



CLT Approach in Teaching English Speaking Skills

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Abstract: Teaching foreign languages becomes challenging by the rising need for fluent ability to communicate in today's internationally culture. In order to succeed in various dynamic real-world scenarios outside of the classroom, students need to have a solid foundation in communication skills. The focus should be on preparing students for real-world situations rather than merely getting them to pass a simple paper exam. Traditional language education techniques are criticized for emphasizing grammar and vocabulary above communication and failing to sufficiently improve students' communication abilities. Therefore in present is created several methods and technique which directed to improving the speaking skills of second language learners. This article is overview of one of the essential techniques which used in ESL classroom – Communicative Language Teaching (CLT). Language teachers throughout the world have taken into consideration the efficacy of communicative teaching methods (hereafter CLT) in increasing students' fluency and communication abilities.

Key words: Communicative Language Teaching (CLT), speaking skills, methodology, technique, classroom activities.

Introduction. The specific feature of teaching a foreign language is the teaching of ways of speech activity, which is part of human life in general and is a complex and peculiar phenomenon. From a methodological point of view, it is advisable to divide speech activities into productive (speaking and writing) and receptive (listening and reading) ones. All of them are closely related and complement each other. However, differentiation of speech activities is necessary because each of them is specific and based on its own mechanisms, which should be taken into account in the process of teaching a foreign language, including English (Passov E.I.).

The need for a language curriculum that would allow students to make use of the second language in everyday settings led to the development of communicative language education in the 1980s. Prior until now, the primary focus of foreign language instruction has been on grammatical proficiency rather than on improving students' communication and interpersonal skills. CLT techniques typically concentrate on the interaction that takes place in a live or virtual foreign language class when students actually speak and converse in the target language for the majority of the class period. Through continuous speaking practice and peer collaboration, communicative language instruction techniques aim to enable students to communicate confidently in a variety of real-life circumstances. In order to foster language proficiency in a variety of contexts, instructors teach subjects other than standard grammar to learners while they communicate about their own life experiences with their partners. Additionally, that approach says it encourages students to put their own experiences into their language-learning context and to put more emphasis on the learning process than just the target language itself.

Literature review

According to CLT, the primary goal of language is communication, and a meaning arises first. The Communicative Approach aims to improve students' communication skills across all four domains. For many years, it has dominated the field of mainstream language teaching. Over the years, a variety of strategies and techniques have been created throughout the world for teaching languages. The expression, interpretation, and negotiation of meaning are all examples of what Savignon (1997) characterized as communicative competence. CLT promotes language learners to learn the language as well as how to use it. CLT is based on a change "from emphasis on form to emphasis on communication" (Cook, 2003, p. 36), in contrast to conventional teaching methods.

According to Berns (2013), communicative language instruction is extremely important for helping learners build certain skill sets. Learning a language through communication gives the student the opportunity to understand social and cultural nuances. According to Richards and Schmidt (2014), successful communicative language learning is also important for learners to engage in the actual world. Additionally, according to Candlin (2016), communicative language instruction and sociolinguistics have a strong relationship and have produced learning outcomes that are generally quite good.

Each type of communicative activity is important for the successful acquisition of English, nevertheless in today's reality, when it is difficult to find a promising and well-paid job without knowledge of foreign languages, the importance of learning to speak English can hardly be overestimated. Thus, the mastery of communicative competence becomes the leading goal, and oral speech activity in general and speaking as its integral part come to the fore (Solovova E.N)

According to Rabynina E.I and Deurina N.V., communicative teaching of foreign languages has an activity-based character. This is due to the fact that speech activity in this approach contributes to the solution of human life tasks in conditions of "social interaction" of people. The participants of such communication solve real and close to real tasks with the help of a foreign language.

Methods

In order to construct a specific study, data is currently obtained using the library research method from a variety of sources, including articles, websites and the research outputs of numerous writers and experts. To find quality research on Communicative Language Teaching, a literature search was conducted using scholarly sites like Google Scholar. The library research method is a way for gathering resources for use in lengthy research projects and evaluating the data associated with the issue under study. By looking up pertinent material and carefully reviewing the findings, the study is presented. The literature on the application of the CLT technique to the instruction of speaking in ESL classes is also examined in this study.

Findings and discussion

A method of teaching a second or foreign language that emphasizes student interaction as either a means or an end in itself is referred to as communicative language teaching. Here, the term "interaction" refers to a process in which two or more parties influence one another. CLT stands for communicative language teaching, which also applies to teaching a second or foreign language. In many nations, it is without a doubt considered to be the most effective technique to focus on the learners' communicative competence (Kaisheng, 2007).

The communicative method of teaching a foreign language is based on the following principles: 1) principle of functionality (any speech unit has certain speech functions); 2) principle of speech orientation (focus on the practical use of a foreign language through dialogue communication); 3) principle of novelty (constant change in the process of communication of the topic of conversation, conditions, purpose, etc., which gives dynamism to speech); 4) principle of individualization with the leading role of the personal aspect (consideration of speech abilities and skills of students); 5) principle of modelling (such a selection of the amount of knowledge that is really necessary for students to effectively learn a foreign language and, therefore, effective communication); 6) principle of collective interaction; 7) principle of personal orientation of communication (taking into account

personal characteristics such as emotions, life experience etc. in the course of speech interaction); 8) principle of stativity (building speech communication as close to reality as possible) (Rabyna.E.I and Deurina N.V.).

Classroom activities

Group discussions, role-playing, and simulation are just a few of the common communicative activities used in CLT. These activities encourage interaction among students learning the target language in the classroom. First, discussions might take place in groups, pairs, or as a class. The activities that include working in pairs, groups, or as a class will improve the students' ability to collaborate and communicate. Second, by simulating real-world scenarios in the classroom, instructors can provide students practice using the target language in authentic contexts. Third, role-playing and simulation are comparable; the difference is that role-playing allows for the employment of adopted identities and deception.

Materials and tasks

The opportunity to express oneself and use the target language is provided via communicative tasks. The learners are immersed in the environment when language is employed according to the context, time, and situation of real life by employing the communicative materials created by the students. According to Richard and Rogers (1986), there are three categories of resources that incorporate the CLT approach into language teaching:

- Authentic materials bring to the classroom what students cannot learn from the outside world and expose students to natural language in a range of contexts.
- Task-based resources provide opportunities for learners of the target language to utilize the language in specific roles.
- Text-based resources offer a theme, a task analysis, or a description of a practice communication setting for target language users.

The roles of teachers and students

The CLT approach is learner-centered, and the instructor is expected to play the role of a facilitator who may entice students of the target language into a communicative learning environment. The teacher creates a communicative lesson plan and implements it in class activities to encourage communication among all students. As students are the language instruction process's primary communicators, learners play a crucial role in CLT. As communicators, they are in charge of negotiating the meaning of their communication and using their proficiency in the target language to try to understand and ascertain the meaning of the messages being conveyed by others (Larsen-Freeman, 2001, p. 129).

The advantages of the communicative method of teaching foreign languages should be noted. These include: immersion in the language environment of the target language, which allows you to expand and intensify your vocabulary, mastering phrases suitable for different conditions of conversation rather than single words (as in the traditional way of teaching); development of literate, fluent and confident foreign language conversation and communication skills in a foreign language; conducting classes in an interesting way, using a variety of playful techniques and based on topics that can arouse the students' interest, which gives additional incentive to learn a foreign language.

Conclusion

The Communicative Language Learning approach was developed in response to the demand for an effective methodology in language instruction. The concept, traits, and emergent aspects of CLT in ESL will help us better understand how this strategy might be able to suit the demands of English language learners. However, the understanding of English as foreign techniques/approaches helps English language teachers in diversifying their toolkit for instruction. English language teachers will have an additional opportunity for professional development as they work to choose the optimal method or strategy for their ESL class.

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