

PRINCIPLES AND FEATURES OF COMMUNICATIVE LANGUAGE TEACHING IN THE LESSON

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Abstract

The article is about the communicative ways of language teaching. It showed different activities for improving student's communicative language skills which is aimed to strengthen language properties like cohesion and coherence which are helpful to combine sentences together..

In Communicative Language Teaching, the role of a language teacher is that of a facilitator instead as a conduit of information. "Language is not a collection of rules and target forms to be acquired, but rather a by-product of communicative processes". As Ellis pointed, communicative language teaching is an approach to language teaching of foreign languages that emphasis interaction as both the means and the ultimate goal of study.

Usually I choose classroom activities based on what I believe is going to be most effective for my students developing communicative abilities in English. For the first course of students when I choose role-play activities students can feel themselves for the beginning unpleasant but during the lessons they become active, creative and communicative. The target language is a tool for classroom communication, not just the object of study. The main attention should be given to teaching language for communication. Students have to learn language properties like cohesion and coherence which are helpful to combine sentences together. The grammar and vocabulary that the students learn follow from the functions, situational context and the role of the situations.

Another useful activity for improving communicative competence is watching video on the topic. It gives students the opportunity to observe tourists and pay attention to the

expressions they use in order to get the necessary information. While watching students try to complete sentence patterns taken from the video. This activity could be done in pairs as the learners share their opinions and suggest their choice of words. In order to maximally exploit the spoken text after the second watching it is desirable to have the students fit the extracts of the video script together. Before moving to post activity the students in small groups find useful phrases from the text to ask for and give direction and practise them over the given map.

Another activity which can promote collaboration is the students' asking questions to the other groups based on the video. During my lessons usually I try to use small groups. I divide my students in small groups with the help of puzzles, or with the first letter of their names or so on. During the lessons we all try work together in a team. It helps to increase the trust between my students. They can easily work and feel free in my classes. But after your session I understand that I am still working in GTM. How I can understand this? During the lesson students try to retell the statement which were given beforehand. Seldom they try to create their own text.

As each person have a aim to their life like to became leadership man, playful life, relaxation life and so on I hope my teaching methods will help me in future to make my students such person. And I will try and make works relevant to my aim. I think for this I must recognize the powers and weaknesses to become familiar for every circumstance.

In the progression of these gatherings I am not forceful a person what to accept as true, how they should consider or what they should to do. I am mainly focused with persons tests in levitation their self awareness. Opportunity is a way of solutions or some ideas and threats are the unsolved problems.

As I understood in CLT we can use many methods, one of them is Interview. Interviews are versatile and effective for getting ESL students to communicate with one another. This lesson culminates in English interviews that students will conduct in pairs. For example: Working with adult students new to the country. Focus specifically on job interview questions. Working with advanced French literature students. Have them formulate/answer questions that demonstrate their knowledge of a book your class just finished. Working with

intermediate students. Require that they use, say, the subjunctive a certain number of times in their interviews.

Asking/answering questions

- Students can formulate questions in the target language.
- Students can understand basic question constructions in the target language and respond appropriately.

CLT is usually characterized as a broad approach to teaching, rather than a teaching method with classroom practices.

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