# BALANCING FLUENCY AND ACCURACY IN COMMUNICATIVE LANGUAGE TEACHING: A THEORETICAL AND PRACTICAL APPROACH

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# KOMMUNIKATIV TIL O'RGATISHDA RAVONLIK VA ANIQLIK MUVOZANATI: NAZARIY VA AMALIY YONDASHUV

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# БАЛАНС МЕЖДУ БЕГЛОСТЬЮ И ТОЧНОСТЬЮ В КОММУНИКАТИВНОМ ОБУЧЕНИИ ЯЗЫКУ: ТЕОРЕТИЧЕСКИЙ И ПРАКТИЧЕСКИЙ ПОДХОД

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*Abstract: This article studies the balance of fluency and accuracy in Communicative Language Teaching (CLT). It explores how CLT prioritizes meaningful interaction, while addressing the challenge of integrating both fluency and accuracy. Using scholarly insights, it provides classroom activity examples and discusses implementation challenges.*

*Keywords: CLT, fluency, accuracy, language learning, communicative competence, language teaching.*

*Annotatsiya: Ushbu maqola Kommunikativ til o'rgatish (CLT) metodidagi ravonlik va aniqlik muvozanatini o'rganadi. CLT mazmunli muloqotni ustuvor deb bilgan holda, til o'rganishda ravonlik va aniqlikni uyg'unlashtirish muammosini ko'taradi. Maqolada ilmiy manbalar asosida dars jarayonidagi amaliy mashg'ulotlar misollari keltirilib, ularni tatbiq etishdagi muammolar muhokama qilinadi.*

*Kalit so'zlar: CLT, ravonlik, aniqlik, til o'rganish, kommunikativ kompetensiya, til o'rgatish.*

*Аннотация: В статье рассматривается баланс между беглостью и точностью в методе коммуникативного обучения языку (CLT). Подчеркивается, что CLT акцентирует внимание на значимом взаимодействии, одновременно решая задачу интеграции беглости и точности речи.*

*Ключевые слова: CLT, беглость, точность, изучение языка, коммуникативная компетенция, преподавание языка.*

**INTRODUCTION (ВВЕДЕНИЕ/KIRISH).** Since its emergence in the 1970s, Communicative Language Teaching (CLT) has revolutionized language education by shifting the focus from grammatical accuracy to meaningful interaction. This paradigm shift addressed the limitations of traditional methods that primarily emphasized rote memorization and structured grammar exercises, often detached from real-world communication (Littlewood, 1981). Unlike these traditional approaches, which often resulted in learners who could recite grammatical rules but struggled to use the language effectively in authentic contexts, CLT prioritizes authentic language use in context, aiming to equip learners with the ability to communicate effectively in real-life situations. However, a significant and ongoing challenge within CLT is the effective balancing of fluency and accuracy.

**MATERIALS AND METHODS (ЛИТЕРАТУРА И МЕТОД/ADABIYOTLAR**

**TAHLILI VA METODLAR).** Fluency-focused activities, designed to promote spontaneous communication and build learner confidence, may inadvertently lead to the development of grammatical errors and pronunciation issues, potentially hindering long-term linguistic development and resulting in what Skehan (1998) describes as the "fossilization" of errors. Conversely, accuracy-focused exercises, while ensuring grammatical precision and building a strong linguistic foundation, may limit natural language use, fail to replicate the dynamic and unpredictable nature of real-life interactions, and potentially inhibit learner motivation by creating an overly error-conscious classroom environment (Bygate, 2001).

The key aspects of CLT is explored including the complex relationship between fluency and accuracy in language learning, provides examples of classroom activities that aim to develop both skills, discusses the inherent challenges in implementing CLT principles, and proposes strategies for creating a balanced language learning experience [2].

The goal is to provide a comprehensive understanding of how CLT can be effectively implemented to develop communicative competence while also fostering linguistic accuracy, drawing upon both theoretical frameworks and practical applications in the language classroom.

**DISCUSSION(ОБСУЖДЕНИЕ/МУНОКАМА).** The methodology includes the compilation and description of example activities for both fluency and accuracy development, illustrating how these activities can be adapted for various classroom contexts and learner levels. Additionally, the article uses a comparative analysis of fluency and accuracy-focused activities to highlight the inherent trade-offs and potential synergies between the two. It also discusses the different types of practice advocated by CLT, which are mechanical, meaningful, and communicative practice (Littlewood, 1981), and their respective contributions to language learning. Furthermore, it analyzes the significant changes in classroom dynamics that followed the introduction of CLT, emphasizing the shift from teacher-centered instruction, where the teacher was the primary source of knowledge and correction, to learner-centered, interactive approaches, where learners take more responsibility for their own learning and engage in collaborative knowledge construction.

Both accuracy and fluency are essential for student success and language competency, according to all experts and research in all commonly taught languages. However, given that the skills are effectively at opposite ends of the teaching spectrum, the practical challenge for educators is all about balance. A discussion work out, for instance, is intended to assist understudies with rehearsing familiarity, instructors ought not be routinely intruding on to address their mix-ups [1]. The analysis highlights the distinct characteristics of fluency and accuracy activities, revealing that they are not mutually exclusive but rather represent different ends of a pedagogical continuum.

Fluency activities emphasize natural language use, meaningful communication, and spontaneous production, often through engaging and interactive tasks such as role-plays, discussions, and storytelling. These activities encourage learners to negotiate meaning, apply communication strategies, and take risks in their language use, fostering confidence and developing their ability to communicate effectively in real-life situations.

Accuracy activities, in contrast, focus on grammatical correctness, controlled language use, and structured exercises such as grammar drills and pronunciation practice. These activities aim to build a strong linguistic foundation, develop learners' explicit knowledge of language rules, and prevent miscommunication by focusing on the correct formation of language [3].

In accuracy-based activities, the teacher assumes a more directive role, acting as a corrector, providing explicit feedback, and ensuring correct language use through targeted instruction and error correction techniques.

**RESULTS (РЕЗУЛЬТАТЫ/NATIJALAR).** The article also delineates the differences between mechanical, meaningful, and communicative practice (Littlewood, 1981), highlighting how each type of practice contributes to different aspects of language learning. Mechanical practice, for example, can help learners automatize basic language forms, while communicative practice allows them to integrate these forms into authentic and meaningful communication.

It is shown that a balanced combination of activities and practice types is the most effective approach to language teaching, catering to the diverse needs of language learners and promoting both linguistic competence and communicative competence [4].

Achieving a balance between fluency and accuracy is a complex but crucial endeavor for developing well-rounded and proficient language learners. As Skehan (1998) suggests in his Trade-off Hypothesis, there is often a trade-off between the development of fluency and accuracy in second language acquisition, meaning that learners may prioritize one over the other at different stages of their learning. However, neglecting either fluency or accuracy can have detrimental effects on learners' overall communicative competence. Therefore, teachers should strive to integrate both fluency and accuracy activities into their teaching, ensuring that accuracy exercises are not seen as isolated drills but rather as a means to support and enhance fluency development.

Effective implementation of CLT requires careful planning, ongoing reflection, and a deep understanding of the interplay between fluency and accuracy. Teachers need to consider the specific learning objectives of each lesson, the proficiency level and needs of their learners, and the overall context of learning. Furthermore, as Bygate (2001) argues, while fluency is essential for effective communication and allows learners to participate actively in real-world interactions, neglecting accuracy can lead to the fossilization of errors, which can be difficult to correct at later stages of learning. Therefore, providing timely and appropriate feedback is crucial for guiding learners towards both fluency and accuracy. The integration of mechanical, meaningful, and communicative practice (Littlewood, 1981) provides a well-rounded approach to language learning, ensuring that learners develop not only linguistic competence (knowledge of language rules) but also communicative competence (the ability to use language effectively in different social contexts) [2].

The shift towards learner-centered, interactive learning methods, such as small-group and pair work, enhances language practice and fluency development by providing learners with more opportunities to communicate and collaborate with their peers, creating a more engaging and dynamic learning environment.

The principles of CLT, emphasizing communicative competence as the ultimate goal of language teaching, continue to shape modern language teaching and remain highly relevant in today's increasingly interconnected world. By understanding and applying these principles, and by carefully considering the balance between fluency and accuracy, educators can create a balanced and effective learning environment that fosters both linguistic competence and communicative competence, ultimately enabling learners to communicate effectively, confidently, and accurately in a variety of real-life situations [1].

**CONCLUSION (ЗАКЛЮЧЕНИЕ/XULOSA).** Balancing fluency and accuracy is a key component of effective language teaching within the Communicative Language Teaching (CLT) framework. While fluency enables learners to communicate with confidence and spontaneity, accuracy ensures their language use is grammatically correct and clear. This article emphasized that integrating both aspects through varied classroom activities and learner-centered approaches leads to more effective language acquisition. By combining different practice types—mechanical, meaningful, and communicative—teachers can support learners in developing both linguistic and communicative competence, ultimately preparing them for successful real-life communication.

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