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Laipni lūdzam كَب الَهَأ WILLKOMMEN 歡迎  
BEM VINDA ÜDVÖZÖLJÜK 歡迎  
BIENVENUE HOŞGELDİNİZ FÀILTE SELAMAT DATANG  
BENVENUTO VELKOMINN Tuhiŋga o mua wilujeung sumping  
SALUTATIO வரவறேல் BI XÊR HATÍ  
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Teacher at Urgench State University, Foreign Philology Faculty,

Department of Interfaculties Foreign languages,

Urgench, Khorezm.

*Abstract. This article proposes deep explanation of communicative language teaching-method. CLT emphasizes to engage the learners in real-life situations in the classroom so that they can understand how to communicate in the real world. Normally this method focuses on the learners rather than accuracy of grammar and learners acquire their accuracy gradually and naturally. In CLT the learners need to develop all the skills of language (reading, writing, listening and speaking).*

*Keywords: communication, English as foreign language, method, opportunity, planning, contemporary.*

*Аннотация. В статье предлагается глубокое объяснение коммуникативного метода обучения языку. CLT делает упор на вовлечении учащихся в реальные ситуации в классе, чтобы они могли понять, как общаться в реальном мире. Обычно этот метод ориентирован на учащихся, а не на точность грамматики, и те, кто придерживается правил, приобретают точность постепенно и естественным образом. В CLT учащимся необходимо развивать все языковые навыки (чтение, письмо, слушание и разговорная речь).*

*Ключевые слова: коммуникации, английский как иностранный язык, метод, возможности, планирование, современный.*

### **Introduction**

The communicative language teaching (CLT), started its rise in prominence during the 1970s and 80s. It is the method that overtook older and traditional methods such as GTM, ALM. Communicative approaches to teaching challenge our understanding of the goals of instruction. According to Sanders, an emphasis on meaningful use over form means that accuracy and acquisition of the formal features of the language are less a measure of successful language learning than are fluency and an ability to get something across comprehensibly to a native speaker. In order to encourage meaningful language use, many popular communicative activities involve elements of puzzle-solving, role play, or simulation. They encourage learners to do things with information such as: guessing, searching, matching, exchanging, collecting, sharing, combining, and arranging.

### **The main principles of CLT**

In such an approach, the teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities.

Other roles assumed for teachers are needs analyst, counselor, and group process manager. The CLT teacher assumes a responsibility for determining and responding to

learner language needs.

Another role assumed by several CLT approaches is that of counselor, similar to the way this role is defined in Community Language Learning. In this role, the teacher-counselor is expected to act as an effective communicator seeking to maximize the meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback.

CLT procedures often require teachers to acquire less teacher-centered classroom management skills. It is the teacher's responsibility to organize the classroom as a setting for communication and communicative activities

### **Conclusion**

Communicative language teaching is one of the latest humanistic approaches to teaching. Approaches which gives emphasis to the language use and provides more opportunity to students to practice the target language inspite of its limitation.

Today, the main apprehension of most students of English as a foreign /second language is whether they are able to use the language independently and fluently in a variety of real life communicative situations such as when someone is on atrip, in a meeting or in a restaurant.

Since language is a means of communication and CLT may enable the students to effectively communicate in real life situation, it is inferred that CLT may fulfil the actual goal of teaching a language which is to improve students' communicative competence

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