

## **The Resultant Efficiency of Communicative Language Instruction**

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**Annotation.** The article gives data about the general understanding of communicative language teaching, methods of applying them into teaching process and the productivity of CLT is discussed. Additionally, key benefits of CLT are presented in the paper.

**Keywords:** approach, language, speaking, competence, classroom.

### **INTRODUCTION**

The goal of communicative language instruction is to help students become proficient communicators in everyday situations. Rather than focusing on memorization of grammar and vocabulary, this method promotes meaningful conversation and the use of real language. It is advised that when teaching communicative language, pupils utilize the language in an engaging and natural way. This covers exercises like role-playing, talking in groups, and solving problems. In her role as a facilitator, the teacher offers direction and criticism when required. Teaching pupils to communicate effectively in the target language with confidence is the aim of communicative language instruction.

This method acknowledges that language is a tool for communicating ideas, feelings, and cultural values rather than just a collection of rules and structures. The significance of context and culture in language acquisition is also emphasized by communicative language instruction. Original media, including music, movies, and newspapers, are shown to students to aid in their understanding of the cultural context in which the language is utilized. Generally speaking, communicative language instruction promotes active engagement and participation from students in the language acquisition process. It is an adaptable and dynamic method that can be tailored to each learner's requirements and interests.

### **METHODS**

Communicative Language Teaching (CLT) is the result of a new demand in English language learning and teaching. Grammar Translation Method (GTM) was dominant for a long time before the introduction of CLT. Many linguists argue that language learning is more effective when you follow natural methods. Language learning is effective when students have the opportunity to learn more about it and use it in real conversation. This process is not much different from learning one's mother tongue. Thus, traditional methods that emphasize grammatical aspects and translation do not seem to create a spontaneous environment for learners. CLT is an innovative language teaching that encourages students to use their general knowledge and linguistic knowledge to solve real-world tasks such as conversation, negotiation, persuasion, decision making and CLT involves real-life activities between groups, such as negotiation or interaction. Through real and similar practice, students improve their English skills and become confident in using English to communicate with others. Introduced in the 1970s, CLT has been considered and adopted in many countries. Thompson states that CLT is an alternative to the traditional teaching method of GTM because it involves

meaningful communication and requires communicative inputs and outputs. Learning through traditional methods, students may be good at grammar and vocabulary, but they may not be confident communicating with native English speakers because they rarely have the opportunity to apply their knowledge of English in real conversation. English is a language, so if students do not use it often, it will be difficult for them to memorize vocabulary, and without real-life situation practices, English cannot be a medium of communication, but a subject in school. CLT as an approach that allows learners to use language to do things, meaning that tasks are seen as concepts, concepts and meaningful activities rather than specific grammar points or isolated language skills

## **I. RESULTS**

Teacher and student roles: In a typical classroom, teachers frequently take on the supervisory role, which is known as teacher-centered education. Students may be at the center of the teaching and learning process in a CLT classroom since they are more adaptable and engaged in this learning environment. Because CLT offers chances and flexibility to both the instructor and the students, students in CLT courses take initiative in class activities. The more they work in CLT classes, the more they stand to gain. Provides what it says it will in a variety of activities. In the classroom, teachers take on the roles of facilitator and supervisor, involving students and offering assistance as required to motivate them to participate fully in the activities. Furthermore, CLT stresses the importance of students being learner-centered.

CLT is the best solution for improving students' communicative competence. CLT focuses on communicative input and output, where it requires authentic material, uses interaction between students, general knowledge and linguistic knowledge, and connects the world inside and outside the classroom through real-life situations. In addition, learners need to use and develop their socio-linguistic, discourse, strategic and grammatical competences or their organizational and pragmatic competences to participate effectively in CLT activities. As a result, learners effectively acquire the target language in both implicit and explicit ways. Another advantage of CLT is the active role of students in classroom activities. In traditional classrooms, students passively acquire knowledge mainly from their teachers and a given textbook. This means that good students (following the teachers and completing all exercises focusing on grammar and vocabulary) may not be someone who can communicate well in English in real life. They are not familiar with life situations and do not have the ability to communicate with partners (for example, to order, discuss, negotiate, complain or make decisions). However, CLT activities give them many opportunities to "speak English" and turn communication opportunities into experiences for future communication. Indeed, in CLT lessons, students are in the role of participants and at the center of the teaching and learning process. Therefore, participating in classroom activities means learning the language and improving their language skills instead of doing all the exercises given. Thus, students have more motivation to learn the language. Another undeniable strength of CLT is that it enhances and enriches students' general knowledge and linguistic knowledge, regardless of their language level. Proficient and low-level students can also learn in CLT classes, CLT activities include meaningful tasks and realistic-like situations to develop language aspects, including for students with language limitations. Finally, teachers also benefit from CLT activities.

## **II. DISCUSSION**

Numerous studies have shown that communicative language teaching is effective in helping students develop communication skills in the target language. Here are some of the key benefits of this approach:

1. Improved fluency: By focusing on communication rather than just memorization, students are able to practice using the language in a more natural and interactive way. This helps them develop fluency and confidence in speaking.
2. Increased motivation: Communicative language teaching is often more engaging and enjoyable for students than traditional grammar-based approaches. This can help increase their motivation to learn and improve their language skills.

3. Better cultural understanding: By using authentic materials and emphasizing the importance of context and culture, communicative language teaching helps students develop a deeper understanding of the cultural context in which the language is used.
4. Enhanced critical thinking skills: Many communicative language teaching activities involve problem-solving and decision-making, which can help students develop critical thinking skills that are useful in many areas of life.
5. Improved accuracy: While communicative language teaching focuses on communication rather than accuracy, research has shown that it can also lead to improved accuracy in grammar and vocabulary use over time.

### **III. CONCLUSION**

Finally, the authorities should focus more on updating the teaching style of teachers by organizing offline and online training programs. Teachers have easy access to material that provides knowledge on how to effectively design CLT and LCT activities. In addition, CLT and other modern language teaching methods should be included in the university course for pedagogy students. In the near future, teachers with knowledge of CLT can transform traditional classrooms into CLT classrooms and contribute to improving the communicative competence of their students. As a result, the results of university students can satisfy the need for social and international communication. Therefore, an overview of CLT, including relevant aspects, barriers to implementation, teachers' and students' attitudes towards it, is intended to provide an overview, as well as to encourage English language teachers to adopt this method in their own aimed at encouraging adaptation in the university context. Each method has its own strengths and weaknesses, and the actual application may cause problems in a particular context. With its goals, main features and principles, CLT is a good way to develop the communicative competence of university students. Effective implementation of CLT can have many benefits for teachers and students, as this method uses many different aspects of language knowledge and general knowledge to improve sociolinguistic and strategic competence. In the history of CLT, this method poses a number of difficulties due to the conflict of context, teacher and student beliefs, lack of CLT education and other minor factors.

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