



CLT IN TEACHING ENGLISH FOR A2 LEVEL

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Annotation

In this article we will study a methodology called communicative language teaching or CLT. We will also look at and analyze the impact of this teaching method on language teaching. Today. Since its inception in the last century, the CLT has served as a major source of influence on language teaching practices around the world. Many of the issues raised by communicative teaching methodologies remain relevant today, but newcomers to the profession may not be familiar with them. Therefore, this article serves to review what we have learned from CLT and its relevance today.

Keywords: Language teaching, methods, methodology, skill, communication , potential to learn new languages.

“ We will resolutely pursue the state youth policy without any deviations. Not only will we continue, but we will raise this policy to the highest level that we need today.

We will mobilize all the forces and capabilities of our state and society so that our young people can think independently, have high intellectual and spiritual potential, and grow up to be happy people who are not idle to their peers in any field around the world.” Based on these views of our President, we, the youth, must show our strength in the world and make it a priority to further develop relations with our partner countries. Therefore, language is the main bridge in the development of cooperation in this area. In order to strengthen the bridge of communication, we, the youth, need to learn the language in depth and mobilize all our strength and capabilities.

The growing need for good communication skills in English has created a great demand for English language teaching around the world. Millions of people today want to know English well or ensure that their children are fluent in English. Opportunities to learn English are provided in a variety of ways, such as formal instruction, travel, study abroad, as well as the media and the Internet. The global demand for English has created a huge demand for quality language teaching and learning materials and resources. Students set ambitious goals on their own. They want to be able to master English with a high degree of accuracy and fluency. Employers also require their employees to be fluent in English, and fluency in English is a prerequisite for success and progress in many areas of employment in today's world. Therefore, the demand for appropriate teaching methodology is as strong as ever.

The main purpose of learning a foreign language is to give our students the opportunity to communicate with it. It is a process of coming to the point of understanding the language and here the communicative approach comes first in teaching and learning the language. In recent years, the communicative approach has become increasingly popular and is a commonly effective way to facilitate second language learning.



Communicative Approach

The communicative method of language teaching originated in the 1960s. Due to the attention paid to the implementation of this idea by several scholars and the government, this method has become widespread internationally. Also, all textbook teachers quickly applied this, and English language teaching specialists developed special curricula.

The most important features of communicative language teaching methods are:

1. Only target language is used in classroom lessons.
2. Most of the speech activities practiced in the classroom involve self-exchange in unplanned speech.
3. The focus of all classes is on the exchange of information, not concepts and knowledge about language and its forms.
4. Lessons often consist of only grammatical explanations and assignments. It should be borne in mind that Grammar must be accepted as an additional product of participation in various communicative activities in the classroom.
5. In the normal type of lessons, the students get stuck in a rut. Such students have difficulty in communication even though they know the rules and grammar well.
6. Students' mistakes, especially grammatical errors, are not corrected directly by the teacher. They are completely ignored.
7. In the communicative method, the teacher is not the central person in the classroom, he or she serves as the sole provider of feedback. Classes are often held in small groups or in pairs, with the teacher walking around, listening, and assisting when needed.

According to the new concept of education, the main purpose of teaching English is to develop the communicative competence of learners, that is, to master the language as a means of intercultural communication, to develop the skills of using a foreign language as a means of modern world culture. Working with young language learners in elementary school can be both a rewarding and demanding experience. For students and teachers to make the most of this experience, we need to be clear about what we want to do. We need to try to figure out what the language of learning in school requires from young children and what it can offer them. We also need to consider how these demands and needs affect teachers.

Young learners do not come to the language room empty-handed. They bring with them an already established set of instincts, skills, and characteristics that help them learn another language. We need to identify them and make the most of them, as well as achieve a super result through it. For example, children:

- have the ability to interpret meaning without already understanding individual words;
- has great skills in the creative use of language;
- they can learn indirectly, not directly;
- they can find interest in everything they do and enjoy creating;
- They have a broad vision;

All you need to do is give them an outlet and the support they need to keep going.

Although the child may not understand individual words from an early age, he or she is able to



understand what is being said to him or her. Intonation, gestures, facial expressions, actions, and situations all help to convey unfamiliar words and phrases. By understanding the message in this way, they begin to understand the language and begin to communicate. In the next adult life, we all retain this first source of understanding, along with knowing the language. This is a key part of human communication. Children come to primary school with this ability developed. They use it in the whole school education process. For example, even if they think their native language skills have already been identified, they may find it difficult to follow verbal instructions and information. Most importantly, especially in terms of language development, their ability to translate messages is part of the way they learn new words, concepts and phrases in their mother tongue as their language expands in response to new school themes and layers of knowledge.

Thus, when children encounter a new language in school, their same skills help them interpret new sounds, new words, and new structures. Teachers need to support and develop these skills. We can do this by making sure that we make full use of gestures, intonation, demonstrations, actions, and facial expressions to convey meaning in parallel with words. We should also try not to upset children's desire to use the skill.

In the early stages of mother tongue development, children can apply even a small amount of knowledge they have learned from the language source. Although they do not know grammar and forms, they use them effectively and creatively in the communication process. They are also creative with concepts. Children also create words with similarities or even invent new words, which are then included in the family dictionary. This phenomenon is the radical development of language. In order for children to make effective use of the creative language skills they bring with them, teachers need to:

- the desire to communicate forces them to find some way to express themselves;
- The language that requires practice is unpredictable, not just asking children to repeat phrases, but encouraging them to actively create language for themselves.

That is why games are so useful and so important. It's not just because they're fun. This is partly because the fun element creates a desire to communicate, and partly because the games can make it unpredictable. Even though teachers control the lessons very strictly, children sometimes seem to feel something out of the corner of their eye and remember it better than they actually need to learn. Sometimes this can be frustrating for the teacher, but the opportunity can change us in the language room to our advantage. This is part of a much more complex phenomenon of indirect learning.

Language activities that involve children to guess which phrase or word someone has come up with are very good practical examples of this phenomenon. When it comes to children, they are not trying to learn phrases: they are trying to guess their attention correctly. However, once they have completed the repetitive assumptions, they confirm only half of the words and structures. They will have absorbed the phrases into their minds. Perhaps they have changed their pronunciation. Guessing is actually a very powerful way of learning phrases and structures, but it is indirect because the mind is engaged in a task and does not pay attention to language. At the A2 level, children's ability to consciously rely on shapes and grammatical patterns is still underdeveloped. In contrast, all children bring a huge instinct to learn indirectly with themselves, no matter how they want to "confuse things". If we want to make



the most of this asset, we need to fully justify it.

Kids have tremendous opportunities to find and have fun. Sometimes, I have to say, they choose the most awkward moments to have fun! They bring a spark of individuality and drama to many things. When engaging in guessing activities, children almost always hide their dramatic elements in quick cards and incorporate their attitudes toward their classmates' assumptions. They shuffle their cards under the table and hide them so that others cannot see them. They can win more and more or "No!" as others could not have guessed. They stare hard at the rest of the class, frowning or shining. This is where their identity emerges. In this way, they make the language unique. So it makes a huge contribution to the study. Through a sense of fun and entertainment, children really live in this language. Again, we'll see why games play a central role. But games are not the only way individuals occur in a language class. In addition, the game mode has a whole field of fantasy thinking.

Children enjoy imagination and fantasy. It's not just about enjoyment. They see and imagine everything in their own worlds. You test your own versions of the world through your imagination and confirm what it really is by imagining what the world will be like. In the language class, this power of imagination and imagination plays a very constructive role.

Language teaching should be related to real life. But it would be very sad because we were preaching the truth in the classroom, forgetting that the truth for the children included imagination and fantasy. Imagination is the real part of being a child. If we accept the role of imagination in children's lives, it serves as another very powerful motivating factor for the real use of language. Of all the instincts and attributes that children bring to class, this is probably the most important thing for a language teacher. Also, this is the most obvious, so there is no need to work with dots. This special option is not prohibited in all classes and may sometimes be undesirable. Its tenacity and strength are of great benefit to us in the elementary language class. This is one of the most powerful motivators for using language. Kids need to talk. Without speaking, they are unable to communicate. A typical form of early childhood lessons is theatrical play. Theatrical play is characterized by a wide use of game elements, competition, hidden forms of control, functional music, a combination of team pairing and individual work. The teacher should form groups to engage all students

1. Study of the school curriculum (general requirements, requirements for a particular class).
2. Observe the conditions under which the teaching process takes place.
3. Familiarize yourself with the available and additional materials needed for successful operation.
4. Examine the lesson plan available in the teacher's book and relate it to your students' abilities, personal characteristics.
5. Try to create your own lesson plan that aligns with your intentions:
 - a) Consider the practical, cultural, educational, and pedagogical goals that should be achieved in the lesson.
 - b) Select linguistic materials, perform appropriate exercises to achieve the objectives.
 - c) Think about the "actions" that motivate (excite, motivate) the class and solve them.
 - d) Choose methods and techniques aimed at better mastering the material and achieving the goals. If they are selected successfully, students will see the results of the work and it will be easier for the teacher



to draw conclusions.

e) Arrange the course components logically according to the parts of a particular course type.

f) Think about home task, i.e. presentation time, content, size. Of course, it would be nice if it came from the course schedule.

Basic principles of teaching and learning English at A2 level:

1. Each lesson should begin with a greeting and a speech in a foreign language. In the full beginner group, the teacher conducts a conversation with the students. Later, when the students have some experience, the student on duty or another student can do it. The conversation can be arranged in pairs. A foreign language should be used for all classroom activities.

2. Each lesson should have different activities.

3. The lesson should be conducted at a high speed when performing oral drilling exercises. Students can sit while saying a word, phrase, or sentence.

4. The lesson should be timed for each student in the class. The teacher should talk as little as possible.

5. Conditions should be created for students to learn in the classroom. "Language is a skill, so you have to learn it, you can't teach it," M. West said. Students need to be taught to learn for themselves.

6. The work done during the lesson should prepare students to work independently at home. In the early stages, it is recommended not to give home task exercises, including language materials that have not been studied in class.

7. The lesson should be equipped with teaching aids and teaching materials that create natural situations to develop students' ability to listen and speak in a foreign language.

8. Develop ways to check that students understand words that may be linguistically correct.

The oral introductory course allows children to have a clear idea of how language is heard from the very first steps and enhances students' interest in communicating with language in its communicative function. For children, language is primarily speech. Thus, they are taught to understand elementary commands, queries, statements, and questions, on the other hand, to say something in a foreign language. They can talk about themselves, their friends, things, and things around them. Also, great emphasis is placed on developing pronunciation habits and skills in artistic pronunciation. This ensures activity in the lesson. Students must listen to the words of the teacher and classmates. Their memory is enhanced when thinking, seeing, hearing, and listening analyzers work.

Children are different in many ways. They differ in terms of discipline, cultural background, and interest. All teachers are aware of this phenomenon: the same children are always the first to complete the task and may become bored or frustrated. Or half of the students had completed the assignment and the rest had just begun to complete it. Most weak students are bad listeners because it is difficult for them to understand the teacher. The larger the class, the more complex the problems. If we know the effect of such exercises, we can plan a lesson that will not be left in a state of depression or lost in excitement. It is therefore helpful to compile your list based on your class or classroom experience. For example, most teachers say that copying calms children down like magic. The same goes for painting. Competitions, on the other hand, make kids excited and noisy.



The application of CLT to teaching English in Uzbekistan context has recently been discussed broadly. As the CLT method tries to comprise students' in more substantive and interactive learning tasks that contribute both to apprehensible input and learners' language input, the English language teachers in Uzbekistan still consider it challenging and troublesome to apply the method and maximize learning proficiency, especially in EFL.

CLT implementation in EFL context finds many challenges which according to Chang include:

- a. lack of teacher-training ;
- b. local culture of learning and teaching;
- c. language test ;
- d. lack of teachers' access to policy making process.

Barriers in implementing the CLT Approach in Uzbekistan -The following part relates to the teachers' perceived difficulties in implementing the CLT approach in our country context. For convenience, this part has further been divided into two categories:

1. Teachers' related issues: Teachers' lack of proficiency in English, work load and their understanding of the implementation of the CLT approach were included in this part. The result of the three items is evident. These items are a genuine concern of the teachers in implementing the CLT approach.

The teachers should be provided computers and they should have enough time to prepare their material for teaching. Then we can expect innovative and creative teaching in applying communicative approach. Student-related issues: Students' proficiency in English and their willingness and motivation for participation in classroom activities were the points discussed under this head. Students' motivation can bring good results in improving the situation. If they are motivated and willing to use the target language in classroom, it will create an environment of the use of language which will result in improved communicative competence of the learners and, will also help teacher motivation.

The teacher plays different parts in the teaching process. The teacher performs a variety of roles according to the activities in the classroom. The teacher, as a manager, gives instructions to the students. As an example, the teacher asks students to repeat the sound, then the sentence, to pronounce it. The teacher explains the new language materials and it is this or that informant. The teacher provides materials and instructions to allow students to work on their own. So here he or she is a helper. A good teacher needs to be enthusiastic, creative, patient, and understanding towards the many students he or she works with.

Typically, such formal assessments contain items that attempt to determine an individual's motivation for studying the language. For example, students might respond on a 5 point scale (strongly agree to strongly disagree) to statements such as the following: I want to study English because

- I think it will someday be useful in getting a good job.
- It will help me better understand English - speaking people and their way of life.
- One needs a good knowledge of English to gain other people's respect.
- It will allow me to meet and converse with interesting people.
- I need it for my job.



- It will enable me to think and behave like English-speaking people.

Because of sentence structure interpretation strategy and sound lingual technique, the British etymologists presented Communicative language instructing (CLT). The current examination centers on educators' recognition with respect to making a CLT domain for improving understudies' open ability at schools. The goals of the examination were to discover the instructors' discernments with respect to CLT in their study hall, to see whether CLT improves understudies' open capability and EFL learning in Uzbek schools, and to recommend measures in regards to making a CLT situation in the homeroom. An instructor may limit himself to a particular strategy/approach or he may embrace an assortment of showing techniques/approaches as per the circumstance.

In Uzbek setting, English language is a necessary subject at school and college levels and action-based schedules have been acquainted with make the understudies capable in English language attitudes. To make their showing more successful, they apply different procedures also which incorporate direct strategy, sound lingual technique and complete physical reaction keeping in see their instructing circumstance. The prospectus is action-based presenting four abilities and syntax in setting. Not with standing, the educators from various nations lack CLT preparing so they applied their own proficient aptitudes to abuse the exercises. They utilized the investigation materials accessible in the book and no other instructing movement was watched. Having fixed understudy seats, gathering of the understudies was unrealistic. Notwithstanding, in one live with moveable seats, the instructor didn't endeavor to lead any gathering work with an explanation that he needs more an ideal opportunity for bunch work. Another explanation given for not endeavoring bunch exercises was that understudies typically begin talking in Uzbek rather than English. Furthermore, restricted pair work was seen in certain classes with a similar explanation that understudy when requested to examine a point in pair, they begin talking in their local language. Maybe the understudies did not have the necessary certainty or might feel restrained to communicate in English to one another so they switch over to Uzbek. This likewise mirrored their low capability in English which was considered as a significant test by the instructors in the poll. It was like wise seen that a few educators having a similar local language utilized Uzbek to clarify implications of troublesome work or ideas. As needs be, such circumstances prevented the way toward making an important and intentional association in the class, advancing student independence and empowering understudies for self-or companion revision. Then again, perceptions uncovered that the instructors endeavored to empower inventiveness among understudies through addressing strategies and the utilization of AV aids.

CLT has got ubiquity over the most recent forty years or thereabouts and in spite of the contradicting sees on the propriety, its achievability of execution has been examined in EFL setting over the world. In Uzbek schools, regardless of specific imperatives, there is an impressive number of English language educators who know about the CLT and are executing it in their homeroom and generally, female instructors are more intrigued by CLT to improve open fitness of their understudies. Another viewpoint to improve informative ability of the understudy is educational plan. As of late, the vast majority of the colleges in Uzbekistan have embraced informative schedule zeroing in on the utilization of language as a method for correspondence as opposed to the standards of sentence structure. Nonetheless, CLT can't



be successfully actualized because of specific requirements like huge classes, absence of AV aids, issues in directing pair and gathering work, and low degree of students' capability in English language. The current exploration attempted to discover the recognition, practices and challenges of actualizing CLT in the study hall regardless of its viability.

As the significant correspondence furnishes the understudies with a superior chance to upgrade their open ability, it is suggested that:

Teachers may get ready CLT exercises, plan exercises, and make CLT condition to create informative capability of the understudies;

By receiving CLT, instructors may make genuine correspondence the focal point of language learning;

Teachers may give chances to students to create both precision and familiarity with a CLT situation;

Teachers may interface the various aptitudes, for example, talking, perusing, and listening together, since they generally happen so in reality;

In a CLT domain, understudies may incite or find sentence structure rules; Administration may mastermind proficient improvement courses for educators to create CLT condition;

Administration may give instructors admittance to assets and AV helps for successful usage of CLT;

CLT condition may persuade the under studies as they have to convey, all things considered, setting;

Class size might be decreased/balanced for compelling execution of CLT; For powerful CLT condition, appraisal instruments might be created to survey informative capability of the understudies;

Syllabus planner may be planned language educational program to help educators in creating open skill of the under studies. The learner should enter into situations where communication takes place as much as possible to increase his or her communicative proficiency.

Teachers no longer rely on activities that require repetition, accuracy and the memorization of sentences and grammatical patterns; instead, they require the learners to negotiate meaning and to interact meaningfully in the new language. Learners have to participate in classroom activities based on a cooperative rather than individualistic approach to learning; they need to listen to their peers in order to carry out group work successfully.

The teacher adopts different roles. On the one hand she is a “facilitator, a guide and a helper” and on the other hand a “coordinator, an idea-person and a co-communicator”. She talks less and listens more to the students’ output. In addition to that, the teacher also identifies the students’ learning strategies and helps the students to improve them if necessary and shows them how to work independently. Instructional tasks become less important and fade into the background. That doesn’t mean that they aren’t used at all, but with less significance.

These changes give the teacher more scope for variety and creativity and she gives up her status as a person of authority in a teacher-learner hierarchy. It is the teacher’s responsibility to be creative and prepare appropriate material at home. The teacher can also assume other roles, for example the needs analyst, the counselor or the group process manager.

Most of the activities discussed above reflect an important aspect of classroom tasks in CLT, namely that they are designed to be carried out in pairs or small groups. Through completing activities in this way, it is argued, learners will obtain several benefits:



They can learn from hearing the language used by other members of the group.

They will produce a greater amount of language than they would use in teacher-fronted activities.

Their motivational level is likely to increase.

They will have the chance to develop fluency.

Teaching and classroom materials today consequently make use of a wide variety of small-group activities. Many other activity types have been used in CLT, including the following:

Task-completion activities: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

Information-gathering activities: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

Opinion-sharing activities: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

Information-transfer activities: These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.

Role plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

Helping students to understand the purpose of learning and develop their own purpose. A view of learning as a lifelong process rather than something done to prepare students for an exam.

CONCLUSION

Communicative competence as a result of the CLT approach should be acknowledged. This article can prove to be a milestone in this direction. The education department and other stakeholders need to understand the importance of using the CLT approach for helping learners become well versed in English. The syllabus for English language teaching may be revised accordingly. Teachers' training programs should include the use of technology in teaching and a focus on increasing communication on the part of learners should be emphasized. The examination system should not focus only on writing or grammatical skills, but also the evaluation of all language communicative skills should be ensured. Teacher training programs should include the use of the CLT approach in ELT.



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