

MAJOR STRATEGIES OF COMMUNICATIVE LANGUAGE TEACHING APPROACH TO IMPROVE STUDENTS' ORAL SKILLS

Ochilova L.R.¹, Abdullayeva M.E.²

¹Ochilova Laylo Radjabovna - English Teacher;

²Abdullayeva Malika Erkinbayevna - English Teacher,

SPECIALIZED BOARDING SCHOOL OF THE MINISTRY OF INTERNAL AFFAIRS,
TASHKENT, REPUBLIC OF UZBEKISTAN

Abstract: this article is devoted to CLT approach in enhancing oral skills. Learners should be encouraged to take the initiative to participate and dare to express their ideas, it does not matter whether they use the language properly, but at least, they need to try and improve it through constant practice. Regarding strategies to develop English learners' communicative competence; modeling, repetition, pair and group work were the most used ones. It is also necessary that students have a lot of exposure to the language, the linguistic input they receive should provide them with opportunities to produce and use the language at any situation, motivation then plays a very important role in encouraging students to verbally communicate

Keywords: productive, accuracy, fluency, interaction, modeling, simulations, elicitation, motivation.

ОСНОВНЫЕ СТРАТЕГИИ ПОДХОДА К ОБУЧЕНИЮ КОММУНИКАТИВНЫМ ЯЗЫКАМ ДЛЯ СОВЕРШЕНСТВОВАНИЯ УСТНЫХ НАВЫКОВ СТУДЕНТОВ

Очилова Л.Р.¹, Абдуллаева М.Е.²

¹Очилова Лайло Раджабовна - учитель английского языка;

²Абдуллаева Малика Эркинбаевна - учитель английского языка,

Специализированная школа-интернат МВД,
г. Ташкент, Республика Узбекистан

Аннотация: данная статья посвящена подходу CLT в развитии устной речи. Учащихся следует поощрять к тому, чтобы они проявляли инициативу, чтобы участвовать, и осмелились выражать свои идеи, не имеет значения, правильно ли они используют язык, но, по крайней мере, они должны пытаться улучшить его посредством постоянной практики. Относительно стратегий развития коммуникативной компетенции изучающих английский язык, моделирование, повторение, парная и групповая работа были наиболее используемыми. Также необходимо, чтобы учащиеся подвергались интенсивному воздействию языка, лингвистический вклад, который они получают, должен давать им возможность создавать и использовать язык в любой ситуации, тогда мотивация играет очень важную роль в поощрении учащихся к устному общению.

Ключевые слова: продуктивность, точность, беглость, взаимодействие, моделирование, симуляции, выявление, мотивация.

There are different methods that are being used to teach English as a foreign language but not all of them help us to reach the desired communicative goals; therefore, the selection and application of the most effective ones is required. All human beings need to communicate in order to express their ideas, feelings and thoughts, this is the main reason why communicative activities should be integrated into the lesson. Students spoken language is more productive when they are engaged in a dynamic learning environment that encourages them to do their tasks. It is well-known that all people need to understand spoken language in different situations, such as daily life, work, school, community, among others. Activities with communicative purposes are helpful for breaking down barriers, finding information, expressing ideas about one and learning about culture. Jeyasala asserts that teachers should encourage students' communicative competence all the time, and besides their limitations to use language fluently and accurately, they should provide them with spaces to interact with others or to immerse them in speaking activities that enhance their ability to use the target language [1]. Providing students with real communicative contexts is the best option teachers can make, because students can exchange real information, so language and phrases will emerge according to the situation. It is also necessary that students have a lot of exposure to the language; the linguistic input they receive should provide them with opportunities to produce and use the language at any situation, motivation then plays a very important role in encouraging students to verbally communicate [2, p. 164].

According to Richards, learning the language does not always guarantee the learner will be able to use the language fluently. Consequently, the lack of fluency can be the result of rigid formal training in language learning; another reason can be the lack of strategies to involve students in communicative activities. Learners should be encouraged to take the initiative to participate and dare to express their ideas, it does not matter whether they use the language properly, but at least, they need to try and improve it through constant

practice. The author also asserts that communicative competence involves the following aspects of language knowledge: knowing how to use the language in different situations, knowing how to vary the use of the language according to settings and participants (formal and informal speech), being able to understand different types of texts, and knowing how to maintain communication despite any limitation the speaker might have. When using communicative activities in the classroom, a distinction between fluency and accuracy should be done, understanding fluency as the natural language use that takes place when the speakers participate in a conversation despite the limitation of their communicative competence. Accuracy, on the other hand, refers to the creation of correct examples of language use [3, p. 115].

Interaction plays an important role in language learning since it gives the students the opportunity to put into practice their communication skills. In order to create meaningful interaction among learners, the correct materials that promote such interaction have to be chosen.

As Richards and Rodgers report, there is more information about Communicative language teaching than learning theory. For this reason, they believe that it is necessary to discuss about the three elements of the learning theory that can be distinguished in some communicative language teaching practices. The first element is the communication principle that relates to the activities focused on the use of real communication. The second is the task principle which focuses on the use of language to carry out meaningful tasks. Finally, the third one is the meaningfulness principle in which the language used must be meaningful to the learner. There is a great number of activities aimed at developing learners' communicative competence using communicative processes, such as information sharing, negotiation of meaning, and interaction. Similarly, the use of games, role plays, simulations, and task-based communication activities are necessary to support classes in which the Communicative language teaching approach is used.

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