

## THE ROLE OF COMMUNICATIVE LANGUAGE TEACHING (CLT) IN INTERMEDIATE LEVEL STUDENTS

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**Annotation.** The article addresses the use of Communicative Language Teaching (CLT) in the instruction of intermediate-level language learners. The article presents the principles of CLT, including its communicative orientation, authenticity, learner-centeredness, and integration of language skills. The article explores the benefits of utilizing CLT with intermediate students, such as enhancing speaking and listening skills, achieving intercultural competence, and developing critical thinking. Classroom implementations of CLT like task-based learning and group work are explained along with some issues teachers may face. Overall, the article emphasizes the importance of CLT in building communicative competence and preparing learners to handle daily communication.

**Key words:** Communicative Language teaching, intermediate learners, language education, speaking skills, listening comprehension, learner-centered approach.

**Annotatsiya.** Ushbu maqola oʻrta darajadagi til oʻrganuvchilarga muloqotga yoʻnaltirilgan til oʻqitish (Communicative Language Teaching - CLT) usulining qoʻllanilishi haqida soʻz yuritadi. Maqolada CLTning asosiy tamoyillari — muloqotga yoʻnaltirilganlik, haqiqiylik, oʻquvchi markazida boʻlish va til koʻnikmalarini integratsiyalash — taqdim etilgan. Oʻrta darajadagi talabalar bilan CLTni qoʻllashning foydalari, jumladan, soʻzlash va tinglash koʻnikmalarini oshirish, madaniyatlararo kompetensiyani rivojlantirish hamda tanqidiy fikrlashni shakllantirish tahlil qilingan. Maqolada vazifalarga asoslangan oʻqitish va guruh ishlari kabi CLTning sinfdagi tatbiqlari hamda oʻqituvchilar duch kelishi mumkin boʻlgan muammolar yoritilgan. Umuman olganda, maqola CLTning muloqotga qobiliyatni shakllantirish va talabalarni kundalik muloqotga tayyorlashdagi ahamiyatini taʼkidlaydi.

**Kalit soʻzlar:** Muloqotga yoʻnaltirilgan til oʻqitish, oʻrta darajadagi oʻquvchilar, til taʼlimi, soʻzlash koʻnikmalari, tinglab tushunish, oʻquvchi markazida yondashuv

### **Introduction**

Communicative Language Teaching (CLT) is a participative and interactive method of teaching language that emphasizes the importance of communication in real-life contexts. For intermediate-level students, who are progressing from elementary-level language proficiency to a more sophisticated understanding of the language, CLT is essential to their learning process. Not only does it emphasize grammatical accuracy, but also fluency and the ability to communicate effectively.

**Focus on Real-Life Communication:** Perhaps one of the strongest aspects of CLT is that it focuses on real-life communication. Students at an intermediate level benefit from practicing tasks that are imitations of real-life contexts. For example, students can practice role-plays in which they enact a restaurant scenario, ordering food and talking to a waiter. This practice allows them to employ words and sentences employed in everyday life, thereby making the learning more relevant. The words are employed within contexts, and by this means, students feel more confident and capable of conveying messages in such real-life settings. Press Savignon S. J (2002).

**Development of Communicative Competence:** CLT emphasizes the development of communicative competence, which encompasses grammatical, sociolinguistic, discourse, and strategic competence. For instance, when students engage in group discussions about cultural topics, they not only practice their speaking skills but also learn to navigate different perspectives and cultural nuances. A student discussing a holiday tradition may need to explain its significance while being aware of their audience's cultural background. This holistic approach equips learners with the tools to use language effectively across various contexts, preparing them for diverse communication scenarios.

**Learner-Centered Approach :** A key feature of CLT is its learner-centered approach, which encourages students to take an active role in their learning. Intermediate students are often more motivated when they can choose topics that interest them. For example, a teacher might allow students to select a current event to discuss in pairs. This autonomy fosters engagement and encourages students to express their thoughts and opinions, enhancing their speaking and listening skills. Moreover, when students feel invested in their learning, they are more likely to practice outside the classroom, reinforcing their skills.

**Enhanced Interaction:** CLT promotes interaction among students, which is crucial for language development. Through activities such as pair work or small group discussions, students have more opportunities to use the language than in traditional teacher-centered classrooms. For instance, in a project-based task where students must work together to create a presentation, they naturally engage in conversations that require negotiation of meaning and collaborative learning. This interaction not only builds fluency but also helps students learn from each other, providing diverse linguistic input.

**Integration of Skills:** another significant aspect of CLT is its emphasis on integrating language skills. Intermediate students often benefit from tasks that combine listening, speaking, reading, and writing. For example, a teacher might assign a project where students research a topic, write a report, and then present their findings to the class. This type of task requires students to read for information, write coherently, and articulate their ideas clearly, thereby practicing multiple skills in a cohesive manner. Such integration mirrors real-life language use, where individuals must often employ various skills simultaneously. Brown , H. D. (2007).

Challenges and Considerations : despite its many benefits, implementing CLT can present challenges. Some educators worry that a strong emphasis on fluency might lead to neglecting grammatical accuracy, which is essential for effective communication. For instance, if students focus solely on speaking without addressing grammatical errors, they may develop habits that hinder their progress (Horwitz , E.K. (2001). To address this, teachers can incorporate explicit grammar instruction alongside communicative activities. A balanced approach ensures that students not only speak fluently but also accurately, leading to more effective communication.

In conclusion, the Communicative Language Teaching method plays a crucial role in the development of intermediate-level students' language skills. By emphasizing real-life communication, fostering communicative competence, and promoting learner autonomy, CLT creates a rich and engaging learning environment. However, educators must remain vigilant in balancing fluency with accuracy to ensure comprehensive language development. Ultimately, CLT prepares students to navigate the complexities of real-world communication, equipping them with the skills necessary for success in their language learning journey.

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