



THE EFFECTS OF COMMUNICATIVE METHOD IN TEACHING FOREIGN LANGUAGES

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Abstract

The article is devoted to the advantages and disadvantages of CLT method in teaching foreign language and to develop especially learners speaking skills. It considers an overview of the development in Foreign Language Teaching for real communication rather than learning systems of grammar and vocabulary. Recently, most of teaching instructors are focuses more on the process of teaching, and understanding how to create lessons drawing on whatever you have been taught, whatever teaching context is and ever whatever you have come up with on own as a basis for teaching practice.

Keywords: communicative competence, text-based teaching, linguistic competence, cultural background, inductive method, deductive principles.

INTRODUCTION

Language is a powerful tool enabling individuals to express their thoughts, share information, and connect. Various methodologies and approaches have been developed to facilitate effective language learning in language education. One such approach is Communicative Language Teaching (CLT), which emphasizes the importance of communication and interaction in language acquisition. In this article, we will explore CLT's key principles, methods, and benefits, along with examples of its implementation in the classroom.

CLT describes effective principles of "Communicative Language Teaching". This approach aims to make communicative competence the goal of language teaching and to develop procedures for teaching the four language skills, includes listening, reading, writing and speaking. Furthermore, we developed communicative competence through making communication and this focus of the classroom activities, which is the peer work, group work with students by product of using language to communicate. In order to do the activities have to be developed that enable students to practice communicating in a different ways according to the language proficiency level through tasks, through focusing on role plays, through information sharing activities. Activities of that kind which require students to draw on their communicative resources and try to make communication possible in the classroom. [1]

MATERIALS AND METHODS

CLT is essentially a set of general principles that refers to how communication can be the focus of teaching and learning and which attributes the acquisition of communicative competence to providing opportunities for students to practice

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communicating through their classroom materials. In addition to this approach is believed of text-based teaching or and others led to content based teaching which is depends on other podcasts. Most of the instructors believed this method and it important for us to consider today.

Communicative Language Teaching is one of the top influenced approaches to language teaching today. Many language teachers when you ask them to identify what methodology they use they often mention communicative as the methodology of choice however when pressed to give a more detailed account of what they mean by communicative their explanations tend to vary does this mean teaching conversation, does it mean an absence of grammar in a course or perhaps an emphasis on open – ended discussion activities as the main features of a course”. Communicative language teaching can be understood as a set of principles, and the set of principles forms a particular method. It is true that though CLT is the well-researched, and instructors globally practiced method in English language teaching today. Most teachers would like to examine each of these issues, perhaps in a little more detail communicative language teaching set as it is goal the teaching of what is called communicative competence.

Communicative competence can be contrasted with linguistic or grammatical competence, which really focuses on sentence formation and the ability to produce grammatically correct sentences. Linguistic competence does not really describe how we use language as a basis for communication this is the focus of communicative competence. And communicative competence includes a number of different dimensions of language knowledge in use for example, knowing how to use a language for a range of different purposes and functions knowing how to vary our use of language according to the setting who we are talking to and informal or formal speech style is appropriate. It also refers to how we can use language as a medium for cross – cultural communication interacting with people from different cultural backgrounds. In other cases, knowing how to produce different types of texts such as narratives reports, interviews or conversations. It shows that how we can maintain communication despite having limitations in one’s language proficiency through perhaps using different kinds of communication strategies. Communicative language teaching also reflects an understanding of what processes of second language learning consist of, and these processes include things such as the following interaction between the learner and the users of the language collaborative creation of meaningful and purposeful interaction through language. It means that learning through negotiation of meaning as the learner and the arrived at understanding. Learning is paying attention to the feedback and learners get when they use the languages. In some cases, noticing paying attention to the language one hers and trying to incorporate new forms into ones developing communicative competence.



RESULTS

Communicative method refers to the ability to try out and experiment with different ways of explaining the same topic. “In 1966, the linguist and anthropologist Dell Hymes developed the concept of communicative competence, which redefined what it meant to “know” a language” [2] At present time when CLT began there was a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice through controls activities such as, memorization of dialogues drills. The use of it in CLT this moved towards the use of peer work activities in project work, so a movement away from accuracy based activities if you like towards more influence communicative based activities the type of classroom activities proposed, then also implied new roles in the classroom for teachers and learners. Learners now had to participate in classroom activities they were based on cooperative rather than an individualistic approach to learning. They had to become comfortable with listening to their peers in group of work or pair work tasks rather than relying solely on the teacher for a model they were expected to take on a greater degree of responsibility for their own learning.

Therefore, today the criteria of all round maturity of a specialist in the field require that it should know several foreign languages in addition to his native language. It is shows that teachers may face a number of problems and obstacles teaching communicative method in foreign languages. The problems of teaching foreign languages are inextricably linked with the issues that need to be solved regarding the education of the mother tongue. It is no secret that the oral and written literacy of graduates of general secondary schools has decreased. It is difficult to ask a student who has not mastered the rules and regulations of their native language to master a foreign language at a high level.

Furthermore, improving the quality and efficiency of teaching the mother tongue in high school not only serves as a basis for students to acquire a foreign language at the required level. For this, the need to develop the technique of fluent communication in foreign languages and use the CLT method was considered as a solution”. [3] Teachers now had to assumed the role of facilitator and monitor rather than being a model for correct speech and writing and one were the primary responsibilities of making students avoid errors the teacher had to develop a different view of learners errors and of his or her own role in facilitating of language learning. It mentioned that new roles for teachers, new roles to the learner so instead of focusing on accurate repetition and memorization of sentences and grammatical practice. At present activities that required learners to negotiate meaning and to interact meaningfully were required since the 1990 the communicative approach has been widely implemented. But because it describes a set of very general principle grounded in the notion of communicative competence is the goal of second and foreign language teaching and learning and as well as the use of a communicative syllabus and methodology, because of these general goals.

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It is continued to evolve as our understanding of the process of second language learning has developed current communicative language teaching theory and practice thus draws on a number of different educational paradigms (The Paradigm of Education) and traditions. Educational paradigm is understood as framework of key provisions and the ideas which are acknowledged by the pedagogical public during the concrete time period and are the cornerstone of scientific research. This paradigm focuses on developing the whole child, not just developing them in academics. This includes, developing them socially and emotionally so that they learn to develop the soft skills needed for success in the future [4].

DISCUSSION

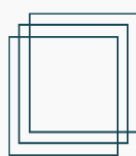
Communicative approach draws on a number of diverse sources there is no single or agreed upon set of practices that characterize current communicative approaches. CLT today refers to a set of generally agreed upon principles that can be applied in different ways depending on the teaching context the age of learners their level, their learning goals and so on. So current approaches methodology draw on earlier traditions in CLT and continue to make reference to some extent to traditional approaches as well.

Professor (Jack C. Richards) said: “For those language teachers who pride themselves on forming deep bonds with their students, the CLT method can be a powerful way to engage and support learners. Everyone in the classroom can practice forming questions by finding out information from their peers, and perhaps the combined wisdom of the classroom could help resolve some of the challenges international students might be facing”. [6] CLT lessons priorities the use of teaching techniques that require learners to respond to real world environments and situations. Group and pair work are therefore particularly relevant and widely used activities to bring language learning to life. Classroom activities typically have some of these characteristics they seek to develop student’s communicative competence through linking grammatical development to the ability to communicate [4].

CONCLUSIONS

In sum up, Communicative language teaching an approach which developed as a reaction away from grammar focused approaches to teaching really gave priority to accuracy and to the sentence as the unit of presentation and practice in the classroom. CLT argues of course that goal of language learning is communicative competence and that we develop communicative competence through communication focus of the classroom. In order to do this activates have to be developed that enable students to practice communicative in a different ways according to the proficiency level through tasks, focusing on role plays, through information sharing activates.

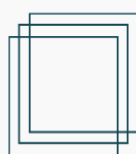
Activities of that which kind require students to draw on their communicative resources and try to make communication possible in the classroom.



At present in Uzbekistan CLT is developing a set of general principles refers to how need to learn foreign language and need to focus of teaching, learning. As I mentioned that It rules to providing opportunities for students to practice second language through their classroom materials. It is taken different forms in recent years in some context led to what we call task based teaching. IT is crucial to use the CLT method in teaching for learners to develop their language skills in foreign language.

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