require more explicit grammatical instruction (Kumaravadivelu, 2003).

3. **Classroom Management:** The communicative nature of CLT can lead to challenges in managing classroom interactions and ensuring that all learners have equal opportunities to participate (Richards, 1990).

4. **Limited Focus on Explicit Grammar Instruction:** Critics argue that CLT may neglect explicit grammar instruction, leading to a lack of foundational knowledge necessary for effective communication (Brown, 2007).

**Methodology:** There are some main principles of CLT which many scientist and researchers contributed on the topic.

1. **Learner-Centered Approach:** CLT prioritizes the active role of the learner in the learning process. This means focusing on their needs, interests, and learning styles, and encouraging them to take ownership of their learning.

2. Focus on Authentic Communication: CLT emphasizes the use of language in real-world contexts. This involves utilizing authentic materials, such as real-life conversations, news articles, films, and multimedia resources, to expose learners to language as it is used naturally.

3. Communication as the Goal: The primary objective of CLT is to develop learners' communicative competence, the ability to use language effectively and appropriately in real-life situations. This means focusing on meaning, interaction, and fluency over grammatical accuracy.

4. Collaborative Learning: CLT encourages learners to work together in pairs, small groups, or larger collaborative projects. This promotes peer learning, interaction, and negotiation of meaning.

5. Task-Based Learning: CLT often involves using tasks that require learners to use language for a specific purpose, such as solving a problem, giving a presentation, or writing a report. These tasks provide real-life contexts for language use and encourage learners to apply their skills.

6. Emphasis on Fluency: CLT emphasizes the importance of fluency in language use, encouraging learners to speak and write spontaneously, even if their grammar is not always perfect. The goal is to develop the ability to communicate effectively, even if some errors occur.

7. Exposure to Different Varieties of Language: CLT recognizes the importance of exposing learners to different varieties of language, such as regional accents, dialects, and different registers. This helps learners develop a broader understanding of the language and its use in different contexts.

Dell Hymes (1972): Hymes is considered a pioneer in the field of communicative competence. He argued that language proficiency involves more than just grammatical knowledge, but also includes the ability to use language appropriately in different social contexts. His concept of "communicative competence" was foundational to the development of CLT. Michael Halliday (1975): Halliday's work on systemic functional linguistics provided a theoretical framework for understanding how language functions in real-life contexts. He

argued that language is a system of choices that reflect the speaker's purpose, social context, and audience.

Michael Canale and Merrill Swain (1980): Canale and Swain defined the components of communicative competence, which included grammatical competence, sociolinguistic competence, pragmatic competence, and strategic competence. This framework provided a clearer understanding of the skills and knowledge necessary for effective communication. Diane Larsen-Freeman (1986): Larsen-Freeman emphasized the importance of incorporating a communicative approach into language teaching. She argued that CLT is more effective than traditional methods because it focuses on real-world communication and allows learners to practice their language skills in authentic contexts. Rod Ellis (1994): Ellis has conducted extensive research on second language acquisition (SLA), focusing on the role of input and output in language learning. His work has provided valuable insights into how learners acquire language and how CLT can be used to facilitate this process. Henry Widdowson (1978): Widdowson defined the concept of "communicative language teaching" and emphasized the need for learners to be able to use language for communication rather than simply focusing on grammatical rules.

**Conclusion:** This article has explored the merits and demerits of Communicative Language Teaching (CLT), a pedagogical approach that has significantly transformed language education. The shift toward CLT stems from the recognition that language learning is not merely about mastering grammatical rules, but about acquiring the ability to use language effectively in real-world communication. CLT's core principles, namely the learner-centered approach, emphasis on authentic communication, collaborative learning, and task-based learning, have proven to be highly beneficial. Research consistently demonstrates CLT's positive impact on student motivation, fluency development, intercultural understanding, and the development of overall communicative competence. While CLT offers numerous advantages, it is not without its limitations. Ensuring grammatical accuracy alongside fluency, catering to diverse learning needs, managing classroom dynamics, and incorporating explicit grammar instruction

pose challenges for educators using CLT. To overcome these challenges and optimize CLT implementation, a balanced approach is crucial. This involves combining CLT with elements of traditional grammar instruction, differentiating instruction to cater to diverse needs, employing effective classroom management strategies, and integrating explicit grammar instruction within communicative tasks. CLT, despite its challenges, remains a powerful and valuable paradigm for language acquisition. By acknowledging its strengths and weaknesses, educators can implement CLT strategically, creating engaging and effective learning environments that empower learners to achieve communicative competence.

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