



“ИЛМ-ФАН – УЧИНЧИ РЕНЕССАНС ПОЙДЕВОРИ” ИЛМИЙ-АМАЛИЙ АНЖУМАНИ ИЛМИЙ МАҚОЛАЛАР ТЎПЛАМИ



ЎЗБЕКИСТОН ЁШЛАР ИТТИФОҚИ,
РЕСПУБЛИКА ЁШ ОЛИМЛАР КЕНГАШИ,
ИЖТИМОЙ ҲУҚУҚИЙ МЕДИА МАРКАЗ

“ИЛМ-ФАН – УЧИНЧИ РЕНЕССАНС
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АНЖУМАНИ ИЛМИЙ МАҚОЛАЛАР
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*Matnlarda foydalanilgan misol, ko'chirma ma'lumotlar aniqligi
uchun mualliflar javobgar.*

CURRENT FUNDAMENTAL STRATEGIES AND PRINCIPLES OF COMMUNICATIVE LANGUAGE TEACHING

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Annotation. Approaches to language teaching today tend to capture the rich view of language and language learning assumed by a communicative view of language. Since its initiation in the 1970s, Communicative Language Teaching has passed through a number of different phases.

Key words: syllabuses, functions, notions, analysis, essential, language, classroom, skills

In its first phase, a primary concern was the need to develop a syllabus and teaching approach that was compatible with early conceptions of communicative competence. This led to proposals for the development of syllabuses in terms of functions and notions rather than grammatical structures. Later the concern shifted to procedures for identifying learners' communicative needs and this resulted in proposals to make needs analysis an essential component of communicative methodology. Today CLT can be seen as describing a set of core principles and assumptions about language learning and teaching which can be applied in different ways and which relate to different aspects of language teaching and learning. The most essential ones are presented and reflected on below.

The Core Assumptions of Current Communicative Language Teaching are as follows:

1. Engaging in interaction and meaningful communication facilitates language learning. Language is learned better by being engaged in a variety of activities that propose the use of language in diverse contexts and for different purposes.
2. Effective classroom learning tasks provide students the opportunities to negotiate meaning, expand language resources, notice how language is used, and take part in a meaningful interpersonal exchange.
3. Meaningful communication occurs when students process content that is relevant, purposeful, interesting, and engaging. For instance, the classroom activities and materials should relate to the students' learning context in order to generate meaningful communication.
4. Communication is a comprehensive process that often calls upon the use

of several language skills. My personal experience shows that communication in English requires a formation of several skills. At the beginning of the academic year, for instance, students are taught English classroom phrases and classroom rules. They have to use the phrases while talking to the teacher and to each other in class. In this way they practice listening, speaking, writing and reading in every class and engage in higher order skills instead of just reading and retelling.

5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection. Learners tend to use the target language more effectively when they are involved in activities that propose inductive learning rather than deductive learning.

6. Language learning is a gradual process that involves creative use of language, and trial and error. Although errors are a normal product of learning process, the ultimate goal of learning is to be able to use the new language both accurately and fluently. From the psychological point of view, students respond well to the written error correction as they are used to this from school. In terms of oral practice, some students are unwilling to speak unless they feel sure about making no mistakes. It takes a lot of practice and encouragement to overcome this obstacle.

7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning. Every student has a unique personality and every student responds differently to the process of language learning.

8. Successful language learning involves the use of effective learning and communication strategies. Language learning activities and tasks should stimulate students' learning habits, learning styles and strategies.

9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom environment to favor language learning and provides opportunities for students to practice the language and to reflect on language use and language learning.

The classroom is a community where learners learn through collaboration and sharing. In most cases positive reaction and better performance can be observed when classroom activities are organized on the basis of the principles of interdependence and cooperation.

The following ideas can be considered as the Basic Principles of CLT: Learners are often more motivated through this approach as they are interested in what is being communicated, the topic, or the theme of the lesson.

Learners are encouraged to speak and communicate from day one, rather

- Learners practice the target language a number of times, slowly building on accuracy.

- Learners interact with each other in pairs or groups, to encourage a flow of language and maximize the percentage of talking time.

- Learners are given opportunities to experiment and try out what they know.

- Learners integrate the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.

- Learners' errors are treated with tolerance as they indicate that the learning process is taking place and the learner is building up his or her communicative competence.

- Focus is more on achieving communicative competence without neglecting grammatical competence and on fluency without neglecting accuracy.

Communicative competence includes knowing how to:

- Use language for a range of different purposes and functions.

- Vary our use of language according to the setting and the participants.

- Produce and understand different types of texts (e.g. narratives, reports, interviews, conversations)

- Maintain communication despite having limitations in one's language knowledge.

- Achieve fluency, as well as accuracy.

Teachers should encourage students' communicative competence all the time, they should provide them with spaces to interact with others or to immerse them in speaking activities that foster their ability to use the target language. There is a wide range of activities that are intended to develop learners' communicative competence using communicative processes, such as information sharing, negotiation of meaning, and interaction. At the same time the use of games, simulations, role plays, and task-based communication activities are necessary to support lessons based on CLT approach. Abe (2013) claims that group activities and individual development, discussions and presentations are useful in classrooms where the CLT approach is applied.

Activities with communicative purposes are helpful for breaking down barriers, expressing personal ideas and learning about culture. Providing students with real communicative contexts is the best option teachers can make, because students can exchange real information, so language and phrases will emerge according to the situation. It is also necessary that students have a lot of exposure to the language, the linguistic input they receive should provide them with opportunities to produce and use the language at any situation.

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