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"THE IMPLEMENTATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT) METHOD IN ENGLISH COURSES AT PUBLIC SCHOOLS"

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Abstract:

This study examines the implementation of the Communicative Language Teaching (CLT) method in English language courses at public schools and focuses on its role in enhancing students' communication skills. It emphasizes authentic communication in learning and learner-centered pedagogy, with the aim of improving speaking and listening abilities. The research employs a qualitative descriptive approach and includes classroom observations, interviews with teachers, as well as analysis of instructional materials, through which it evaluates how CLT enhances language acquisition. The results indicate that the integration of ICT tools and multimedia resources, alongside interactive activities (IA), significantly enhances student engagement and motivation in English Language Teaching (IELT), Information and Communication Technology (ICT). However, challenges remain, particularly regarding resource availability and teacher preparedness. This study highlights the adoptable potential of CLT and offers recommendations for curriculum design and teacher development to optimize English language teaching in public schools.

Keywords: ICT tools, (CLT) Communicative Language Teaching, Interactive activities (IA), English Language Teaching (IELT), Information and Communication Technology (ICT).

Introduction:

It is widely recognized that in today's era of economic development and globalization, teaching English to the younger generation holds paramount

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importance—especially in the context of Uzbekistan, which is still undergoing significant stages of development. In the current educational landscape, several noticeable challenges persist among language learners, particularly those related to speaking and listening skills. These skills are essential components of communication and play a unique role in effective interaction. Despite the long-established system of English language teaching in schools, many students continue to struggle with speaking fluently and confidently during communication. Since the adoption of the decree "On Measures to Further Improve the System of Foreign Language Teaching" in Uzbekistan in 2012, significant progress has been made in implementing modern and effective English teaching methods. However, there is still potential for further development in enhancing students' communication skills and building their confidence in using the language effectively. This article discusses the issues of achieving effectiveness in teaching English to Uzbek students through the application of CLT during the ongoing process of globalization and intercultural communication

Theoretical Framework:

Among foreign language teachers, Communicative Language Teaching (CLT), which stands out for its effectiveness and engaging nature, is an important approach that prioritizes real-world communication over traditional grammar study. The primary goal of CLT is to develop communicative competence among language learners, enabling them to use the language effectively in various social contexts (Richards & Rodgers, 2014). According to Savignon (2002), rather than teaching students to memorize grammar rules and vocabulary mechanically, he advocates for the practical use of the target language, emphasizing the importance of fluency and the ability to interact meaningfully in different contexts. Among foreign language teachers, Communicative Language Teaching (CLT), which stands out for its effectiveness and engaging nature, is an important approach that prioritizes real-world communication over traditional grammar study. The primary goal of CLT is to develop communicative competence among language learners, enabling them to use the language effectively in various social contexts (Richards & Rodgers, 2014). ased on the ideas of Richards & Rodgers (2014), CLT is

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strongly shaped by sociolinguistic theories, especially Hymes' notion of "communicative competence," which highlights the importance of using language correctly in various contexts. Over the years, CLT has been refined significantly by incorporating various effective approaches, with its main principle focused on developing communication and fluency among language learners.

The importance of Implementing Communicative Language Teaching (CLT) in English Language Education:

In CLT-based lessons, the focus is on preparing school students for situations they may encounter in real life and enabling them to freely and independently apply the necessary vocabulary and grammatical elements learned during lessons in the required communication process (Richards & Rodgers, 2014). These communicative activities teach students critical thinking, expressing opinions, and collaborating with peers, fostering their independence and developing their fluency. The primary goal is to create a dynamic learning environment where students actively participate in language development both inside and outside the classroom and take responsibility for their learning process. Despite the unique effectiveness of this method, its application in the classroom, particularly in traditional educational settings, may present certain challenges. In many cases, students who are accustomed to focusing on grammar and accuracy may struggle to transition easily into communication activities. This process may require a significant amount of time to effectively engage in activities and interactive games that could be used during lessons. Additionally, students accustomed to traditional methods of language learning may find it challenging to participate in communication-based activities. However, after a short period of adaptation, it can be observed that students begin to strive to express their thoughts freely in the target language and develop an interest in mastering new contexts.

Recommendations for Effective Implementation of CLT: For the effective implementation of Communicative Language Teaching (CLT) in the future, it is essential to focus on teacher training, resource allocation, and infrastructural improvements. Warschauer, M., & Healey, D. (2021) also emphasize that, in order

to achieve effectiveness in teaching CLT to non-English speaking students, more practical practice and the teacher's role as a facilitator should be given special attention. Educational institutions must provide necessary resources, such as digital tools and multimedia materials, to create an engaging learning environment. Freeman (2000) points out that Communicative Language Teaching (CLT) is about using language for real-life communication, with an emphasis on fluency and interaction. She explains that in CLT classrooms, teachers serve as guides, helping students use the language actively and in context, which improves their communication skills.

Conclusion

Using Communicative Language Teaching (CLT) is important for improving students' ability to communicate in real-life situations. To make it work well in public schools, it is necessary to focus on training teachers, providing resources, and improving school facilities. Teachers should receive continuous professional development to effectively use CLT methods, while schools must provide the necessary resources, such as digital tools and reliable internet access. Addressing these areas will create a supportive learning environment and help students develop the confidence and proficiency needed for effective communication. When properly implemented, CLT can significantly improve language learning outcomes.

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