

## Importance of CLT Principles in Teaching Languages

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**Abstract.** *The article focuses on the deep understanding of CLT in the field of English Language Teaching in Uzbekistan context. The main purpose of the article is to guide language teachers in learning the principles of CLT and to provide possible ways of applying them in teaching.*

**Key words:** *CLT, competence, teaching, learning, linguistic, pragmatic, sociolinguistic and strategic.*

**Introduction.** Acquisition of foreign languages in Uzbekistan has become very essential and global process since the first days of the Independence of our country. Knowing foreign languages is being paid much attention in order to increase the educational level of people, their intellectual knowledge. Nowadays, English is worth not just knows, but it is worth really knowing. There is a great role to understand modern English in order to make a conversation with people who live in foreign countries. Many directions are being implemented to improve the reformation of foreign language in our country. Creating a new system of teaching is to put biggest responsibilities in front of the teacher who teaches at school, at universities, and at colleges. Reforming the teaching system into CEFR is also the main factor to develop the teaching foreign language. According to decree of the first president of Uzbekistan Islom Karimov “On measures to further improvement foreign language learning system” pupil must learn foreign languages from their first grade.

Recently several adjustments in the field of higher education have occurred with other sectors of the country. The modernization considers demands for teaching staff; e.g. they should present good knowledge in foreign languages and IT skills apart from their professional subjects.

Another important document on the issue is the Decree of the president of the republic of Uzbekistan “On Uzbekistan’s Development strategy for 2017-2021” from 7 February 2017. In the priority areas of development of the social sphere (#IV): development of education and science refers to all main aspects of the education system of the country like continuous education; strengthening of the material-technical base of educational institutions; improving the quality and effectiveness of higher education institutions through introduction of international standards; quality of teaching; gradual increase in admission quota in the higher educational institutions.

What we should be looking for now is a general consensus in the field on the types of communicative competence which exist and appropriate terminology to describe them so that we can move forward in our understanding of how the various components interact with each other and their relative importance in language learning. These remain areas where very little research has been done to date.

A number of writers has recently criticized communicative competence, as it has been outlined so far, because it models itself on educated native speakers and takes their communicative competence as the ultimate goal of foreign language learning. This is problematic for a number of reasons. Firstly, there is the difficulty of defining native speaker norms ‘in a time of large-scale migrations, cross-

national and cross-cultural encounters, and increasing linguistic and pragmatic differences among speakers of the same language'. Even if we are able to agree on what constitutes native speaker competence, many question how appropriate this model is to learners, both because it sets the impossible target of becoming like a native speaker, something which could potentially de-motivate learners and which devalues the social identity and competences they have developed within their own culture, and because the communicative needs of non-native speakers are very different from native speakers existing in a particular speech community and vary according to the social context in which they wish to operate.

**The problem.** Exploring the principles of CLT and present the possible ways of implementing them in teaching.

- To increase the quality of teaching speaking a foreign language communication;
- To enable the quality teachers to teach how to encourage learners to speak in target language;
- To provide teachers with effective authentic ways of teaching speaking;

**Results and discussions:** CLT is very important in language classes. In order to conduct student-centered lessons teachers must involve students in discussion by giving questions. If speak about a successful interaction, teachers should train learners with all competences such as linguistic, pragmatic, sociolinguistic and strategic. Furthermore, culture and lifestyle of people effect how to understand the communication. For example, hand gestures convey various meaning in different countries.

What is language competence?

Language competence covers three areas of linguistics, which are form, meaning and use. These subsystems are very important to communicate successfully and the teachers' tasks are to create various contexts for learners to improve their language capability. But most ESP teachers focus on form and meaning because it is difficult for them to apply the use of language (pragmatics) during their lessons. The students do not want to differentiate various usage of words because they do not have enough information about grammar rules and other units of the language.

However, the English lessons build on an assessment of purposes and needs and the functions for which English is required. In fact, our English lessons should concentrate more on language in context than on teaching grammar and language structures. The focal point of the English lessons is not taught as a subject separated from the learners' real world instead it is integrated into a subject matter area important to the users. Teachers should motivate students to apply what they learn in English classes to their main field of study. Being able to use the vocabulary and structures that they learn in a meaningful context supports what is taught and develops their motivation. The students' abilities in their fields improve their ability to acquire English. In groups oriented to ESP group students, I give authentic materials for improving students' listening, reading, writing and speaking abilities. Matching activities and jigsaw-reading technic helps them to catch main idea of the context. Students also do tasks like reading for gist and catching main idea of the context. Such kind of activities help them to improve and develop their language competence.

We know that language is a means of communication. Pragmatic competence helps us to understand each other in two languages. Language learners must know the languages' pragmatics. Otherwise, the learners of language will accept the correct meaning.

To be honest, when I come to the advanced training course I found out what pragmatic competence is. But we often use pragmatics in Uzbek language. I'll try to use pragmatics during my lessons. But my ESP group students don't understand it. However, I will tell them about pragmatic competence. A person knows many English words should really study linguistic competence, sociolinguistic competence, and factors of culture, history pragmatic competence and other factors. Therefore, I started paying attention to these things. I understood that without them our learners cannot communicate, cannot use their language in real life circumstances although we try to make them work harder by learning the branches of linguistics.

For example, the teacher said to an unattached student:

➤ You have a tail with 5. (Or hole poignant).

If learner does not understand pragmatic competence, s/he thinks that s/he got mark five. Or learner does not understand what is “hole poignant” pragmatic competence, s/he may think that teacher may give him/her a hole poignant. But in Uzbek pragmatic sentence hole poignant is zero.

I want to teach the students how to use pragmatic competence through dialogues and role-play based on vital events. We use pragmatics every day in real life, but do not understand pragmatics during our conversation in a foreign language. So, we need learn more about pragmatic competence, to pay attention to it and use it.

Sociolinguistic competence is the ability to communicate appropriately by using the right words, expressions, and attitude towards a specific topic, setting, and relationship. Sociolinguistic competence focuses on the age, position, gender of the learner or interviewer, and in particular formalism of learning. Sociolinguistic competence is an ability to be flexible and adoptable in the other culture, in communication with the different group representatives, to understand, more clearly, to interpret another culture's or more exactly sociolinguistic factors' influence to the meaning in communication.

Sociolinguistic competence lets us pay more attention to what we are learning. Today's goal of our students is not only learning languages, but also studying, travelling or working abroad. So, they need to learn foreign language along with that country's religion, culture, history, and even the rules of speaking.

ESP group students do not always travel abroad. But we can learn about their sociolinguistic competence by foreign language books, movies, cartoons, newspapers and magazines. That's why I think, the most effective way to use sociolinguistic competence in the lesson is to watch these short movies. As well as, their culture can be learned by reading books, newspapers and magazines. The cultures of these countries have been reflected in some of their themes, such as English meals, Customs and traditions of Great Britain and American Universities.

The purpose of Strategic competence is developing strategic competence towards autonomy in oral interaction, it focuses on learning and communication processes and aids students to acquire, plan, practice and evaluate language knowledge. Strategic competence is the ability to recognize and repair communication breakdowns before, during, or after they occur.

Strategic competence, therefore, plays a significant role in successful communication. Strategies has to be done with generalization and approximation: if you do not know a word, you can fall back on general words, you can use superordinate, and you can use synonyms and antonyms. Another area of strategies involves the use of paraphrase. Paraphrase can consist of definitions and descriptions.

You do not know a certain word in the conversation, you can use synonyms and antonyms or describe it or you give definition it. For example, you forget the word "enmity", you can give hostility these words: "not friendly, not amicable, animosity, hostility" or you can give definition: "feelings of hated towards somebody". It is hard to combat with this situation, of course.

These strategies comprise repetition, clarification, slower speech, or the usage of gestures, taking turns in conversation. The most important feature of these strategies is that it will improve the ability of learners to study the main foreign language teaching.

**Conclusion:** Communicative Language Teaching provides language teachers the concept of creating their own learning theory. Communicative language teaching requires creativity from the teacher and sets a goal for students to identify their communicative skills. Linguistics teaching includes not only dissemination of the theory, but also creative thinking, critical thinking, cooperative and collaborative work, skills, and more. Knowing the principles makes it easy to teach the language. They will help you to conduct your lesson effectively.

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