

COMMUNICATIVE LANGUAGE TEACHING
Makhmudova N.R.¹, Ergasheva N.D.² (Republic of Uzbekistan)
Email: Makhmudova339@scientifictext.ru

¹*Makhmudova Nargiza Ravshanovna - English Teacher;*
²*Ergasheva Navruza Doniyor qizi – Student,*
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE, FACULTY OF FOREIGN LANGUAGES,
FERGANA STATE UNIVERSITY,
FERGANA, REPUBLIC OF UZBEKISTAN

Abstract: *this article focuses on communicative language learning, as well as the approach to learning the second and foreign languages, which emphasizes the interaction of both the medium and final goal of language learning. It is also referred to as the "communicative approach". Also found that learning communicative language uses real situations that require communication. The teacher creates a situation that students can face in real life. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio lingual method of language teaching.*

Keywords: *communicative competence, emphasizes the interaction, suspense, necessitate communication.*

ИЗУЧЕНИЕ КОММУНИКАТИВНОГО ЯЗЫКА
Махмудова Н.Р.¹, Эргашева Н.Д.² (Республика Узбекистан)

¹*Махмудова Наргиза Равшановна - преподаватель английского языка;*
²*Эргашева Навруза Донёр кизи – студент,*
кафедра английского языка и литературы, факультет иностранных языков,
Ферганский государственный университет,
г. Фергана, Республика Узбекистан

Аннотация: *в этой статье рассматривается коммуникативное языковое обучение, а также подход к обучению второму и иностранному языкам, который подчеркивает взаимодействие как средней, так и конечной целей изучения языка. Он также упоминается как «коммуникативный подход». Также обнаружили, что изучение коммуникативного языка использует реальные ситуации, которые требуют общения. Учитель создает ситуацию, с которой ученики могут столкнуться в реальной жизни. В отличие от аудиоязыкового метода преподавания языка.*

Ключевые слова: *коммуникативная компетентность, подчеркивает взаимодействие, напряженность, необходимость общения.*

Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the mean and the ultimate goal of learning a language. It is also referred to as “communicative approach”. Communicative Language Teaching (CLT) originated from the changes in the British Situational Language Teaching approach dating from the late 1960s. Warschauer and Kern (2000) mentioned stemming from the socio-cognitive perspective of the socio-linguistic theory, with an emphasis on meaning and communication, and goal to develop learners’ “communicative competence”, Communicative Language Teaching (CLT) approach evolves as a prominent language teaching method and gradually replaced the previous grammar-translation method and audio-lingual method [1, 1982; 26-27]. Since the concept of “communicative competence” was first introduced by Hymes in the mid-1960s, many researchers have helped develop theories and practices of Communicative Language Teaching approach. Hymes coined this term in contrast to Chomsky’s “Linguistic Competence”.

In addition, some people contended that CLT has not given an adequate account of ELT teaching despite its initial growth in foreign language teaching in Europe. Stern (1992) argued that one of the most difficult problems is making classroom learning communicative is the absence of native speakers. Apparently, CLT are more successful in English as a Second Language (ESL) context because students usually have a very supportive learning environment outside school. They have more chances to be exposed to the authentic contact with native speakers and the target language, which reinforces what they learn in class [2, 1984; 132-134].

We found, communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life. Unlike the audio lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses [3, 1983; 23-24]. The real-life simulations change from day to day. Students’ motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Reference / Список литературы

1. *Ben-Barka A.C.* In search of a language teaching framework: An adaptation of a communicative approach to functional practice. EDRS № ED239507, 1982. P. 26-27.
2. *Das B.K.* Communicative language teaching. Selected papers from the RELC seminar (Singapore). Anthology Series 14. EDRS No. ED266661, 1984. P. 132-134.
3. *Littlewood W.T.* Communicative approach to language teaching methodology (CLCS Occasional Paper № 7) Dublin: Dublin University Trinity College, Centre for Language and Communication Studies. EDRS № ED 235690, 1983. P. 23-24.