

## **GENERAL FEATURES OF COMMUNICATIVE LANGUAGE TEACHING**

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### **ABSTRACT**

*This article is devoted to helping EFL teachers to improve students' speaking skills and communicative competence. Here included several useful ways, methods, and techniques for developing learners' communicative competence, such as role-playing, interviewing, language exchanges, pair-work activities, and other interactive classroom games.*

**Keywords:** *Communicative competence, language, role-playing, interviewing, linguistic context, communicative exercise*

### **АННОТАЦИЯ**

*Эта статья посвящена тому, как помочь преподавателям английского языка улучшить разговорные навыки и коммуникативную компетентность учащихся. Сюда включены несколько полезных способов, методов и техник для развития коммуникативной компетенции учащихся, таких как ролевые игры, интервьюирование, языковой обмен, работа в парах и другие интерактивные классные игры.*

**Ключевые слова:** *Коммуникативная компетенция, язык, ролевая игра, интервьюирование, языковой контекст, коммуникативное упражнение.*

### **ABSTRACT**

*Ushbu maqola til o'rgatuvchi o'qituvchilarga o'quvchilarining og'zaki nutq ko'nikmasini rivojlantirishga ko'maklashishda birlamchi qo'llanma vazifasini o'taydi. Maqolada og'zaki nutq ko'nikmasini rivojlantirish uchun foydali bo'lgan turli uslublar, metodlar va texnologiyalar, jumladan rolli o'yinlar, tadqiqotlar vat il almashinuvi kabilar haqida ma'lumotlar berilgan.*

**Kalit so'zlar:** *Kommunikativ kompetentsiya, til, rol o'ynash, intervyu, lingvistik kontekst, kommunikativ mashq.*

In many cases, the initial aim of learning any language is to be able to communicate in the target language in genuine situations independently. Thus, today it is known that communicative language teaching has been widely promoted as a suitable one for all linguistic contexts. In other words, Communicative language teaching is an approach to language teaching that interacts with the both means and the ultimate goal of study. Emphasizes 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 a list of general principles or features. One of the most often defined as recognized of these lists is the following:

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 as 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 functions, as well as judicious use of grammar and pronunciation, focused activities. Classroom activities used in communicative language teaching include the following:

*Role-play*

*Interviews*

*Information gap*

*Games*

*Language exchanges*

*Surveys*

*Pair-work*

*Learning by teaching*

Classroom activities guided by the communicative approach are characterized by trying to produce meaningful and real communication, at all levels. As a result, there may be more emphasis on skills than systems, lessons are more learner-centered, and there may be the use of authentic materials. The origin of the Communicative Approach as a combination of different methods is clearly explained, such as the role of the teacher and the students in a communicative English as a Second Language

class. Teachers in communicative classrooms will find themselves talking less and listening more becoming active facilitators of their students' learning (Larsen-Freeman, 1986). The teacher sets the exercise, but because the student's performance is the goal, the teacher must step back and observe, sometimes acting as a referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. The greatest contribution of CLT is asking teachers to look closely at what is involved in communication.

One of the basic assumptions of CLT is that by learning to communicate students will be more motivated to study a foreign language since they feel they are learning to do something useful with the language. It goes without saying that the communicative approach is the most efficient to prepare learners for real-life conversations in the target language. Role-play is a speaking activity when someone puts himself/herself into somebody else's shoes, or when someone stays in her/his own shoes but puts himself/herself into an imaginary situation. The joy of role-play is that students can "become" anyone they like for a short time. The choice is endless. Students can also take on the opinions of someone else. For and Against' debates can be used and the class can be split into those who are expressing views in favor and those who are against the theme. Why this strategy should be used? It is widely agreed that learning takes place when activities are engaging and memorable. Teachers use role-play for some reasons. First of all, it is fun and motivating. Quieter students get the chance to express themselves in a more forthright way. Then, the world of the classroom is broadened to include the outside world - thus offering a much wider range of language opportunities. This strategy enables students to explore their values and appreciate the consequences of their values-based actions (Downing, 1994). This concept can be used with students of most ages. The complexity of the role situations must be minimized in using the method with children. But if we keep it simple for their limited attention, role-playing can be used even in teaching preschoolers. Role-playing allows people to make mistakes in a non-threatening environment. They can test several solutions to very real problems. It also fulfills some of the very basic principles of the teaching-learning process such as learner involvement and intrinsic motivation (Drake and Corbin, 1993). A positive climate often results in which one can see himself as others see him. The involvement of the role-playing participants can create both an emotional and intellectual attachment to the subject matter at hand. If a skillful teacher has accurately matched

the problem situation to the needs of his/her group, the solving of real-life problems can be expected. While using the role-playing approach teachers should follow its principles.

As a teaching technique, role-playing is based on the philosophy that meanings are in people, not in words or symbols. If that philosophy is accurate, we must, first of all, share the meanings, then clarify our understandings of each other's meanings, and finally, if necessary, change them. Creating a teaching situation that can lead to a change of self-concepts requires a distinct organizational pattern. One helpful structure for role-playing is firstly preparation, secondly playing. In the preparation part, a teacher should define the problem, create a readiness for roles, establish the situation, cast the characters, and consider the training. The playing part is included acting, stopping, involving the audience, analyzing the discussion, and evaluating. These principles help teachers to use the role-play strategy effectively. Teaching students effectively with a role-playing strategy is challenging. So, teachers should make a brief procedure for themselves. First of all, it is important to prepare the class for role-play. For this teacher should present an artificial problem, situation, or event that represents some aspect of reality. Then, the class should define the problem, situation, and roles clearly. Secondly, it is important to give clear instructions to students. If it is appropriate teacher should divide students into groups.

Thirdly, learners have to act out role-plays. Students should follow the procedure which is outlined by the teacher. The next step is discussion. Students should be allowed to communicate feelings experienced during the role-play. Teachers should determine actions that strengthen or weaken some skills. Discussing how the role-play is or is not similar to real life.

Every approach has its advantages and disadvantages, including the role-playing strategy too. With this technique students' interests in the topic are raised, they participate actively during the class, theme is memorized for a long term. This approach can enhance communication and interpersonal skills (Drake and Corbin, 1993) Another advantage is it can be used with individuals or groups. It helps the teacher to provide immediate feedback about the learner's understanding. It is really useful for a range of topics, including interviewing, counseling skills, personal relationships and team working. The last advantage it reduces discipline problems which often arise from boredom and lack of motivation. Even though role-play strategy has a lot of good sides we should not forget about its disadvantages at the same time. Role play may awaken students' previously subdued or suppressed emotions. Then, it is less effective in large groups because there may occur chaos. Some students may feel embarrassed. The most important one is, it is time-

consuming. Using this technique in the class is effective. Because students may feel more relaxed and they will be interested in the topic. If the new theme will be explained or acted by students own outlook they may understand the theme clearly. Besides, learners cannot forget it for a long time. Using this approach is useful for both students and teachers. So, it is compulsory for future teachers to be aware of this technique.

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