

ISSN:2181-0427 ISSN:2181-1458

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ

НАМАНГАН ДАВЛАТ УНИВЕРСИТЕТИ
ИЛМИЙ АХБОРОТНОМАСИ

НАУЧНЫЙ ВЕСТНИК НАМАНГАНСКОГО
ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА



2021 йил 9-сон



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Аннотация: В статье прояснена об упражнениях Коммуникативного обучения языка по иностранным языку. А также раскрыты характеристики и использование данного метода. Приведены примеры коммуникативной деятельности и смены ролей учителя и ученика.

Ключевые слова: коммуникативная обучения, методика, типы коммуникативная обучения,

ЧЕТ ТИЛЛАРНИ УКИТИШДА КОММУНИКАТИВ МАШКЛАРДАН

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Аннотация: Ushbu maqola talabalarni muloqotga o'rgatish mashqlari va turlari haqida. Shuningdek, muloqotga kirisha olish qobiliyatini rivojlantirish bo'yicha amaliy maslahatlar haqida gap boradi..

Таянч so'zlar: muloqot, turlari, mashqlar, til o'rgatish,

When learning the English language (or any language for that matter), Grammar, vocabulary and pronunciation is very important and most teachers use the communicative approach in either one of two ways. Firstly, the point of grammar is taught and then the teacher asks the students to carry out exercises to practice the point in grammar. For example, the teacher is teaching the present continuous and outlines the structure of the tense. After this, the students are required to carry out activities where they might use it in real life situations. Alternatively, some teachers prefer to skip this part because they feel that the grammar will be learned naturally through communication exercises.

According to Wikipedia, Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study.

Using the CLT method of teaching English, there is no real methodology that can be outlined for teachers. Instead, it is a flexible method that uses a broad approach to teaching the



language. Dr. David Nunan, an Australian linguist and an expert in the topic outlined 5 features of the CLT method for teaching English in his 1991 book "Language Teaching Methodology".

The 5 features are:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on language but also on the learning process itself.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activities outside the classroom.

Here we can see that the CLT method is interested in the individual needs of the students with a clear connection of using the language both in the classroom and in the outside world. Therefore, a teacher using this method should create a range of different activities that mimic the use of the English language outside of the classroom, including: pair work, group work, role plays, et

There are many activities that teachers can employ when using this method. As stated above, pair work, group work, and role plays work well. Also, interviews, games, surveys and learning by teaching are also good activities to carry out. Before carrying out any activities, it's advisable to ensure that students have enough vocabulary and understanding of the situation in which they are learning. Students don't really need to be knowledgeable about English grammar or the rules thereof, but instead they need to know what language is used for any given situation. For example, when practicing ordering inside a restaurant, students need to know how to make requests, ask for information, etc.

What is communicative language teaching?

Communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audiolingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. Margie S. Berns, an expert in the field of communicative language teaching, writes in explaining Firth's view that "language is interaction; it is interpersonal activity and has a clear relationship with society. In this light,



language study has to look at the use (function) of language in context, both its linguistic context (what is uttered before and after a given piece of discourse) and its social, or situational, context (who is speaking, what their social roles are, why they have come together to speak)"

The Communicative Approach of teaching English is a method that overtook older and more traditional methods such as the Grammar-Translation Method. These older methods worked on the assumption that students wanted to master the target language and studied for years before being able to use the target language competently in real life situations. The Communicative Method of Teaching, also known as Communicative Language Teaching (CLT), started its rise to prominence during the 1970s and 80s. At this time, there was an increase in demand for language learning, particularly in Europe when the European Common Market opened. Moreover, more secondary and high schools began teaching foreign languages. In the United Kingdom, the creation of comprehensive schools gave all high school children the opportunity to learn a foreign language.

The aim of the communicative approach is to provide students with real life communication lessons that try to mimic the natural progression of language learning. The emphasis of genuine communication that imitate real life situations is supposedly more fun and more helpful for the students as they are learning a language in situations that it is used every day.

Gunter Gerngross, an English teacher in Austria, gives an example of how he makes his lessons more communicative. He cites a widely used textbook that shows English children having a pet show. "Even when learners act out this scene creatively and enthusiastically, they do not reach the depth of involvement that is almost tangible when they act out a short text that presents a family conflict revolving round the question of whether the children should be allowed to have a pet or not"(Gerngross & Puchta, 1984, p. 92). He continues to say that the communicative approach "puts great emphasis on listening, which implies an active will to try to understand others. [This is] one of the hardest tasks to achieve because the children are used to listening to the teacher but not to their peers. There are no quick, set recipes. That the teacher be a patient listener is the basic requirement" (p.98).

How do the roles of the teacher and student change in communicative language teaching?

Teachers in communicative classrooms will find themselves talking less and listening more becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats



to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986).

What are Communicative Activities?

Communicative activities include any activities that encourage and require a learner to speak with and listen to other learners, as well as with people in the program and community. Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Even when a lesson is focused on developing reading or writing skills, communicative activities should be integrated into the lesson.

Communicative language teaching was developed by teachers and applied linguists as a response to the shortcomings of the audiolingual and grammar translation methods. One of the distinctive points of communicative language teaching is the focus on communicative activities that promote language learning. These activities use real life situations to trigger communication. They encourage and require a learner to speak with and listen to other learners. Communicative activities have real purposes such as finding and exchanging information, breaking down barriers, talking about oneself, and learning about culture.

Characteristics of communicative activities

- The success of a communicative activity can be determined by the extent to which learners are dependent on the teacher. Tasks should be devised in a manner that learners gain autonomy and independence while learning.
- The role of the teachers is to give clear and to the point instructions and provide the appropriate environment for learners to interact and exchange information.
- Communicative activities are motivating. Learners should be at ease and have fun while doing the communicative tasks.
- Communicative tasks are realistic. Real communication situations should be the focus instead of isolated structures with no real-life reference.
- While in teacher-led classrooms learners were expected to be quiet and listen to the teacher and then, when asked, to respond to the teacher in unison with the one correct answer, communicative tasks require learners to take initiatives and provide their responses (instead of a response) to contribute to the success of learning.
- Communicative activities are meaningful: they are carried out to fulfil specific purposes such as booking a plane, hotel ticket, inviting somebody to a party, answering an invitation letter, shopping....
- Performance in communicative tests reflects an underlying competence that is linguistic, sociolinguistic, pragmatic, strategic. Communicative activities should consider this multi-dimensional nature of language.



Examples of communicative activities

Information gap: This involves two (or more) learners. Each testee has part of the information. They have to negotiate in order to get the missing information. A clear context must be specified for the test.

Letter writing: learners may be asked to write, for example, a business letter to ask for information or to respond to a complaint by a customer

Note taking: Testees are involved in a listening activity in which they have to take notes and, for example, write a report. Learning is maximized when students are engaged in relevant tasks within a dynamic learning environment instead of traditional teacher-centered classes.

Real life communication is the target. learners are trained not only to be linguistically competent but also communicatively and sociolinguistically competent. Communicative activities are motivating. Learning is achieved while learners are having fun.

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