

THE IMPORTANCE OF CLT METHOD IN TEACHING ENGLISH LANGUAGE

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Abstract: The article studies the potential of the Communicative Language Teaching (CLT) activities to develop learners' foreign language skills and knowledge. The language teaching methods and approaches are the most crucial way to learning effectively new language. CLT is becoming a major language and its being used worldwide. Communicative Language Teaching (CLT) is also called the communicative approach, which focuses on teaching a foreign or second language through communication and interaction. This approach looks at communication as a method for English language learners (ELLs), who are students whose first language is not English.

Introduction

Communicative Language Teaching (CLT) originated in Europe in the 1970's with the aim of making language instruction responsive to the communicative, functional demands of learners. It has its roots in the changes to the British language teaching tradition which adopted the Situational Language Method. This method aimed to teach basic grammar within meaningful situations. However, it was seen that this method did not allow for the creativity of interactions. A need to study the language itself was seen. This was partly a response to Chomsky's demonstration that the current structures of language could not account for the uniqueness and creativity of uttered sentences. Likewise, the British Applied linguists saw the need to focus more on the communicative proficiency rather than structures (Richards & Rogers, 2001). [1,2]

In the article we try to select CLT activities that aid the development of student communication effectively and interaction skills in order to they can communicate confidently in real-life world situations. This includes:

1. *Role-playing*. This is a great example of how task-based learning works. Teachers have to come up with a certain situation (like shopping, ordering in a restaurant, asking for news, agreeing or disagreeing with a certain controversial notion) which depends on the topic of the lesson and ask students to create a dialogue that corresponds to the situation and solves the problem presented in it. This is a great chance to apply new grammar and target vocabulary as well as construct a certain model of how you can act and what you can say in case you really find yourself in a similar situation. [2]

Example situation: Two friends are at a restaurant. One friend wants to order a

vegetarian pizza, the other wants to order a meat pizza. They must discuss their preferences with the waiter and place their orders.

2. *Pictionary*. Visual aids are always helpful and undoubtedly they may become a powerful tool to boost your students' discussions and exchange of ideas. Make your lessons as visual as possible with the help of various ESL games and tools. It makes the learning process more engaging, memorable and fun. Draw clues to help your team guess a word.

Example:

Teacher: "Your word is 'elephant'."

Student (drawing): Draws a large gray shape with four thick legs, a trunk, and two big ears.

Teammates: "Elephant!"

3. *Debating*. Another interesting task, which is quite popular within CLT, is debating. An ESL teacher has to prepare a list of various controversial topics that are likely to provoke a natural debate as students may have different opinions on it. Making students prove their point is a great way to practice speaking, apply some words, functional language and grammar and generally improve their soft skills. However, make sure you establish some rules before the start. Debating should not be offensive in any way.

Example: "Should language learners focus more on speaking fluently or accurately?"

- Pro Argument (Fluency):
 - Builds confidence and helps learners overcome fear of speaking.
 - Allows for more natural and engaging communication.
- Con Argument (Accuracy):
 - Builds a solid foundation for future language learning.
 - Prevents misunderstandings and improves clarity.

4. *Projects*. Language often serves as a tool for solving various creative tasks and producing new ideas and knowledge etc. Therefore, CLT teachers pay a lot of attention to students' projects as they require the implication of many various language skills, especially writing and speaking. Also, searching for information and structuring it is done with the help of reading and listening skills as well as learning some new vocabulary and practicing functional language.[3]

Conclusion

The article concludes that the main potential of using CLT activities allows language learners to express themselves and their views through collaborative

activities, undertaken during classes. As we have mentioned, These classroom activities such as role-playing, real-life scenarios, interviewing each other, or having students' group or pair together to discuss their favorite things not only allow students to speak without any stress, but also they are taught how to actually use the language freely.

References:

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