

TEACHING A FOREIGN LANGUAGE BASED ON COMMUNICATIVE APPROACH

Rabbimova Yulduz
Faculty of Tourism Chirchik state pedagogical university
Uzbekistan, Chirchik

ABSTRACT

In today's globalised society, the increasing demand for proficient communication skills poses a problem for foreign language instruction. Students must be taught the communication skills required in a variety of real-world, engaging circumstances outside of the classroom. In lieu of simply preparing students to pass a shallow paper exam, they must be prepared for real-world situations.

The efficiency of communicative teaching approaches is currently a hot topic of discussion, and language teachers around the world have taken this into account. The purpose of this article is to provide an overview of communicative language teaching approaches and to urge teachers to implement them in their foreign language instruction.

Key words: communicative teaching, language, communicative language teaching, role-play.

ABBREVIATIONS;

CLT = communicative language teaching

INTRODUCTION

Aim of CLT

The emergence of communicative language instruction in the 1980s was a response to the growing desire for a language curriculum that would enable students to use the second language in real-world contexts. Historically, foreign language instruction has placed greater emphasis on grammatical proficiency than on improving students' communication and interaction abilities.

Ultimately, the primary purpose of language is to facilitate communication. CLT approaches emphasise interaction during a classroom-based foreign language class or

an online language learning session, in which students create speech and engage in dialogues in the target language for the majority of classroom time.

METHOD

Encourage engagement amongst students through role-playing and collaborative assignments. Interaction amongst students is crucial to the application of a communicative teaching strategy. Student-student interaction focuses on active engagement between students during language sessions, whereas traditional teaching approaches have typically emphasised the teacher's dominance and students' learning mostly through passive listening. Student-student interaction embraces cooperative learning practises in which the success of each student's learning depends on the contributions of the entire group during classroom sessions. This is an effective method for engaging the entire class, as these exercises engage all students, not just the minority of energetic students that participate in an usual class. One of the most popular CLT activities is role-playing. Role-playing has a lighthearted element that allows pupils to practise speaking without feeling pressured. You can allocate sections to your pupils or allow them to choose a certain configuration. Choose a topic that is important to students or that relates to previously discussed themes in class. This will ensure that role-playing is an integrated element of language lessons, as opposed to a separate activity. Popular CLT activities include collaborative tasks such as assigning student groups to solve a puzzle using just the target language. This type of exercise helps students to not only improve their communication abilities, but also practise with the peer-learning technique, which is beneficial for establishing student connections.

RESULTS

The primary objective of communicative language education approaches is to train students to be self-assured communicators in a variety of real-world settings through repeated oral practises and student-student interaction. In CLT, communication is both the goal and the means of the instructional strategy. Utilizing communicative language instruction in your language classroom is crucial for creating a functional interactional learning environment for your students. To properly use CLT approaches, it is necessary to do more than simply pair and group pupils. According to a quote, "the approach's benefits are fully realised when group work is structured to ensure positive interdependence, individual accountability, and optimal utilisation of collaboration and interpersonal skills." [1, p25].

CONCLUSION

I would not be exaggerating if I said that avid English reading is a trait shared by all of the most successful language learners I have met. They all acknowledged the benefit of reading as a means of developing their language outside of the classroom, but they also acknowledged the worth of investing class time on becoming more

proficient English readers. They were willing to make this investment because they understood that reading could be fully linked with other skill-building activities and so be just as communicative as any other classroom activity.

REFERENCES

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