

VARIETIES OF METHODS IN CLT (COMMUNICATIVE LANGUAGE TEACHING), ITS PRACTICALITIES OF TEACHING

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Abstract. communication skill is one of the elements of generic skills that are essential among university students. Through their years at the university, students would have been exposed to situations, in and outside of the lecture halls, where they have to use their communication skills, for example group assignments and class presentations in various disciplines. Therefore, the aim of this paper is to present some features of CLT and different ways of practicalities that teachers may use among university students. This method may be used not only by language, literature, history and other humanitarian science teachers, but by “exact” science teachers as well. Based on the observation, this article shows that only in correlation within the characters like teaching environment.

Keywords: *CLT, communication competence, skills, professional orientation, literature, business game, special terminology, vocational education, relevant directions.*

Communication is an important skill for every modern student to master. Cramming whole night before a serious interview won't make sense if students are trying to make a positive impression in a new workplace in future.

Almost four decades before, Canale and Swain (1980) proposed four major components of communicative competence: grammatical, discourse, sociolinguistic, strategic [1]. Today CLT continues to be recognized as an approach that encourages “real-life” communication in the classroom. CLT - based classroom practices seek to intrinsically spark learners to reach their fullest potential. For the sake to reach this goal it is important to take into consideration the following seven characteristic of Communicative Language Teaching, mentioned by H.Douglas Brown, Heekyeong Lee [2]. They are:

- goals in CLT must intertwine the organizational with the pragmatic aspects, i.e. to focus on all components of communicative components (grammatical, discourse, sociolinguistic, strategic);
- language forms are not the central focus, but remain as important components of language that enable the learner to accomplish those purposes;
- fluency is much more important than accuracy in order to keep learners meaningfully engaged in language use;
- classroom tasks should be focused on real-world contexts;
- students are given opportunities to focus on their own learning process;
- the teacher's role is like a “coach”, guide who values the best interests of students' linguistic development.
- students are active participants in their own learning process.

Taking into consideration all above mentioned characteristics, we try to follow some strategies to enhance students' abilities through CLT. Some of them are watching films, using technology, reinforcing active listening, offering group presentations and assignments, asking open-ended questions, using tasks and activities that foster critical thinking, offering reflective learning opportunities.

By watching films your students will learn the foundational elements of conversation, because the conversation is one of the most basic and essential communication skills. Nowadays students may use lots of technological resources - from audiobooks to apps, where students can listen to or read along with audiobooks to hear how the speaker pronounces and enunciates different words or phrases.

It's important to mention that communication isn't just about speaking; it's also about listening. Teachers can help their students develop listening skills by reading a selection of text aloud, and then having the class to discuss and reflect on the content. Team-building exercises can also help students sharpen both oral and written communication skills, thereby reducing some of the pressure. On the other hand, it also gives them the opportunity to debate their opinions, take turns, and work together towards a common goal. Another way to develop communication is the usage of open-ended questions. They are vital for inspiring discussion and demonstrating that there are multiple ways to perceive and answer a question. One of the other effective ways is task-based method for improving student communication skills through critical thinking exercises. These can be done verbally or through written assignments that give students the chance to answer questions creatively using their own words and expressions. Recording students reading selected text or videotaping group presentations is an excellent method for assessing their communication strengths and weaknesses or students can reflect on their oral performance in small groups.

The university's role in producing graduates in various fields is to fulfill the market needs does not only focus on academic achievement, but also on communication skills. One of the ways to develop communication within lesson is using pieces of literature works. Literature can be widely used for discussions in language class communication. Many language teachers may use literature sources to make language classroom more interesting. All language and cultures have some form of literature. Teachers may effectively choose any piece of literature due to the level, age and need assessment of his/her students and the course in general. It may be acted, discussed, debated and etc. Literature texts may be used in audio and video texts, in writing or listening activities, also it may be used in presenting new vocabulary as well. Moreover, literature pieces may develop outlook, understanding of other cultures, may have moral values when people speak, read literary works of any form of newspapers, language is being used to express their thoughts and emotions. To illustrate, Anne Tyler's works can represent everyday life situation communications, have descriptive piece of writing of people, their appearance, character traits and relationship as well. For example, "to look at the man – tall and cadaverously thin, that translucent kind of blond where you can see the plates of his skull – and picture him living like a hermit: no wife, no kids, no friends". Or describing outside scheme: "it was a blistering day in August. The house, however, was fairly cool – the living room dim, the paper shades pulled all the way down and glowing yellow with the afternoon sun. Mr. Peters looked in wistfully, but remained on the porch with his hat in his hand. He was way overdressed, for August". Only by reading such real literature texts reader may easily imagine the interior, weather, atmosphere that was describe, so that new vocabulary may be effectively presented and then used in the context by students. An example may be: "He remembered the archery trip, and it seemed to him now that he even remembered that arrow sailing in its graceful, fluttering path. He remembered his mother's upright form along the grasses, her hair lit gold, her small hands smoothing her bouquet while the arrow journeyed on. And high above, he seemed to recall, there had been a little brown airplane, almost motionless, droning through the sunshine like a bumblebee".

However, it should be mentioned that choosing an author or piece of literature should be thoroughly planned beforehand taking into consideration students' cultural background, goals of the course and moral values. So, we can surely insist that language is a system of communication by written or spoken words which are used by different teachers in various methods of teaching.

As a university student who is getting ready to start on their chosen career, he or she should take the opportunity in any activities that developed communication skills in a wider and complete aspect so that communication skills can be fully developed. Students need to put in effort to develop their communication skills to be able to succeed in their chosen profession not only focusing on academic achievement, but also succeeding in real-life situational conditions that teacher may implement in the class.

The other way to develop communication skills is to implement business games in the educational process in technical universities. For that reason, it is necessary to define the purposes and problems of a business game, a plot of a business game, the structure of game groups, and speech material of a game taking

into account level of training of students. A business game intensifies educational process, imitates conditions of professional activity of future experts, promoting formation of skill of work in team.

At the present stage, professional education provides training of specialists not only in special objects, but also achievement by students of a certain level of proficiency in a foreign language. According to program requirements, a priority problem of the subject "Foreign language" in technical college is training in communication at a foreign language. For the fullest professional education, training in the professional focused communication at a foreign language is one of the relevant and perspective directions of development of professional education. As the basic principles of training in professional communication in a foreign language, it is possible to allocate the following: the professional orientation meaning extensive knowledge of special terminology, communicativeness and country study aspect.

To fulfill the program requirements, it is necessary to intensify educational process due to application of effective methods of training. Knowledge of a foreign language is a component of vocational training of the expert and one of prerequisites of his further successful work. For this purpose, it is necessary to develop communication skills in a foreign language in professionally significant aspects.

Modern pedagogical technologies for training in language of specialty allow to bring educational process closer to professional activity. For some decades, active forms and methods have already been used in vocational education. However, the advanced methods in the conditions of a higher education institution are used insufficiently now. It is necessary to intensify educational process, to introduce active methods of training in the professionally focused communication in a foreign language.

One of the most effective methods of training in the professionally focused communication in a foreign language in non-language higher education institution is a business game which allows breaking successfully psychological and speech barriers in business communication situations and promotes formation of communicative competence of a future expert.

We understand a complex of the situations united by methodically uniform scenario which is a form of the organization, training and control of collective educational activity as a business game.

Business game can be presented in the form of several stages of joint activity of the teacher and students:

- a) preparation for a business game and it's carrying out;
- b) realization of goals and discussion.

Preparation for holding a business game has to include work on lexical and grammatical material. In the course of preparation and holding game important functions are performed by the teacher. The teacher faces the following main objectives: selection of language and speech material for a game subject, creation of the business game scenario, the organization professionally oriented training of speech of students. The efficiency of educational process with the use of a business game depends on technology of creation of methodologically correct scenario and its application in the course of training. At the same time, it is necessary to define the purposes and problems of a business game, a plot of a business game, the structure of game groups, and speech material of a game taking into account level of training of students. A business game intensifies educational process, imitates conditions of professional activity of future experts, promoting formation of skills in teamwork.

Besides, a business game in a foreign language can be used as a method of training and as a control method at the end of studying of a subject. It can be applied at various grade levels in higher education institution, also lexical, grammatical, conditional and speech and speech exercises can precede it.

It is expedient to write down role-playing game on video. The video allows at a discussion stage in groups to analyze speech behavior of participants of a game, their action, and manner to behave, mimicry, gestures, official style of clothes.

Moreover, a business game in a foreign language can be used and as a control method. Control of assimilation is exercised in pair work of students in the form of playing of mini-situations. At the same time much attention is paid to the correct lexical and grammatical structure of phrases. Students at first acquire speech clichés and lexical material in mini-dialogues in which specific speech objectives, and then in the tasks of communicative character more difficult on structure and the contents are implemented.

In terms of prospects in training, the last stage — a stage of discussion of a game is especially important. At this stage of a business game the communicative competence of participants of a game is subject to the analysis and also the assessment of separate situations and a game in general is carried out.

Besides, the general discussion it would be expedient to conduct individual survey in writing where students could estimate a business game as a way of training in the professional focused communication in a foreign language.

However, possession of a certain lexicon, grammatical and speech skills does not guarantee success in business communication yet. For successful business communication, it is necessary to know features of the country of the learned language. Acquaintance to mentality of the people, rules of holding business meetings and business communication help to avoid misunderstanding and the inconvenient moments in communication with foreign partners.

As a business game in a foreign language is a new method of training for students, there is a need of removal of some psychological difficulties. It is for this purpose recommended to hold during preparation for the most business game the mini-games representing one or two situations with the subsequent short analysis and correction of mistakes. Cast is recommended to be provided to students, having pointed out at the same time features of roles and situations. The role of the teacher in the most business game if the business game is held for the first time comes down to a role of the consultant or coordinator of actions of students. In the subsequent games it is necessary to provide to students more independence in organizational issues. The teacher should encourage an initiative, the independent and creative relation of students to the charged role.

On the basis of the above it is possible to draw a conclusion that scientifically and methodically reasonable use of literature works, compositions, pieces of reading texts or business games are an active and effective methods of training in the professional focused communication in a foreign language and means of an intensification of educational process, allows to break successfully psychological and linguacultural barriers in situations of various communication in a foreign language and leads to formation of communicative competence.

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