

## THE IMPORTANCE OF CLT APPROACH FOR SECONDARY SCHOOL LEARNERS

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### ABSTRACT

*This thesis explores the importance of the Communicative Language Teaching (CLT) approach for secondary school learners. It aims to investigate the benefits associated with implementing CLT in secondary school language classrooms and to highlight its potential impact on students' language acquisition and communication skills.*

**Key words:** *Communicative Language Teaching, CLT, secondary school learners, language acquisition, communication skills, student-centered approach.*

### INTRODUCTION

Effective language learning approaches play a crucial role in the development of students' linguistic competence and communication skills. Among these approaches, Communicative Language Teaching (CLT) has gained significant attention for its focus on meaningful communication and authentic language use. As we have made it our mission to create a competitive nation, all graduates from lyceums, colleges, and universities must now speak at least two foreign languages fluently. According to Shavkat Mirziyoyev's notes, "this stringent requirement should become the primary criterion for the activity of the head of every educational institution." [1]. In recent years, language education has shifted from traditional teacher-centered methods to more student-centered approaches that prioritize active language use and meaningful communication. CLT, rooted in the communicative competence theory of language learning, aligns with this shift by emphasizing the acquisition of language skills through authentic and interactive activities. By engaging learners in real-life communication tasks, CLT aims to develop their ability to use the language fluently and appropriately in various contexts. While CLT has been widely explored in different educational settings, its implementation and efficacy in secondary school classrooms deserve careful examination. This thesis aims to explore the importance of the CLT

approach for secondary school learners and shed light on its potential impact on students' language acquisition and communication.

### LITERATURE REVIEW

“Communicative Language Teaching (CLT) originated in Europe in the 1970’s with the aim of making language instruction responsive to the communicative, functional demands of learners. It has its roots in the changes to the British language teaching tradition which adopted the Situational Language Method. This method aimed to teach basic grammar within meaningful situations. The Communicative Approach puts the focus on the learner” [2]. As you may imagine, when communicative language teaching emerged as a novel approach to language instruction in Uzbekistan in the 1990s and 1992, language instructors and institutions experienced a great lot of excitement. Professor Jack C. Richards defined the CLT method as a powerful way to engage and support learners for those language teachers who pride themselves on developing deep bonds with their students. By gathering information from their classmates, students can all practice crafting inquiries, and maybe the class's collective knowledge will be able to address some of the issues that foreign students may be having. One of the key principles of the CLT approach is promoting meaningful communication. Unlike traditional methods that focused primarily on grammar and vocabulary drills, CLT places a strong emphasis on engaging students in authentic communication. Through role-plays, discussions, and collaborative activities, students are encouraged to express themselves in real-life situations. This approach enables learners to develop language skills that are directly applicable to their daily lives. Secondary school learners often seek language skills that are immediately relevant to their needs. The CLT approach centers around equipping students with practical language skills, including speaking, listening, reading, and writing in authentic contexts. By engaging with language in real-world situations, students gain the ability to effectively communicate and interact in various social, academic, and professional settings.

Littlewood (1985) pointed out that “communicative language use is only possible...by virtue of the grammatical system and its creative potential” [3]. In other words, grammar is a fundamental component of learning a language and should be taught as such due to its significance to meaning. A "proper understanding of the concept of communicative competence would have revealed that it gives no endorsement for the neglect of grammar," according to Widdowson [4]. The CLT approach promotes active participation among secondary school learners. Instead of passive learning and rote memorization, it fosters an environment where students actively engage in meaningful language activities. By working in pairs or groups,

engaging in discussions, and undertaking hands-on projects, students become more involved in their own language learning process. This not only enhances their language skills but also develops critical thinking, collaboration, and creativity. By adopting a learner-centered approach, CLT enhances motivation and engagement among secondary school learners. The emphasis on active learning, communication, and task-based activities empowers students to take ownership of their language learning journey. They set personal goals, make decisions, and actively participate in class activities, resulting in increased motivation, enthusiasm, and a positive learning environment. The CLT approach aligns secondary school learners with the skills necessary for real-life language use. By focusing on real and meaningful communication, learners develop the ability to use language fluently and confidently in various authentic contexts. This prepares them for future academic pursuits, career aspirations, and integration into a globalized society where effective communication skills are highly valued.

## CONCLUSION

Incorporating the Communicative Language Teaching (CLT) approach in secondary school language education offers numerous benefits for learners. From fostering meaningful communication and practical language skills to promoting cultural understanding and enhancing motivation, the CLT approach paves the way for learners to develop proficiency in their target language. By adopting CLT principles, teachers can create engaging and interactive classrooms that empower secondary school learners on their language acquisition journey.

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