

METHODOLOGICAL ASPECTS OF APPLYING CLT IN LANGUAGE TEACHING

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ANNOTATION

The article Methodological Aspects of Applying CLT in Language Teaching examines the practical and methodological dimensions of implementing Communicative Language Teaching (CLT) in modern foreign language classrooms. The study focuses on how specific teaching techniques, classroom organization, and interaction patterns contribute to the development of learners' communicative abilities. It emphasizes that effective language learning occurs when learners are actively involved in meaningful communication and are exposed to real-life language use.

The article explores various methodological strategies such as task-based learning, collaborative activities, interactive speaking tasks, and the integration of authentic materials. It also analyzes the changing roles of teachers and learners in communicative classrooms, highlighting the importance of facilitation, guidance, and learner autonomy. The findings suggest that well-structured CLT methodologies significantly enhance learner engagement, motivation, and communicative competence.

Key words: communicative language teaching, methodology, interaction, learner autonomy, authentic materials, EFL classrooms

INTRODUCTION

In contemporary foreign language education, methodological innovation has become a central concern for educators seeking to improve the quality and effectiveness of instruction. Among the various approaches that have emerged over the past decades, Communicative Language Teaching (CLT) has gained widespread recognition as a practical and learner-oriented methodology. Unlike traditional grammar-based approaches, which emphasize memorization and structural accuracy, CLT prioritizes communication as both the means and the ultimate goal of language learning.

The increasing globalization of communication has significantly influenced the objectives of language education. In today's interconnected world, learners are expected not only to understand grammatical rules but also to use language effectively

in diverse real-life contexts. This shift has led to a growing emphasis on communicative competence, which encompasses linguistic, sociolinguistic, discourse, and strategic abilities. Consequently, language teaching methodologies must adapt to meet these demands by providing learners with opportunities for meaningful interaction and authentic language use.

CLT addresses these needs by offering a flexible and dynamic framework for classroom instruction. It encourages the use of interactive activities that simulate real-life communication, such as discussions, role-plays, simulations, and problem-solving tasks. These activities enable learners to practice language in context, negotiate meaning, and develop fluency through active participation. Moreover, CLT promotes a learner-centered environment in which students take responsibility for their own learning and collaborate with peers to achieve communicative goals.

Another important aspect of CLT methodology is its emphasis on authenticity. Authentic materials, including newspapers, videos, podcasts, and real-life dialogues, play a crucial role in exposing learners to natural language use. By engaging with authentic input, learners develop a better understanding of how language functions in real communicative situations. This not only enhances their comprehension skills but also improves their ability to produce language appropriately.

Furthermore, the implementation of CLT requires a redefinition of the teacher's role. In communicative classrooms, teachers act as facilitators, organizers, and guides rather than authoritative sources of knowledge. They create opportunities for interaction, monitor learner performance, and provide feedback to support language development. This shift in roles contributes to a more collaborative and supportive learning environment, where learners feel encouraged to participate and express themselves freely.

Despite its advantages, the application of CLT also presents certain methodological challenges. These may include large class sizes, limited resources, and resistance to change from both teachers and learners accustomed to traditional methods. Therefore, it is essential to examine not only the theoretical foundations of CLT but also its practical implementation in real classroom settings.

This article aims to analyze the methodological aspects of applying CLT in language teaching, focusing on techniques, classroom interaction, and the use of authentic materials. By exploring both theoretical perspectives and practical experiences, the study seeks to provide insights into how CLT can be effectively implemented to enhance language learning outcomes.

Literature review. The methodological framework of Communicative Language Teaching has been widely discussed in linguistic and pedagogical research. Scholars emphasize that communication-based instruction is essential for developing practical language skills. According to H. Douglas Brown, effective language learning occurs

when learners are engaged in meaningful communication that reflects real-life situations [1, 198]. He argues that interaction plays a crucial role in internalizing language structures and developing fluency.

Jeremy Harmer highlights that communicative methodology involves a variety of interactive techniques designed to increase student participation. He emphasizes that activities such as role-plays and group discussions encourage learners to use language spontaneously and develop confidence [2, 135]. Harmer also notes that methodological flexibility is key to adapting CLT to different classroom contexts.

Littlewood focuses on the importance of integrating communicative and structural approaches. He suggests that methodology should balance fluency and accuracy by combining communicative tasks with form-focused instruction [3, 52]. This balance ensures that learners develop both practical communication skills and grammatical competence.

Richards discusses the evolution of language teaching methodologies and emphasizes that CLT represents a shift toward learner-centered instruction. He argues that communicative activities provide opportunities for learners to negotiate meaning and develop strategic competence [4, 21].

Thornbury underlines the role of speaking practice in language development. He states that methodology should prioritize activities that maximize student talking time and encourage interaction [5, 72]. According to him, communicative tasks help learners transition from controlled practice to spontaneous communication.

Penny Ur emphasizes the importance of collaborative learning. She argues that group work and pair activities increase participation and create a supportive learning environment, which is essential for effective communication [6, 140].

Methodology. This study adopts a qualitative and quantitative approach to examine the methodological aspects of CLT implementation. The research was conducted with 45 intermediate-level students in an EFL classroom. Participants were divided into two groups: an experimental group and a comparison group.

The experimental group was taught using CLT-based methods, including task-based activities, group discussions, and authentic materials. The comparison group followed a more traditional approach focused on grammar instruction and controlled exercises.

Data were collected through classroom observations, speaking assessments, and student feedback questionnaires. Observations focused on interaction patterns, participation levels, and engagement. Speaking assessments measured fluency, coherence, and communicative effectiveness.

Results. The findings indicate that the use of CLT methodology significantly improves learner participation and interaction. Students in the experimental group demonstrated higher levels of engagement and were more willing to communicate.

Their speaking performance showed noticeable improvement in fluency and coherence.

In contrast, the comparison group displayed limited interaction and lower confidence in speaking tasks. While their grammatical accuracy was relatively stable, their ability to communicate effectively remained underdeveloped.

Discussion. The results confirm that methodological aspects such as task design, interaction, and the use of authentic materials play a crucial role in successful CLT implementation. Interactive activities encourage learners to use language actively, which leads to better retention and practical application.

However, the study also highlights the importance of balancing communicative and structural elements. While CLT promotes fluency, attention to form is necessary to ensure accuracy. Teachers must carefully design lessons that integrate both aspects.

Conclusion. In conclusion, the methodological application of CLT provides a highly effective framework for language teaching. By emphasizing interaction, learner participation, and real-life communication, CLT enhances both fluency and communicative competence.

The study demonstrates that successful implementation depends on thoughtful lesson design, appropriate activity selection, and the teacher's ability to facilitate communication. Although challenges may arise, the benefits of CLT make it a valuable approach in modern language education.

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