

LANGUAGE LEARNING STRATEGIES AND TECHNIQUES FOR ESP LEARNERS

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Аннотация

Ушбу мақолада айрим замонавий методлар келтирилиб, бугунги кунда улар орқали ўрганувчиларнинг фаоллигини ва фанга бўлган қизиқишини ошириш билан бирга таълимнинг самарадорлигини оширишга ёрдам беради.

Калит сўзлар: таъсир этиш усули, бошқарувлик усули, фаоллик, аралаш усул, турлича ёндашув, ижодий ва амалий усул.

Annotation

This article describes the problem of teaching nowadays, and includes of several teaching methods on purpose of being student active. It is impossible to attract today`s youth without using various approaches those help for transferring of knowledge from expert to student is an art form and a skill.

Key words: CLT, authority style, coach style, activity style, group style and blended style, constructive teaching methods.

Аннотация

В данной статье рассмотрены проблемы обучение и включает в себе несколько обучаемых методов которое заставляет студентов быть активном и развивает креативность и навигаторские мышление у студентов. Главное достоинство новейших методов – открытость для диалога и коммуникации и возможность самоорганизации.

Ключевые слова: система непрерывного образования, процесс обучения, коммуникативная компетенция, тьютор, инновация, мотивация.

With Independence of the Republic of Uzbekistan, it has given to all Educational Institutions to prepare competitive and skillful mentors as a number one priority. This leads mentors to become highly adequate, to have creative thinking ability, intellectual potential, spiritual, to gain the top pedagogical skills and as well as to become meticulous mentors. Indeed, according to Uzbekistan President`s decree of № 47/32 about “ Retraining of teachers of Higher Education Institutions in key measures to further improve the system of training” which was passed on 12th of June in 2015 plays a vital role in delivering highly skilled mentors to our education system. According to the module content and evolving higher education

institutions, training and retraining of teachers serve as the basis of ensuring the highest standards of efficiency.

The development of society, culture, science and technology, increased requirements for improving the educational system, to the enrichment and improvement of not only professional knowledge, but also pedagogical skills – managerial, teaching, communication, research, scientific and educational.

Uzbekistan gained its rightful place among the developed countries; its future largely depends on the staff, with deep knowledge and qualifications. In the constant attention given under the first President of the Republic of Uzbekistan Islam Karimov, educating intellectually advanced generation is our ultimate goal – the construction of a great state.

Consistent implementation if the initiative taken by the first president the Law “ On Education”, National Program for training plays an important role in the preparation of professionals with deep knowledge and professionalism. The higher education system in Uzbekistan is currently experiencing complex transformations associated with modifications within the system and outside it. An important feature of the present time is a significant turnaround from the population of highly specialized education in the formation of a wider, allows a person to easily adapt to rapidly changing technologies. This greatly increases the requirements for the process of training in educational institutions. During the preparation of specialized professionals, to educational institutions is even one major problem associated with the implementation of the National Program for Training: Bridging the gap morality, raising national consciousness of young citizens of the republic.

It is evidently seen that the pace of economic growth is determined not so much physical capital and people skills (human capital), but the ability to apply knowledge. If today a State wishes to integrate into a modern community, it should teach our people to navigate in science, knowledge, ideas, ability to theoretically prove their insolvency or viability. Innovative education model focused on the maximum development of creative abilities and create a strong motivation based on voluntarily chosen field, direction, sequence of education or the type of educational system.

Thus, the possibilities of the education system in Uzbekistan, the integration of science and industry for training highly competitive professionals, give an impetus to the development of society and the state in an ever increasing penetration and integration into the world community.

Modern science and technology are increasingly changing the world into “a global village” and bringing people from different places around the world into frequent communication. Globalization is also reflected in the worldwide use of English language. English plays a crucial role in many areas: education, science,

technology, politics and trade. As a result, many Asian countries, where English is taught as a foreign language, have shifted from a traditional teaching method towards communicative- focused instructions. Communicative Language Teaching (CLT) is generally regarded as an approach to language teaching (Larsen – Freeman, 2000; Richards and Rodgers, 2001). It is based on the theory that the key function of language use is communication and its primary goal therefore is for learners to develop communicative competence. In other words, its goal is to make use of real-life situations that necessitate communications.

This article will present the background of Communicative Language Teaching (CLT). The term “Communicative Language Teaching” covers a variety of approaches that all focus on helping learners to communicate meaningfully in a target language. Early approaches downplayed the importance of grammar, some even advocating the abandonment of any focus on form. More recent approaches acknowledge the centrality of grammar and try and teach learners the relationship between grammatical form and communicative meaning.

As the language theories underlying the Audio-lingual method and the Situational Language Teaching method were questioned by prominent linguists like Chomsky (1957) during the 1960s, a new trend of language teaching paved its way into classrooms.

CLT is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “Communicative Approach”. Historically, CLT has been seen as a response to the Audio-Lingual Method (ALM), and as an extension or development of the Notional-Functional Syllabus.

CLT rose to prominence in the 1970s and early 1980s as a result of many disparate developments in both European and the United States. [1] First, there was an increased demand for language learning, particular in Europe. The advent of the European Common Market led to European migration and consequently there was a large population of people who needed to learn a foreign language for work or for personal reasons. [2]

The trend of progressivism in education provided further pressure for educators to change their methods. Progressivism holds that active learning is more effective than passive learning, and as this idea gained traction in schools, there was a general shift towards using techniques where students were more actively involved, such as group work. Foreign – language education was no exception to this trend, and teachers sought to find new methods that could better embody this shift in thinking.

Academic and societal influence of CLT

In the earlier times of language teaching, it was thought that language teaching is a cognitive matter. The idea then shifted from cognitive to socio-cognitive, which

emphasizes that language can be learnt throughout the social process. However, in today`s process of language teaching, incorporation of CLT has become mandatory in teaching any language.

The development of CLT was also helped by new academic ideas. In Britain, applied linguists began to doubt the efficacy of situational language teaching, the dominant method in that country at the time. This was partly in response to Chomsky`s insights into the nature of language. The structural theories of language prevalent at the time could not explain the creativity and variety evident in real communication. In addition, British applied linguists such as Christopher Candlin and Henry Widdowson began to see that a focus on structure was also not helping language students. They saw a need for students to develop communicative skill and functional competence in addition to mastering language structure.

In the United States, the linguists developed the concept of communicative competence. Communicative competence redefined what it meant to “know” a language and having mastery over the structural elements of language, according to communicative competence they must also be able to use those structural elements appropriately in different social situations.

CLT is usually characterized as a broad approach to teaching, rather than as a teaching method with a clearly defined set of classroom practices. As such, it is most often defined as a list of general principles or features. One of the most recognized of these lists is David Nunan`s (1991) five features of CLT:

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

These five features are claimed by practitioners of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and it is used outside the classroom. Under this broad umbrella definition, any teaching practice that helps students develop their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction. Thus, in the classroom CLT often takes the form of pair and group work requiring negotiation and cooperation between learners, fluency-based activities that encourage learners to develop their confidence, role-plays in which

students practice and develop language function, as well as judicious use of grammar- and pronunciation –focused activities.

Through the influence of communicative language teaching, it has become widely accepted that communicative competence should be the goal of language education, central to good classroom practice. This is in contrast to previous views in which grammatical competence was commonly given top priority.

Classroom activities used in communicative language teaching include the following:

- **Role-play**
- **Interviews**
- **Information gap**
- **Games**
- **Language exchanges**
- **Surveys**
- **Pair-work**
- **Learning by teaching**

However, not all courses that utilize the Communicative Language approach will restrict their activities solely to these. Some courses will have the students take occasional grammar quizzes, or prepare at home using non-communicative drills. Thus, it is important for teachers to give students voice, especially in the current educational climate, which is dominated by standardization and testing.

Often, the communicative approach is deemed a success if the teacher understands the students. But, if the teacher is from the same region as the student, the teacher will understand errors resulting from an influence from their first language. Native speakers of the target language may still have difficulty understanding them. This observation may call new thinking on and adaptation of the communicative approach should be a simulation where the teacher pretends to understand only what any regular speaker of the target language would and reacts accordingly.

CLT has become popular and widespread in second foreign language teaching. Contrary to the teacher – centered approach, in which teachers are regarded as knowledge – givers and learners as receivers, CLT reflects a more social relationship between the teacher and learner. This learner-centered approach gives students a greater sense of “ownership” of their learning and enhance their motivation to learn English.

CLT emphasizes the process of communication and leads learners to roles different from the traditional approach. The role of the learners is negotiator between the self,

the learning process, and the object of learning. Learners are actively engaged in negotiating meaning by trying to make them understood and in understanding others within the classroom procedures and activities. Teachers also take particular roles in the CLT approach. First, the teacher facilitates the communication process between all participants in the classroom. The teacher is also a co-communicator who engages in communicative activities with the students. In addition, the teacher acts as analyst, counsellor, and group process manager.

Besides its quick expansion in English as a Second Language (ESL) context, CLT has been implemented in English as a Foreign Language (EFL) context too. ESL essentially refers to the learning of English as the target language in the environment in which it is spoken as the primary language of interaction, communication, as well as business. EFL, on the other hand, differs from ESL in that EFL refers to the learning of English in the environment of one's native language. For example, Uzbek speakers who learn English in Uzbekistan are EFL learners. It is noteworthy to identify the fundamental differences between ESL and EFL to gain a better understanding of their implications on the use and implementation of CLT in each different learning and teaching environment.

To increase the number of learners who are able to effectively communicate in English, national language education policies in many EFL countries have moved towards CLT since the 1990s. Traditionally, the teaching of EFL has focused on knowledge about the structure and grammar of English language instead of the actual use of English for communication. Traditional approaches such as the grammar translation method and audio-lingual methods, commonly used for English teaching, were accepted because few people had opportunities to use English for real communication in EFL context. However, because of rapidly growing international needs for business, travel and technology, EFL learners now need to use English for communication purposes. These traditional approaches are seen as no longer serving the needs of EFL learners.

It can be argued that the communicative approach is the most popular direction in ESL and EFL teaching settings. Most modern teaching methods emphasize it and most textbooks are designed for it. In relation to this, many universities of EFL nations have offered courses that focused on integrated English skills or specific topics. For instance, CLT is introduced as a problem-solving instrument into institutes in Uzbekistan nowadays[4]. In addition, the general English courses offered to university freshmen, elective courses are also offered to develop students' English proficiency. Moreover, the English programs in institutes of Uzbekistan has changed from a traditional form-based to a communication-based, with emphases on language functions and learners' needs.

CLT has focused on a range of issues, such as English proficiency of both teachers and students, the design of classroom activities, facilities, social interaction activities, listening activities and the role of teachers, students, funding and instructional materials. In the CLT classroom, it seems to be student-centered which does not depend on their teachers all the time, waiting for instruction, words of approval, correction, advice or praise. They do not ignore each other, but look at each other and communicate with each other. They value each other`s contributions; they cooperate, learn from each other and help each other in order to reach the goal of communication. When in difficulty or in doubt, they do not immediately ask the teacher for help or advice, but only after they have tried to solve the problem among themselves with an emphasis on working together in pairs, groups and as a whole class. At the same time, the teacher`s role in the CLT classroom acts as a facilitator or instructor, who guides the students, manages their activities and directs their learning process in order to develop their language skills. Several roles are assumed for teachers in communicative language teaching, the importance of particular roles being determined by view of CLT adopted. Thus, it is advisable for teachers adopting a communicative approach to produce and use authentic teaching materials that meet the needs of their particular learners. Moreover, teachers need to motivate their students, as well as provide them with a comfortable classroom atmosphere for language learning.

Finally, the student centered characteristics of CLT, emphasizes that “CLT approach features low profile teacher roles, frequent pair work or small group problem solving, students responding to authentic samples of English, extended exchanges on high interest topics, and the integration of the four basic skills: namely speaking, listening, reading and writing.”

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