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SWITCHING THE WAY WE TEACH FOREIGN LANGUAGES

Abstract. Questions to be dealt in this article with include what is emphasized communicative approach in communicative language teaching and analysis of definition which helps explain communicative language teaching, the next point is how do the roles of the teacher and student change in communicative language teaching and there have been highlighted a few clear benefits like allowing the students to contemplate about some topic and express their views, which train in real life the ability to utilize language to communicate and some unfavorable features in communicative language teaching. Examples of issues that can be used with a communicative approach are described, and sources of appropriate materials are provided.

Key words: communicative approach, authentic language, real life, facilitator, cognitive ability, motivation, comprehensive, curriculum.

The first thing should be mentioned is that communicative language teaching (CLT) is a popular approach to language teaching which emphasizes using language in the same way as it's used in real life. This means it deals with communicative competence – the ability to communicate – rather than grammatical accuracy. There is a detailed explanation of communicative language teaching in order to consider it. According to the linguist David Nunan this list of definition helps explain CLT [1]:

- An emphasis on learning to communicate through interaction in the target language.
- The introduction of authentic texts into the learning situation.
- The provision of opportunities for learners to focus, not only on language but also on the learning management process.
- An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.
- An attempt to link classroom language learning with language activities outside the classroom.

These features are claimed by practitioner of CLT to show that they are very interested in the needs and desires of their learners as well as the connection between the language as it is taught in their class and outside the classroom. Under this broad umbrella definition, any teaching practice that helps students develop their communicative competence in an authentic context is deemed an acceptable and beneficial form of instruction. In addition, communicative language teaching means different things to different teachers. And the explanation for this could be that, to some teachers, it simply means a greater emphasis on the use of the target language in the classroom, and in particular, a greater em-

phasis on orality. To other teachers, communication entails the exchange of unknown information between interlocutors. And some teachers understand communication in the most global, anthropological terms, that is, as a cultural-bond system for making meaning. Some colleagues are unaware that communication approach plays a very important role in the teaching process. Speaking skills are productive skills. Production process controls how well the student can reproduce the model's responses. Reading and writing are useful sources for an experience, but communication is essential for faster progress. Therefore in the classroom, communication can cover a wide range of oral activities.

How do the roles of the teacher and student change in communicative language teaching? Well according to Larsen-Freeman teachers in communicative classrooms will find themselves talking less and listening more--becoming active facilitators of their students' learning. The teacher sets up the exercise, but because the students' performance is the goal, the teacher must step back and observe, sometimes acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986). [2]

On the top of this several roles are assumed for teachers in communicative language teaching, the importance of particular roles being determined by the view of CLT adopted. Breen and Candlin describe teacher roles in the following terms: The teacher has two main roles: the first

role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities.... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities. (1980: 99). [3]. Such roles give them increasing motivation for the activity, language preparation, and oral communication.

There're a number of advantages and disadvantages in communication language teaching. The main favorable aspect is interaction between students and teachers. In fact, communicative teaching is becoming increasingly clear feature is the change in the way as the internship; students develop the subject, initiative and become increasingly important. Teacher-student relationship is an interactive, harmonious relationship, rather than the traditional education, the kind of master-servant relationship. The communicative teaching emphasizes the learner's cognitive ability and operational capabilities, which allow the students themselves to think about and express their views, thus trained in real life the ability to use language to communicate.

One of the negative aspect is some people believe that with CLT there is a danger of focusing too much on oral skills at the expense of reading and writing skills, and that there may be too much focus on meaning at the expense of form. It is felt that there is not enough emphasis on the correction of pronunciation and grammar errors.

Although it can be successfully argued that the communicative language teaching (CLT) approach does enable learners to interact, it is possible that the activities undertaken in the classroom may be perceived by learn-

ers as being too abstract. Despite teachers' best efforts, classroom activities are not actually real-life, and it can be difficult to reproduce truly authentic language use and to facilitate genuine interaction.

Supplementary to this, a further handicap may be that, it may also be a difficult method to use in very large classes, where it may be easier to monitor and guide students by adopting a more didactic approach. Because students with low levels of proficiency in the target language may find it difficult to participate in oral communicative activities and, if the exams used by an institution are grammar based, communicative fluency may not be appropriate.

So, despite continued reference to separate language skills (e.g., speaking, listening, reading, and writing) within the teaching profession, more and more foreign language educators emphasize an integrated curriculum. In other words, most teachers recognize that the four language skills support each other and are found together in real-life language use. However communicative approach helps to overcome the barrier of conversation. As it's said by John Dewey: «There is more than a verbal tie between the words common, community, and communication.... Try the experiment of communicating, with fullness and accuracy, some experience to another, especially if it is somewhat complicated, and you will find your own attitude toward your experience changing».

To summarize shifting the way we teach foreign languages, we can emphasize the student-centered interaction which is connected to the involvement of the student in everything going during the lesson. This shifts the teacher's activity do not causing the learning, but helping learning to happen. The pedagogic task is to choose most suitable activities such as group work, acting role plays and games, engaging in debates, giving various presentations to present in front of audience, providing appropriate video in English for their students, to guide them in the lessons and to encourage them to experiment with language in order to carry out communicating tasks in an effective way.

References

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