

“THE EMERGENCE AND EVOLUTION OF COMMUNICATIVE LANGUAGE TEACHING (CLT)”

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Muslimakhon Mirzamatova Botirjon kizi

Student,

Kokand State University

Annotatsiya

Ushbu maqola Kommunikativ til o'qitish (CLT) yondashuvining til ta'limidagi muhim va o'zgarish kirituvchi rolini o'rganadi. Unda CLT ning shakllanishiga olib kelgan tarixiy sharoitlar, xususan, Grammar-Translation Method va Audio-Lingual Method kabi avvalgi metodlarning cheklovlari tahlil qilinadi. Shuningdek, maqolada CLT ning nazariy asoslari, jumladan, lingvistik, sotsiolingvistik va psixologik omillari ko'rib chiqiladi. Bundan tashqari, unda CLT ning asosiy tamoyillari, rivojlanish bosqichlari va zamonaviy moslashuvlari tahlil etiladi. Tadqiqot xulosasiga ko'ra, CLT mazmunli muloqotni va o'quvchiga yo'naltirilgan ta'limni rivojlantirish orqali zamonaviy til o'qitishga sezilarli ta'sir ko'rsatgan.

Kalit so'zlar

Kommunikativ til o'qitish (CLT), til o'qitish metodlari, kommunikativ kompetensiya, o'quvchiga yo'naltirilgan yondashuv, til ta'limi, lingvistik nazariya, sotsiolingvistika, til o'zlashtirish, o'qitish metodikasi, interaktiv o'qitish

Аннотация

Данная статья рассматривает становление и развитие коммуникативного подхода в обучении языкам (CLT) как преобразующего направления в языковом образовании. В ней анализируются исторические предпосылки формирования CLT, в частности ограничения таких традиционных методов, как Grammar-Translation Method и Audio-Lingual Method. Также в статье рассматриваются теоретические основы CLT, включая лингвистические, социолингвистические и психологические аспекты. Кроме того, анализируются ключевые принципы, этапы развития и современные адаптации CLT.

Ключевые слова

Коммуникативное обучение языку (CLT), методы обучения языку, коммуникативная компетенция, ориентированное на учащегося обучение,

языковое образование, лингвистическая теория, социолингвистика, усвоение языка, методика преподавания, интерактивное обучение.

Abstract

This article examines the emergence and evolution of Communicative Language Teaching (CLT) as a transformative approach in language education. It discusses the historical conditions that led to the development of CLT, particularly the limitations of earlier methods such as the Grammar-Translation Method and the Audio-Lingual Method. The paper also explores the theoretical foundations of CLT, including its linguistic, sociolinguistic, and psychological underpinnings. Furthermore, it analyzes the key principles, stages of development, and modern adaptations of CLT.

Key words

Communicative Language Teaching (CLT), language teaching methods, communicative competence, learner-centered approach, language education, linguistic theory, sociolinguistics, language acquisition, teaching methodology, interactive learning.

Introduction Language teaching methodologies have undergone significant changes over time, influenced by shifts in educational philosophy, advances in linguistic theory, and the growing need for effective communication in a globalized world. In the mid-20th century, traditional approaches such as the Grammar-Translation Method and the Audio-Lingual Method dominated language classrooms. However, these methods often failed to equip learners with the ability to use language effectively in real-life situations. As a response to these limitations, Communicative Language Teaching (CLT) emerged as a new paradigm in language education. Unlike earlier methods, CLT views language primarily as a tool for communication rather than a system of rules to be memorized. Its central goal is to develop learners' communicative competence, enabling them to interact meaningfully and appropriately in various social contexts.

Historical Background of CLT The emergence of Communicative Language Teaching can be traced back to the 1960s and 1970s, particularly in Europe. During this period, there was an increasing demand for practical language skills due to economic cooperation and international mobility. Traditional teaching methods, which focused heavily on grammar and repetition, proved inadequate for meeting these new communicative needs. The Grammar-Translation Method emphasized reading and writing, often neglecting speaking and listening skills. Similarly, the

Audio-Lingual Method focused on habit formation through drills and repetition but did not encourage spontaneous communication. As a result, learners often struggled to use the language outside the classroom. These shortcomings led educators and linguists to seek alternative approaches that would prioritize communication and real-life language use. This search ultimately gave rise to CLT.

Theoretical Foundations of CLT CLT is grounded in several important theoretical perspectives: Linguistic Theory: The concept of communicative competence, introduced by Dell Hymes, expanded the understanding of language proficiency. It includes not only grammatical accuracy but also the ability to use language appropriately in different contexts.

Sociolinguistics: This perspective emphasizes that language use varies depending on social context, participants, and purpose. CLT integrates these aspects into teaching. Psychological Theories: Cognitive and interactionist theories highlight the importance of active learner participation. Learning is seen as a dynamic process that involves interaction, negotiation of meaning, and problem-solving.

Core Principles of CLT Communicative Language Teaching is based on several key principles: Focus on Communication: The primary goal is to enable learners to communicate effectively. Learner-Centered Approach: Students play an active role in the learning process. Use of Authentic Materials: Real-life texts and situations are incorporated into lessons. Integration of Skills: Listening, speaking, reading, and writing are taught together. Emphasis on Fluency: Fluency is often prioritized over immediate grammatical accuracy. Since its introduction, CLT has undergone significant development: 1970s–1980s: CLT was introduced and widely adopted, though its practical implementation varied. 1990s: New approaches such as Task-Based Language Teaching (TBLT) emerged, focusing on meaningful tasks as the core of instruction. 2000s–Present: Technological advancements have further expanded CLT, incorporating digital tools, online communication, and multimedia resources. Today, CLT continues to evolve, adapting to diverse educational contexts and learner needs.

Advantages and Challenges of CLT Advantages: Promotes real-life communication skills: Increases learner motivation and engagement, encourages critical thinking and independence, develops overall communicative competence.

Challenges: Difficult to implement in large classrooms, requires highly skilled teachers, may underemphasize grammatical accuracy in some cases.

Conclusion In conclusion, Communicative Language Teaching represents a major shift in language education, moving away from form-focused instruction

toward meaningful communication. It has addressed many of the limitations of earlier methods and has become one of the most influential approaches in modern language teaching. CLT has reshaped classroom practices by placing learners at the center and emphasizing interaction and real-world language use. Despite certain challenges, its flexibility and adaptability ensure its continued relevance in contemporary education.

As language learning continues to evolve, CLT is expected to integrate further with technological innovations, making language education more dynamic, interactive, and effective.

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