

THE PRACTICE OF COMMUNICATIVE LANGUAGE TEACHING IN PRIMARY CLASSES

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ABSTRACT

Nowadays, as the teaching strategies and methods get expanded, teachers will sort out the most effective ones to use in the classes. We all know that in primary classes, the teacher and the children should communicate with each other a lot, only through which they can have effective and productive lessons. The more interaction is involved in the classroom, the more children will acquire new information faster and better. The pivotal aim of this article is to show the benefits of having the CLT method in the primary classes as well as to analyze how this method effectively could be used in the classroom by the teachers. Also, this research intends to show the main features of the CLT method, through which teachers can make their lessons more interesting and effective.

KEYWORDS: *Communicative Language Teaching, Traditional Methods, Innovative Approaches, Effective Use Of Interaction, Peer Communication, Learner-Centered Teaching, School Children, Fun Activities;*

INTRODUCTION

In this day and age, it is becoming more and more common to focus on the general English in the classroom rather than primarily relying upon only grammar. One of such modern methods of teaching, in which communication is the main feature is the Communicative Teaching Method. It is crystal clear that the more students interact, the faster they will grow their overall language level, especially 4 basic skills of the English language. I would say that providing an English-speaking atmosphere in the right way in the classroom only helps positively for the students to acquire the language successfully. Practicing this approach provides students with the English-speaking atmosphere and they immediately feel difficulties, but both psychologically and pedagogically, students make it a habit to speak in English and become more fluent from the beginning, which makes the learning process further easier.

Therefore, this paper work intends to describe the common benefits of this method being used in the primary classes. Additionally, the right approaches of effectively using this method to have the last results will be provided.

1.0 How to Practice CLT in the Classroom Effectively

I personally believe that practicing this method efficiently in the classroom mostly depends on the teacher. As far as students' personality, individual strengths and weaknesses are concerned, the teacher should be able to analyze this stuff in the first place and then act according to the results. What I mean by this, the teacher even using this method should consider students first and should think of effective ways of teaching. At all, choosing what to teach for the class should be done independently by the teacher.

Nguyen (2010) points out that "CLT may currently be considered and accepted as an inclusive approach to language teaching, which encompasses various approaches and methods, motivations for learning English, types of teachers and the needs of individual classrooms and students themselves; it is learner-centred and emphasises communication in real-life situations."

Also, a set of informal and formal interactions are what make the class more fun. As long as communication is involved, it really does not matter too much what kind of communication is going to be set in the classroom. But if both of these formal and informal are involved, it would be more appropriate and the lesson of high quality.

We all know that children in primary classes like more fun and interesting activities. For this special reason, I think the teacher should have a bunch of games, in which students get active and speak English consciously and unconsciously. Also, having role-play activities for 15 or less minutes in each lesson is a good idea to make the class more active and develop not only actorship skills in the students, but imitating and speaking without shyness or lack of confidence.

Actually, Communicative Language Teaching is a method, where students will boost their confidence and learn to speak freely. That's why it would be appropriate in case all the activities focus on the development of confidence in speaking.

Also, I find it worthy of mentioning that the more students have discussions on one particular topic, the more they will develop critical thinking abilities, which will assist them not only in tough situations of discussion, but also through every step of life.

In addition, having interviews is another form of practicing CLT in the classroom. This is because it includes student communication and peer communication. In this case, students may visit strange people and can ask a bunch of questions and get answers. Through this, they improve both their personal speaking and question giving skills and real time communication skills. Also, in primary classes students can just practice asking very few simple or elementary questions from others such as "What is your name?" "Where are you from?" "How old are you?" And other simple questions like these.

From an early age, children need to learn to work with different people, so that later in life they will not face any difficulties in working with different people. And this Communicative Language Teaching is the exact thing to help students to have these skills mentioned above. To practice it effectively, students in their peer groups can work in different groups every time. They can be divided into small groups, where they can be given different activities to accomplish. As well, it is really important for students and the teacher to note that while the students work in different groups, peers actually get very close with each other and also belief will form among children. Children themselves learn to be more flexible and tolerant with others.

Thompson (1996) and Savignon (2002) claimed that “group and/or pair work are flexible and useful techniques, and they are active modes of learning which can help the learners to negotiate meaning and engage in problem-solving activities.”

All these mentioned above are the possible practices of CLT, if the students have the chance to do these things, they will start improving quickly and will see immediate results.

2.0 The Benefits of Using CLT in the Classroom

Well, actually, there are a lot of possible benefits that come with the practice of CLT method in the primary classes. Some of these advantages may sound surprising to you, while some of them may sound strange. But overall, all these benefits are the results of observations and investigations made in the classroom.

According to Jacoby & Ochs (1995), “abilities, actions, and activities do not belong to the individual but are jointly constructed in a discursive process by all participants.”

Mainly what is the major benefit of it is that it shifts its focus from traditional grammar rules that most of the teachers get used to having all the time in their classes. And it mainly concentrates on communicating in the foreign language, which is being taught to them. What most people get confused with is that they think that children will not understand anything in such classes. However, the more they listen to the language, the more they practice their ears to this language, the faster they will start speaking in this language and later, it will be relatively easy for them to develop their General English independently, when they start or move to other levels of their FL. Another criticism of CLT often made is that “learning by using language and communication processes is not sufficient to develop grammatical competence.” (Swain, 1995).

According to NurHazwani, 2019: “There was also a lot of two way communication where students are expected to pose questions for further understanding and give feedback to the tasks being done. As the activities were being carried out, the teacher readily accept any answer or information from the students.”

Also, what most FL learners or speakers lack is confidence and belief in themselves while speaking. Another major benefit of CLT is that it boosts children's confidence from early young ages and also provides them with the necessary communication skills they will use later in life. So, it is extremely important to think of using or practicing CLT to develop confidence in the students' speaking.

While the target language is being learnt, most people do not feel free enough to speak about themselves or to speak in the target language knowing the fact that they are making a few grammar mistakes. I believe that the less they pay attention to their grammar mistakes in time of speaking, the faster and immediately they start improving speaking. Even they will learn and use grammar rules correctly automatically as a result of practice and understanding in real time speaking.

CONCLUSION

To conclude, I think it is extremely important to consider all the possible benefits of the CLT method for the reason of being able where and why to use this method. Also, speaking in English is one of the most common features of CLT, through which students have the chance to improve their General English. Above all the possible, yet major benefits are mentioned to prove the

effectiveness of this method in the primary classes. I believe that once that information is used in practice in real time, teachers will be able to see the effect and use of them over a period of time.

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