THE ROLE OF COMMUNICATIVE LANGUAGE TEACHING IN DEVELOPING SPEAKING SKILLS

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Abstract. This thesis examines the concept of Communicative Language Teaching (CLT), the main components of speaking skills, and the role of communicative activities in developing EFL learners' speaking skills. Moreover, it discusses the main challenges encountered when implementing this approach in the educational process and the factors contributing to these difficulties.

Keywords: Communicative Language Teaching — CLT, EFL learners, oral communication, communicative competence, speech sounds, logical manner, CLT implementation

KOMMUNIKATIV YONDASHUVNING OG‘ZAKI NUTQ KO‘NIKMALARINI RIVOJLANTIRISHDAGI AHAMIYATI

Annotatsiya. Ushbu tezisda ingliz tilini kommunikativ yondashuv asosida o‘qitish (Communicative Language Teaching — CLT) tushunchasi, og‘zaki nutq ko‘nikmalarining asosiy tarkibiy qismlari hamda kommunikativ faoliyatlarning EFL o‘quvchilari speaking ko‘nikmalarini rivojlantirishdagi ahamiyati o‘rganiladi. Shuningdek, mazkur yondashuvni ta’lim jarayonida qo‘llashda uchraydigan asosiy qiyinchiliklar va ularni yuzaga keltiruvchi omillar tahlil qilinadi.

Kalit so`zlar: Communicative Language Teaching — CLT, EFL learners, oral communication, communicative competence, speech sounds, logical manner, CLT implementation

Аннотация. В данной тезисной работе рассматривается понятие коммуникативного подхода к обучению английскому языку (Communicative Language Teaching — CLT), основные компоненты навыков устной речи, а также роль коммуникативных заданий в развитии навыков устной речи у учащихся, изучающих английский язык как иностранный. Кроме того, анализируются основные трудности, возникающие при применении данного подхода в образовательном процессе, и факторы, способствующие их возникновению.

Ключевые слова: Communicative Language Teaching — CLT, EFL learners, oral communication, communicative competence, speech sounds, logical manner, CLT implementation

In recent years, the importance of the English language in international communication, education, and professional development has continued to grow worldwide. The main purpose of learning English is not only to understand grammatical rules but also to use the language appropriately in different situations and express ideas clearly and effectively. Therefore, developing speaking skills has become one of the important objectives of modern language education.Firstly, teachers were asked about the method they use, and many of them answered, “I use CLT.” Actually, many teachers claim to use CLT, but they do not always understand what it actually involves. This leads to an important question: Does Communicative Language Teaching (CLT) simply involve teaching conversation, eliminating grammar instruction, or focusing mainly on open-ended discussion activities? (Richards, 2006).From my point of view, real Communicative Language Teaching is a broader approach to language teaching in which learners develop the ability to use language effectively for communication, focusing more on teamwork without forgetting the importance of grammatical rules at the same time.

The main principles of CLT include:

- **Learner-centred approach** – Students are at the centre of the learning process rather than the teacher.
- **Meaningful communication** –Using language not only to learn grammatical rules but also to exchange ideas with other students.
- **Active participation** – Actively taking part in pair work, group work and other communicative activities.

Another important aspect of CLT is the changing roles of teachers and learners. Unlike traditional teaching methods, in CLT, the teacher is not only a provider of knowledge but also a facilitator, guide, and monitor. Teachers are responsible for explaining grammatical rules, providing information, and creating opportunities for communication.Turning to the role of learners, they also have several responsibilities, including but not limited to participating in pair and group work, exchanging ideas and information, expressing their opinions, cooperating with other learners, and taking responsibility for their own learning.

The main components of speaking skills:

Speaking skills consist of several interrelated components. To communicate effectively, learners need not only to speak grammatically correctly but also to express their ideas fluently, pronounce words accurately, and actively participate in conversations. Therefore, particular attention should be paid to the following aspects when developing speaking skills.

Fluency. Fluency is the ability to express ideas naturally, clearly, and without excessive pauses. A fluent speaker can communicate their thoughts without spending too much time searching for words.

Accuracy. Accuracy refers to the correct use of grammatical rules, vocabulary, and other language features. Learners should be able to choose appropriate grammatical structures and words when expressing their ideas.

Pronunciation. Pronunciation involves producing speech sounds correctly and using stress and intonation appropriately. Good pronunciation makes speech easier for listeners to understand and helps prevent misunderstandings during communication.

Coherence. Coherence is the ability to express ideas in an organized, logical, and meaningful way. Learners should connect their ideas using appropriate linking words and expressions, stay on topic, and maintain the overall meaning of their speech.The development of these components together contributes to the effective development of learners' speaking competence. These aspects are closely connected with the main objectives of Communicative Language Teaching.

The role of communicative activities in developing speaking skills:

Communicative Language Teaching involves various activities that allow learners to use the language in practice. **Pair work** allows learners to communicate directly with each other, ask questions, and give responses. This activity helps increase each learner's speaking participation and enables them to express their ideas more freely. Through **group discussions**, learners express their opinions on different topics, listen to other people's views, and try to support their own positions. This process develops not only fluency but also the ability to present ideas in a logical and coherent manner. **Role-play activities** provide learners with opportunities to imagine everyday situations and use appropriate language in those contexts. For example, by acting out situations such as shopping in a store, booking a hotel room, or attending a job interview, learners practice using language as a practical means of communication. **Debates** develop learners' ability to express their positions on particular issues, provide arguments, and respond to opposing opinions. The effectiveness of these activities is also supported by the findings of a study conducted by Al-Garni and Almuhammadi (2019). The study involved 42 students learning English as a foreign language at the University of Jeddah. The participants were divided into experimental and control groups. The experimental group took part in communicative activities such as interviewing, problem-solving, and role-play. At the end of the study, the experimental group achieved higher speaking scores than the control group. These findings suggest that communicative activities can have a positive effect on the development of learners' speaking skills in particular educational contexts.

The main challenges of implementing CTL in the educational process:

Although Communicative Language Teaching has many advantages, its effective implementation in the educational process may also involve certain challenges. These difficulties may be related to educational conditions, teachers' experience, and learners' language proficiency levels.First, large class sizes can make it difficult to organize communicative activities. In such situations, it becomes more challenging for teachers to monitor all learners' participation, provide individual feedback, and ensure equal opportunities for communication.Second, learners' reluctance to speak English and their fear of making mistakes are also important challenges. Some students may not participate actively in communicative activities because they lack confidence in their language abilities or feel worried about other people's opinions. As a result, they may not fully benefit from the speaking practice opportunities provided to them.Furthermore, teachers' lack of sufficient training in communicative teaching methods may also affect the effectiveness of CLT implementation. A

study conducted by Nam (2023), involving 95 English language teachers from different countries, examined factors related to the implementation of CLT. The findings identified teachers' professional competence as an important factor. In addition, Kasimova's (2025) study focusing on EFL classrooms in Uzbekistan reported challenges related to large class sizes, limited resources, and teacher training.Therefore, the effective implementation of CLT requires more than simply using communicative activities. Teachers need to plan their lessons carefully, consider learners' needs, and create a supportive environment in which all participants have opportunities to communicate.

In conclusion, Communicative Language Teaching is one of the important approaches in English language education aimed at developing learners' speaking skills. Its main purpose is not simply to teach grammatical rules and vocabulary but also to develop learners' ability to use this knowledge effectively in different communicative situations.The analysis shows that fluency, accuracy, pronunciation, coherence, and interaction are essential components of effective speaking skills. Communicative activities such as pair work, group discussions, role-play and debates provide learners with opportunities to use English in practice. The study conducted by Al-Garni and Almuhammadi (2019) also demonstrates the potential benefits of these activities for developing speaking skills.Overall, the purposeful and consistent implementation of Communicative Language Teaching can contribute to developing learners' ability to communicate independently, confidently, and effectively in English.

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