BENEFITS OF COMMUNICATIVE LANGUAGE TEACHING SPEAKING

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ПРЕИМУЩЕСТВА РАЗВИТИЯ УСТНОЙ РЕЧИ В КОММУНИКАТИВНОМ ОБУЧЕНИИ ЯЗЫКУ

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KOMMUNIKATIV TIL O'RGATISH USULIDA GAPIRISH KO'NIKMASINING AFZALLIKLARI

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Abstract: *This article explores the benefits of developing speaking skills through the Communicative Language Teaching (CLT) method. The paper examines how CLT helps students engage in meaningful interactions, actively use the language, and develop their language skills in real-life situations. It discusses the advantages of CLT for enhancing speaking skills, increasing student participation and engagement, and its approaches aimed at boosting learners' confidence in communication.*

Keywords: *CLT, speaking, language teaching, communicative competence, teaching methodology, interactive learning.*

Аннотация: *В статье рассматриваются преимущества развития навыков устной речи в методе коммуникативного обучения языку (CLT). Статья изучает, как метод CLT способствует активному использованию языка учащимися, их значимому взаимодействию и развитию речевых навыков в реальных ситуациях. Рассматриваются преимущества метода CLT для развития навыков устной речи, повышения активности и вовлеченности учащихся, а также подходы этого метода, направленные на укрепление уверенности студентов в их коммуникативных способностях.*

Ключевые слова: *CLT, устная речь, обучение языку, коммуникативная компетенция, методика преподавания, интерактивное обучение.*

Annotatsiya: *Ushbu maqolada kommunikativ til o'rgatish (CLT) usulida gapirish ko'nikmalarini rivojlantirishning afzalliklari tahlil qilinadi. Maqola CLT metodining o'quvchilarning tilni faol ravishda ishlatishiga, ular bilan mazmunli muloqot qilishiga va real hayotdagi vaziyatlarda til ko'nikmalarini rivojlantirishga qanday yordam berishini o'rganadi. Gapirish ko'nikmalarini rivojlantirishda CLT usulining foydalari, o'quvchilarning ishtirokchilik va nutqiy faolligini oshirishdagi o'rni, shuningdek, bu metodning talabalarning o'zaro muloqotdagi ishonchini kuchaytirishga qaratilgan yondashuvlari ko'rib chiqiladi.*

Kalit so'zlar: *CLT, gapirish, til o'rgatish, kommunikativ kompetensiya, o'quv metodikasi, interaktiv o'qitish.*

INTRODUCTION (ВВЕДЕНИЕ/KIRISH). Communicative Language Teaching (CLT) is an approach to language education that emphasizes interaction as the primary means of language learning. It is particularly effective in developing speaking skills. CLT prioritizes meaningful communication over rote memorization of grammar rules. This approach encourages learners to express their thoughts and ideas, which enhances their ability to speak fluently and confidently in real-life situations. Theoretical frameworks, such as the Interaction Hypothesis, suggest that language is best acquired through meaningful interaction.

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MATERIALS AND METHODS (ЛИТЕРАТУРА И МЕТОД/ADABIYOTLAR TAHLILI VA METODLAR). CLT promotes the use of authentic materials and situations that reflect real-life communication. By engaging with genuine texts, dialogues, and scenarios, learners can practice speaking in contexts that are relevant and applicable to their lives, which supports the theory of situated learning. CLT emphasizes not only linguistic competence but also pragmatic competence — the ability to use language appropriately in social contexts. This focus helps learners understand the nuances of language use, including politeness, formality, and cultural references, which are essential for effective speaking. The communicative approach fosters interaction among learners, allowing them to practice speaking with peers in a supportive environment. Theoretical perspectives, such as Vygotsky's Social Development Theory, highlight the importance of social interaction in cognitive development and language learning. CLT integrates listening, speaking, reading, and writing, recognizing that these skills are interconnected. By practicing speaking in conjunction with other skills, learners develop a more holistic understanding of language use. This aligns with the theory of language as a system of interconnected parts.

CLT often employs task-based learning, where learners engage in meaningful tasks that require them to use language to achieve specific outcomes. This approach enhances motivation and engagement, as learners see the relevance of their speaking practice in accomplishing real-world tasks. While CLT emphasizes fluency, it also acknowledges the importance of accuracy. Activities are designed to promote both aspects, allowing learners to practice speaking freely while gradually refining their language use. This balance aligns with the principles of Communicative Competence, which includes grammatical, sociolinguistic, discourse, and strategic competencies. CLT is inherently learner-centered, allowing students to take an active role in their learning process. This approach fosters autonomy and encourages learners to express their ideas and opinions, which enhances their speaking skills and confidence. In a communicative classroom, feedback is an integral part of the learning process [2].

DISCUSSION (ОБСУЖДЕНИЕ/МУНОКАМА). Teachers provide constructive feedback on learners' speaking performance, helping them identify areas for improvement. Reflective practice is encouraged, allowing learners to assess their own speaking skills and progress. CLT promotes cultural awareness by exposing learners to different cultural contexts and communication styles. Understanding cultural nuances enhances learners' ability to communicate effectively in diverse situations, which is vital for successful speaking. Here are some theoretical benefits of CLT in relation to teaching speaking:

Develops learners' ability to communicate fluently and effectively in the target language.

Fosters authentic and meaningful language use, reflecting real-world communication.

Promotes learner engagement, motivation, and active participation.

Enhances learners' cultural awareness and intercultural communicative competence.

Integrates language skills and functions, providing a holistic approach to language learning [4].

By focusing on communication, authentic language use, and learner-centered instruction, CLT aims to equip learners with the necessary skills and confidence to engage in real-life communication in the target language. It emphasizes the development of communicative competence and prepares learners to function effectively in a wide range of language contexts[4].

RESULTS (РЕЗУЛЬТАТЫ/NATIJALAR). Sociocultural theory, developed by Russian psychologist Lev Vygotsky, emphasizes the role of social and cultural factors in cognitive development and learning. According to this theory, learning is a social process that occurs through interactions with others and the cultural tools and artifacts of a particular society. Here are some key aspects of sociocultural theory[1]:

1. Zone of Proximal Development (ZPD): The Zone of Proximal Development refers to the gap between a learner's current level of ability and their potential level of development with the assistance of more knowledgeable individuals. Vygotsky argued that learning is most effective when it occurs within this zone. Skilled individuals, such as teachers or more advanced peers, provide guidance and support to learners, scaffolding their learning and helping

them accomplish tasks that they couldn't do independently.

2. Social Interaction: Sociocultural theory highlights the significance of social interaction in learning. Through interactions with others, learners are exposed to new ideas, perspectives, and cultural practices. Social interactions can take various forms, including collaboration, discussion, joint problem-solving, and shared activities. These interactions provide opportunities for language development, cognitive growth, and the internalization of cultural knowledge.

3. Cultural Tools: Cultural tools are the symbolic and physical artifacts, as well as social practices and routines, that are created and transmitted within a particular culture. These tools, which include language, writing systems, technology, and cultural norms, shape the way individuals think and learn. Cultural tools mediate cognition by providing frameworks and resources for understanding and acting in the world[3].

4. Language and Thought: According to sociocultural theory, language plays a central role in cognitive development. Language not only serves as a means of communication but also functions as a tool for thinking and problem-solving. Through language, learners internalize the knowledge and concepts of their culture, leading to the development of higher-order cognitive processes. Language and thought are seen as interconnected and mutually supportive.

5. Scaffolding: Scaffolding is a process in which a more knowledgeable individual provides temporary support and guidance to a learner during a learning task. The scaffolding process involves breaking down complex tasks into manageable steps, offering prompts, providing feedback, and adjusting the level of support as the learner gains competence. Scaffolding helps learners bridge the gap between their current abilities and their potential abilities.

6. Cultural Context: Sociocultural theory recognizes the influence of cultural context on learning and development. Learning is viewed as a culturally situated activity that occurs within specific sociocultural settings. Cultural values, beliefs, and practices shape the ways in which individuals perceive, understand, and interact with the world. Cultural context influences the types of knowledge and skills that are valued and transmitted within a society.

7. Collaborative Learning: Sociocultural theory supports collaborative learning environments where learners engage in social interactions and shared activities. Collaborative learning fosters the exchange of ideas, negotiation of meaning, and co-construction of knowledge. Learners benefit from the diverse perspectives, experiences, and expertise of their peers, promoting cognitive growth and the development of higher-order thinking skills [3].

CONCLUSION (ЗАКЛЮЧЕНИЕ/XULOSA). In conclusion, Communicative Language Teaching (CLT) provides a highly effective framework for developing speaking skills in language learners. By focusing on real-life communication, learner interaction, and meaningful language use, CLT fosters not only fluency but also confidence and motivation in learners. The method encourages active participation, reduces anxiety related to speaking, and bridges the gap between classroom learning and authentic communication. Therefore, incorporating CLT strategies into language instruction can greatly enhance learners' speaking competence and prepare them for real-world communication demands.

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