

## **SPECIFIC FEATURES OF COMMUNICATIVE LANGUAGE TEACHING IN EFL CONTEXTS**

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### **ABSTRACT**

*In this article, we will focus on the communicative features of learning English. If the target of foreign language teaching is to use the language, communicative language teaching (CLT) seems to be an ideal teaching model. The goal of teaching with this method is to use the language as a medium of communication.*

**Keywords:** *method, possible solutions, disputation, dispute.*

### **АННОТАЦИЯ**

*В этой статье мы сосредоточимся на коммуникативных особенностях изучения английского языка. Если целью обучения иностранному языку является использование языка, коммуникативное обучение языку (CLT) кажется идеальной моделью обучения. Целью обучения по этому методу является использование языка как средства общения.*

**Ключевые слова:** *метод, возможные решения, диспут, спор.*

### **INTRODUCTION**

The application of the communicative approach in teaching English as a foreign language, however, is associated with some problems that can cause the method turn out not to be so much successful and the learning outcome not to be efficient enough. This paper mainly intended to evaluate the problems that may lead to the failure of communicative language teaching in EFL contexts and some possible solutions for such problems.

In the field of second language securing, there are numerous speculations about the best path for language students to procure new dialect frames. As of late more language instructors have seen the disappointment of structure centering approach in building up students' informative capacity, in actuality, circumstances and have moved to receive communicative language teaching (CLT) approach. The CLT approach features students' open fitness (Hymes, 1972), which is characterized as students' capacity to effectively express what they mean in the objective language and effectively accomplish correspondences, all things considered, circumstances (Lightbown and Spada, 1999; Power, 2003). So as to do as such, students need to secure the phonetic as well as down to earth learning of the objective language (Hedgcock, 2002).

Numerous different examinations and looks into have additionally demonstrated that it isn't that much simple for the educators uniquely the EFL instructors to use CLT as an advantage for achieve the last objective of language educating in their setting with their understudies. In light of an examination that evaluated the frames of mind of Hong Kong instructors toward utilizing CLT in the nearby setting, Chau and Chung (1987) announced that educators utilized CLT sparingly on the grounds that it required an excess of planning time. An investigation led in Vietnam distinguished class estimate, sentence structure based examination, and absence of introduction to genuine language as requirements on utilizing CLT (Ellis; 1994).

Li's (1998) article on the social requirements in presenting the CLT in South Korea focuses to various Asian EFL nations where CLT has been utilized with constrained success– China, Hong Kong, Japan, Vietnam, Pakistan, Singapore and the Philippines. An examination by Gahin and Mayhill (2001) indicated two detours in the utilization of CLT in Egypt. First are outward boundaries covering financial components which incorporate low wages, absence of assets, and substantial classes without satisfactory offices; weight from guardians, understudies, principals, and chiefs cause educators to forfeit a perfect CLT prospectus, Second are inborn hindrances covering social elements which incorporate uninvolved understudy customs, negative-to-gather work frames of mind, and impacts of partners in other, instructor overwhelmed subjects, Deckert (2004) found that the disappointment of the use of CLT in the United Arab Emirates was brought about by exorbitant instructor talk and educator and understudy recognitions about compelling English instructing. Perceptions demonstrated that extreme educator talk in disclosing to and redressing understudies makes them pass up on chances to effectively take an interest utilizing English in correspondence.

## **DISCUSSION AND RESULTS**

Without a clearly established need or goal, students without a specific personal interest in speaking English will lack motivation. While there are long-range needs for the students--from abstract ones such as the broadening of one's social perspective and more concrete ones such as English for business purposes--students are not likely to be conscious of these needs, especially with the more pressing need of passing entrance exams (Poza, n.d.), and when this need evaporates after entering university, so will the motivation to maintain the skill and to expand upon it.

Students of various societies additionally have diverse learning styles. These learning styles can impact the effective usage of informative language instructing either emphatically or contrarily. For example, Zhenhui (2001) in Matching Teaching

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Styles with Learning Styles in East Asian Contexts expresses that in East Asia, most understudies consider information to be something to be transmitted by the educator instead of found by the students.

### **CONCLUSION**

Social requirements hinder the informative fitness of these understudies and farthest point the decisions they could make somewhere else. It shows up from the above exchange that the issue lay less with the ability of understudies likewise with the in general social introduction to the scholastic air. The understudies need the instructor to be a data supplier and in the event that you are not one, it is in some cases taken as though you don't know much, and that is a piece of our way of life. Everything descends from the family picture in light of the fact that even at home there is somebody who is extremely the leader of the family and it is this idea that has additionally come down to the homeroom and the understudies see the instructor as their gatekeeper, one who might genuinely protect them and give them every one of their solutions to their inquiries and questions (Chowdhury, 2010).

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