

Classroom Activities in Communicative Language Teaching Used for Teaching Foreign Languages

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Annotation: The principles on which the first generation of Communicative Language Teaching materials are still relevant to language teaching today, so in this article we will briefly review the main activity types that were one of the outcomes of Communicative Language Teaching. One of the goals of Communicative Language Teaching is to develop fluency in language use.

Keywords: communicative method, Imitation, Substitution, Fluency, Accuracy, Role-play, Interviews, Information gap;

Introduction. The Communicative Language Teaching approach develops all language skills - from speaking and writing to reading and listening. Grammar is mastered in the process of speaking a language: the student first remembers words, phrases, language formulas, and only then begins to understand what they are in the grammatical sense. The goal is to teach the student to speak a foreign language not only fluently but also correctly. The rules and meanings of new words are explained by the teacher to the student using familiar phrases, grammatical constructions and phrases using gestures and facial expressions, drawings and other visual aids. Computers with CDs, the Internet, television programs, newspapers, magazines, and more can also be used. All this arouses students' interest in the history, culture, and customs of the language being studied.

In foreign language classes, the teacher creates situations in which students communicate with each other in pairs and in groups. This makes the lesson more colorful. When working in a group, students demonstrate speech independence. They can help each other and successfully correct the words of the interlocutors. The classroom teacher assumes the role of communication organizer, asks leading questions, focuses on the participants' original ideas, and arbitrates in discussing controversial issues.

The difference between communications is that instead of active vocabulary and specially adapted learning texts and dialogues for learned grammar, it uses real-life situations to imitate in a way that stimulates maximum motivation for students to speak. Students studying "dating" begin to actively get acquainted and discuss topics of interest to them.

Literature review and methodology. The main topics that students are familiar with in their native language: it allows them to focus on the development of communicative skills, i.e. the ability to use the language on their own. It is preferable for students to "burn" topics related to themselves or all aspects of modern life (ecology, politics, music, education, etc.). In Western textbooks, especially the Upper Intermediate below, you will hardly find topics like Shakespeare's biography or achievements in nuclear physics. Only at higher levels are "book" and "scientific" methods introduced. There is a lot of talk in the classroom (attention is also paid to reading and writing). At the same time, teachers only manage student activities, talk less, and listen more. The teacher sets the exercises and then "talks" to the students, and then she falls into the background and works as an observer and judge. It is better to use only the learned language.

The communicative method of teaching communication in a foreign language involves the use of a functional approach to the formation of lexical speech skills. We will consider the option of organizing the process of functional formation of lexical speech skills using conditional-speech exercises proposed by the E.U. Passov. A distinctive feature of such exercises is the use of the

speech function as a setting for the exercise. E.U. Passov proposes to distinguish four types of conditioned speech exercises:

- Imitation - In doing these exercises, the student uses a style of speech to express their thoughts, such as what the teacher feels in the sentence, for example: Say you like to do the same.
- Substitution - The student performs the action given in the teacher's replica, instead of the meaning of their statement in the grammatical structure of the LE, for example: If this is incorrect, object to me.
- Transformational - involves changing the teacher's replication, for example: Say you want to do something else. [1]
- In fact reproductive - students repeat lexical units independently in sentences: Yesterday I read a very interesting book. The book is about animals.

Conditional - a set of speech exercises is organized according to the stages of formation of lexical speech skills. Stages of formation Types of conditioned-speech lexical skills of speech exercises:

- ✓ Imitation - Imitative conditional - speech exercise;
- ✓ Assignment - substitution conditionally - speech exercise;
- ✓ Combination - Transformation conditional - speech exercise;
- ✓ Use - In fact - reproductive conditioning - speech exercises;

Thus, only a set of conditioned speech exercises allows the formation of high-quality lexical skills. A spoken word is understood as a written statement in which the features of the speech style are updated in the text of the speech. Exercises for working with the textbook provide interpretation of its content and its impact (projection) on the personality of students. The criteria for the specified types of exercises are:

- The level of complexity of speech-thinking processes;
- Level of preparation for the statement;
- Degree of independence of the speaker.

According to these criteria, three types of exercises are distinguished, involving different levels of interpretation of the oral text. The first type of exercise is to teach students to select the main ideas of a text by identifying its semantic connections. This exercise reveals the causal relationships in the text, its structural logic, and leads the students to master the speech model. The exercises are text-based. Work schedule: teacher-student. The second type of exercise is to encourage the interlocutor to express his /her attitude to the text, to evaluate and describe the characters and their actions. There is a certain separation from the content of the text. By completing the appropriate tasks, students rely on logical-syntactic schemes. There are pair and group work.

The third type of exercise is to teach students to project material about their personalities. Based on the text, students talk about themselves, their friends. The following points should be considered when working on text. The problem should be addressed in a text-based lesson. Voice charging causes students a problem and provides a logical transition to work on texts.

It was found that the communicative approach, as its name implies, is focused on the practice of communication and takes first place in the ranking of the popularity of methods. This method is primarily designed to remove the fear of communication. Armed with a simple set of grammatical constructions and a vocabulary of 600-1000 words, a person can easily find a common language in an unfamiliar country. This method is aimed not only at developing language skills, but also at developing students' creative and general horizons. The language is closely related to the cultural characteristics of the country, so the study of the language undoubtedly involves a regional geographical aspect.

Discussion. The communicative methodology involves maximizing access to the language process, which is achieved by minimizing the student's reference to the mother tongue. The main purpose of this method is to teach the student to speak the language fluently and then to think. Since the advent of Communicative Language Teaching, teachers and materials writers have

sought to find ways of developing classroom activities that reflect the principles of a communicative methodology.

Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings, and work to avoid communication breakdowns. [2]

Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Differences between activities that focus on fluency and those that focus on accuracy can be summarized as follows:

Activities focusing on fluency:

- ❖ Reflect natural use of language;
- ❖ Focus on achieving communication;
- ❖ Require meaningful use of language;
- ❖ Require the use of communication strategies;
- ❖ Produce language that may not be predictable;
- ❖ Seek to link language use to context;

Activities focusing on accuracy:

- ✓ Reflect classroom use of language;
- ✓ Focus on the formation of correct examples of language;
- ✓ Practice language out of context;
- ✓ Practice small samples of language;
- ✓ Do not require meaningful communication;
- ✓ Control choice of language;

Role-play - is an oral activity usually done in pairs, whose main goal is to develop students' communicative abilities in a certain setting. Example: The instructor sets the scene: where is the conversation taking place? (E.g., in a café, in a park, etc.) The instructor defines the goal of the students' conversation. (E.g., the speaker is asking for directions, the speaker is ordering coffee, the speaker is talking about a movie they recently saw) The students converse in pairs for a designated amount of time. It is widely agreed that learning takes place when activities are engaging and memorable. Jeremy Harmer advocates the use of role-play for the following reasons:

- It's fun and motivating;
- Quieter students get the chance to express themselves in a more forthright way;
- The world of the classroom is broadened to include the outside world – thus offering a much wider range of language opportunities;

In addition to these reasons, students who will at some point travel to an English speaking country are given a chance to rehearse their English in a safe environment. Real situations can be created and students can benefit from the practice. Mistakes can be made with no drastic consequences.

[3]

Interviews - An interview is an oral activity done in pairs, whose main goal is to develop students' interpersonal skills in the teaching language. Example: The instructor gives each student the same set of questions to ask a partner. Students take turns asking and answering the questions in pairs. This activity, since it is highly-structured, allows for the instructor to more closely monitor students' responses. It can zone in on one specific aspect of grammar or vocabulary, while still being a primarily communicative activity and giving the students communicative benefits. The interviewing process provides a unique method for determining what children know, and it is an innovative addition to a science methods course. Evidence for the effectiveness of the model is found in the comments of teachers. Their comments indicate that through the experience they have learned to value the process and recognize the importance of many of the topics included in the science methods course. Finally, most of the teachers reported their intentions to use the interviewing process in their classrooms. It appears, therefore, that interviewing can be a valuable part of a science methods course. It is likely that the interviewing process would also be useful if

incorporated into other professional growth opportunities such as in service programs and professional conferences. [4]

Group work - is a collaborative activity whose purpose is to foster communication in the teaching language, in a larger group setting. Example: Students are assigned a group of no more than six people. Students are assigned a specific role within the group. (E.g., member A, member B, etc.) The instructor gives each group the same task to complete. Each member of the group takes a designated amount of time to work on the part of the task to which they are assigned. The members of the group discuss the information they have found, with each other and put it all together to complete the task. Group work can be an effective method to motivate students, encourage active learning, and develop key critical-thinking, communication, and decision making skills. But without careful planning and facilitation, group work can frustrate students and instructors and feel like a waste of time. [5]

Information gap - is a collaborative activity, whose purpose is for students to effectively obtain information that was previously unknown to them, in the TL. Example: The class is paired up. One partner in each pair is Partner A, and the other is Partner B. All the students that are Partner A are given a sheet of paper with a time-table on it. The time-table is filled in half-way, but some of the boxes are empty. All the students that are Partner B are given a sheet of paper with a time-table on it. The boxes that are empty on Partner A's time-table are filled in on Partner B's. There are also empty boxes on Partner B's time-table, but they are filled in on Partner A's. The partners must work together to ask about and supply each other with the information they are both missing, to complete each other's time-tables. An important aspect of communication in Communicative Language Teaching is the notion of information gap. This refers to the fact that in real communication, people normally communicate in order to get information they do not possess. This is known as an information gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing, they will draw available vocabulary, grammar, and communication strategies to complete a task.

Opinion sharing - is a content-based activity, whose purpose is to engage students' conversational skills, while talking about something they care about. Example: The instructor introduces a topic and asks students to contemplate their opinions about it. (E.g., dating, school dress codes, global warming) The students talk in pairs or small groups, debating their opinions on the topic. Many other activity types have been used in CLT, including the following: Task-completion activities: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task. Information-gathering activities: student-conducted surveys, interviews and searches in which students are required to use their linguistic resources to collect information.

Opinion-sharing activities: activities in which students compare values, opinions or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

Information-transfer activities: These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

Reasoning-gap activities: These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables. [6]

Conclusion. In summary, learning a new language is easier and more enjoyable when it is truly meaningful. The development of a foreign language culture as a teaching goal has necessitated the creation of a new methodological system that will ensure that this goal is achieved in the most effective and rational way. Previously, all priorities were given to mastering grammar, vocabulary, reading, and literary translation almost mechanically. These are "old school" principles. Language learning has been accomplished through a long process. Tasks were presented evenly: reading the

text, translating, memorizing new words, rereading the text, exercises on the text. Sometimes, to change the necessary activity, essay or dictation, it is necessary to do phonetic exercises for relaxation. When reading and working on 'topics' was given priority, only one function of language was accomplished - informational. Not surprisingly, many are fluent in the language: only purposeful and hard- working people have mastered it to a high degree.

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