



THE EFFECTIVE METHODS AND PRINCIPLES OF COMMUNICATIVE LANGUAGE TEACHING

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ABSTRACT: *The purpose of this article is to provide an introduction to communicative language teaching (CLT) and to describe methodological principles that facilitate the language learning process. CLT furthermore takes a pragmatic or performance-based approach to learning. Its goal is to promote the development of real-life language skills by engaging the learner in contextualized, meaningful, and communicative-oriented learning tasks.*

Key words: CLT, principles, real-life language skills, context, tasks and activities

The communicative method of teaching a foreign language appeared in the late 1970s - early 80s, i.e. communication learning emerged at a time when major changes were required in the paradigm of teaching English. It replaced the then widespread grammar-translation method, which paid more attention to grammar. In the communicative method, the emphasis was on "the need to prepare for real communication." Traditional practices did not meet the needs of the adult population in Europe.

Communication learning turned out to be attractive to those looking for a more humanistic approach to teaching, one in which the process of living communication was given priority. Communication learning quickly became mainstream in educational circles, with the support of leading British applied linguists, philologists, and publishers at various institutions including the British Council. All this contributed to its rapid spread throughout the world.

Among the most frequently discussed questions - can communication learning be applied at all stages of learning; whether it is equally suitable for teaching English as a second and as a foreign language; whether it requires a complete rejection of the grammatical curriculum or only its revision and adaptation; how this approach can be assessed; how suitable it is for teachers who are not native speakers; and how it can be used when students have to take a grammar-oriented test.

Communicative Language Teaching is a language teaching that starts from a communicative model of language and language use. The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication.

As a matter of fact, curriculum, materials, teaching methods, and evaluation should all be designed for learners and their needs. It is the teacher's responsibility to check to see whether all of the elements of the learning process are working well for learners and to adapt them if they are not. In other words, learners should be the center of instruction and learning. The role of teachers is to help learners to learn. Teachers have to follow the curriculum and provide, make, or choose materials. They may adapt, supplement, and elaborate on those materials and also monitor the progress and needs of the students and finally evaluate students. Materials include textbooks, video and audio tapes, computer software, and visual aids. They influence the content and the procedures of learning. The



choice of deductive vs. inductive learning, the role of memorization, the use of creativity and problem solving, production vs. reception, and the order in which materials are presented are all influenced by the materials.

Classroom activities used in CLT: example activities, role play, interviews information gap, games, language exchanges, surveys, pair work, learning by teaching. Some courses will have the students take occasional grammar quizzes, or prepare at home using non-communicative drills, for instance [3, p.p. 78-95]. Green distinguishes between "functional communication activities" and "social interaction activities" as major activity types in Communicative Language Teaching. Functional communication activities include such tasks as learners comparing sets of pictures and noting similarities and differences; working out a likely sequence of events in a set of pictures; discovering missing features in a map or picture; one learner communicating behind a screen to another learner and giving instructions on how to draw picture or shape, or how to complete a map; following directions; and solving problems from shared clues. -135]. The meaning of "communicativeness" is revealed according to the provisions of the school of El Passov in a number of interrelated concepts. These concepts have undergone changes in the last 40 years, taking into account which undoubtedly helps to understand more deeply in communication.

Methodological techniques, tasks and practical ways of teaching grammatical phenomena at each stage should be varied. Distinguish between non-communicative and communicative methods of teaching the grammatical side of the language. Let's take a closer look at the latter.

In communication-oriented learning, communicative tasks of an activity nature are used, which can be divided into two large groups: "functional-communicative" and "group interactions". Functional and communicative tasks include comparing a set of pictures and images, restoring a logical sequence in a series of photographs or fragments of text, detecting missing elements in images and texts, formulating precise instructions for a partner to successfully complete a task, looking for an answer to a question by connecting together all the facts known the rest of the participants, etc.

Interactions in a group are organized as free communication of participants, exchange of opinions, discussions, role-playing games, improvisations, sketches, etc. The effectiveness of communication tasks increases if traditional work is carried out on the vocabulary and grammatical skills of the trainees. At the same time, the "purity of the communicative method" disappears, but the effectiveness of the work increases.

Natural speech situations and learning speech situations serve as a benchmark in the organization of training, i.e. tasks simulating life circumstances. In order to bring the conditions of the URS as close as possible to the conditions of real communication and in this way to best prepare students for what is possible in their future life, it is necessary to determine the main features of real communication. Analysis shows that there are three such features. It:

- 1) real life circumstances,
- 2) the interest of the speakers in the content of the conversation (in obtaining information),
- 3) the need to conduct a conversation in a foreign language - otherwise information cannot be obtained.



One of the main tools helping to solve the problems of teaching communication is a communication game. Unlike traditional training exercises, which allow focusing on the language form and its frequent repetition, communication games focus the participants' attention on the content, however, they also provide frequent repetition of the language form, training all types of skills in reading, writing, listening and speaking. ... Communication games have a high degree of clarity and give the student the opportunity to feel the work of the language as a means of live communication. They provide a variety of linguistic topics, which is due to the very situation of communication, which involves making contact, maintaining a conversation, reacting to the interlocutor, expressing one's point of view, etc. against the background of one dominant topic of conversation. At the same time, the quality of language practice increases, since students use the language form not mechanically, but meaningfully. Obviously, they must be ready for this kind of linguistic activity, i.e. possess linguistic, communicative and technical (operational) competence, possess the appropriate linguistic material, be able to navigate in it, have an idea of the situation in which its actualization is possible, and the methods, techniques and means of this actualization, possess the skills of reading, listening, speaking and letters, as well as being able to show mental independence and self-organization when solving communicative and cognitive tasks, which is an indicator of intellectual readiness.

The organization and methodology of this type of games involve:

- explanation of the essence and rules of the game to the whole group (instruction);
- providing the necessary linguistic, instructive material for all participants in the game (individual cards with tasks or writing key (support) expressions on the board);
- demonstration of a part of the game by the teacher and students;
- trial play of a mini-group in front of the whole group;
- playing the whole group using support materials;
- playing the whole group without supporting materials;
- frontal communication between the teacher and the group, general conversation (after the game);
- analysis of participants' actions.

Experience shows that compliance with all 8 points is necessary only at the initial stages of training. In the future, some points can be omitted, for example, 3 and 4. The interaction of the game participants can be carried out in different ways: in pairs or mini-groups; in the process of free movement through the audience and alternate meetings of participants with each other; in the process of moving through the classroom, 1-2 students who take turns talking with group members performing individual assignments; in the process of verbal interchange between individual mini-groups; in the process of performing activities common for the entire group (publishing a newspaper, compiling a collage, preparing a radio broadcast, a script, etc.).

The role of the teacher is most significant at the pre-game and post-game stages. At the game stage, the role of the teacher should be reduced to observing and recording the actions of the participants. His direct intervention, for example, his correction of mistakes made by the participants in the game, fetters them, deprives them of freedom and naturalness of actions. In the context of a communicative approach in teaching a foreign language, methods and techniques for teaching the grammatical side of the language should be based on the following principles:

- the principle of situationality;
- functionality;



speech-thinking activity;
novelty;
individuality.

Let's trace the implementation of these principles in the following communication tasks, educational speech situations and communication games:

Choose one from a number of remarks, remember the life situation that preceded this remark, describe it to the group or speech partner. The group or partner tries to respond to the situation with the appropriate remark, according to the context.

Students are very open to completing such student-centered assignments and provide examples that are meaningful to them. Learning activity based on the use of students' personal experience, their opinions, feelings and ideas is interesting not only because the statements are unpredictable, diverse and original, but also because the students seem to open up to each other. This not only enhances attention and is a motivational stimulus in the lesson, but also creates a welcoming atmosphere among students.

When studying the level structure of the language, a conscious separation from the real life of the language occurs. Language is considered as a fixed, static system. The transition to the study of the active, dynamic system will bring close to the real conditions of its functioning. In speech there is a collision without levels (tiers, floors) of the language, but with the rules of choice from a number of units of different levels with similar, close values of such that are most suitable for this situation. The activation of actually existing logical, semantic ties between the language levels will contribute to the development of associative and logical thinking of students. Combining the units of different levels of different levels in one block (field) produces the search skill of semantically close components, includes selection mechanisms, promotes more efficiently mastering the wealth of the language.

Detection of links between units of different levels of language will create a more motivated system of its teaching. Search, developing, largely advanced training will be a powerful impetus in the development of interest in language. With this approach, the "race" is inevitable, appeal to not studied aspects of grammar. The advantages of advanced learning are obvious: everything that is essential to express one type of semantics (meaning) will be concentrated in the framework of a single grammatical topic, one block. Such semantic rapprochement is necessary to understand the real life of the language and its functioning, and most importantly - to apply these knowledge in speech practice.

Many teachers practice the ability to build questions in exercises to restore the question to the existing answer, which, of course, develops certain skills, but this is not a very interesting task for the students themselves. This exercise can be structured in the form of a questionnaire with the aim of filling out a questionnaire against each other. While training interrogative structures, you can show a photo and ask them to ask about where and when it was, and for the next lesson they bring their photos and work in pairs. Variation: we offer to get used to the role of one character in the photo and tell what happened before and after, using the Past Simple time.

Everyone receives a picture with a picture of a person, gives him / her a name, denotes his / her gender with verbs in the initial form

Summing up, we can say that true communication in language teaching, in our opinion, is revealed in the following points:



- the objectives of the lessons are focused on all components of communicative competence, and are not limited to grammatical or linguistic competencies;
- learning technologies are designed to engage learners in pragmatic, authentic, functional uses of language to achieve meaningful goals; the forms of the language system are not the focus, but rather aspects of the language that help learners to accomplish the aforementioned tasks;
- in classes conducted on the principle of communication, students are forced to use the language productively and receptively in methodically unprepared contexts.

However, contrary to all of the above, one should not forget the fact that communicative learning should not be considered as the final stage in the promotion and development of language teaching methods. As you know, in science, everything must be constantly questioned and verified empirically.

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