
The usage of effective methods for reading in communicative language teaching

Karimova V. Vahobovna.

PhD, Kokand state pedagogical institute, Uzbekistan.

Sh. Mashrabjonova

a student of Kokand state pedagogical institute, English department.

Abstract— The article illustrates several effective methods for reading activity. Moreover, it shows CLT (Communicative Language Teaching) and its advantages and some activities which can be used for teaching students for teaching literacy skills.

Keywords: CLT (Communicative Language Teaching), reading, writing, methods for teaching

INTRODUCTION

Communicative language teaching (CLT) or the communicative approach is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT (Communicative language teaching) techniques, learn and practice the target language through the interaction with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and through the use of the language both in class and outside of class. Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar, in order to promote language skills in all types of situations. This method also claims to encourage learners to incorporate their personal experiences into their language learning environment, and to focus on the learning experience in addition to the learning of the target language.

Materials and method

Communicative Language Teaching (CLT) is a teaching approach which has gained interest in recent years. Unlike the other teaching methods (Reading Method, Audiolingual Method, Grammar Translation Method...), CLT emphasizes the appropriateness of language use in all the contexts of communication. That is to say, the knowledge of the type of language to be used in any social context or situation. This knowledge is also referred to as 'communicative competence'. If we know that the main aim of teaching a language is to allow communication, the importance of such a method becomes therefore very obvious.

Language teaching is considered as a technical operation. This view of language teaching as a purely technical operation with no broader educational overtones needs however to be treated with suspicion. By emphasizing the learner's active role, CLT forces teachers to ask what kind of classroom activity will most satisfactorily enable the learner himself to act as an unconscious analyzer of the language data presented to him. When teachers, representing an educational system, seek to intervene in learning, as they do by definition when they teach, they need to be able to justify themselves on two main points. First, they need to be able to show that what is being taught is desirable, directly or indirectly, for the good of society. Second, they need to show that the procedures being used relate explicitly to pupils as they actually are, to the teaching situation as it actually is, and to the desired objectives.

It has been accepted for many years that "communication" is the proper aim for language teaching.

However, it does seem generally accepted that global language teaching has not led to a satisfactory level of communicative skill in the vast majority of cases. Inspection of textbooks suggests that this failure could be blamed on the apparent failure to insure that communicative skill is adequately represented in language courses. Textbooks and national syllabuses present an analysis of language rather than of communicative skill. "Communication" has become fully accepted as an essential and major component of language teaching, but it has not yet been given more than a token place. A logical extension of the argument would suggest that if communication is THE aim, then it should be THE major element.

Research and discussion

As learning foreign languages has been increasing year by year, Communicative Language Teaching is getting improved. In order to improve teaching CLT, teachers can use variety of methods. In the following, I would like to present a method which can be useful in CLT. Using fairy tales in Communicative Language Teaching can be very useful as fairy tales are fun to read. Fairy tales attract readers' attention with colorful words and set of the event. Moreover, both adults and children like reading stories and fairy tales as well as, there is a very interesting linguoculturology that the fairy tale includes. I suggest to use the following method in CLT.

Before you read.

Answer the questions:

- Do you like fairy tales?
- What kind of fairy tales do you know?
- Do you know how fairy tales begin?
- Where do actions take place in fairy tales?
- Who are the main characters in fairy tales?

Reading exercise. In this exercise, students must read the fairy tale and do the tasks which are included. Students must be attentive the word in bold.

The little hero of harlem

A long way off, across the ocean, there is a little country where the ground is lower than the level of the sea. Of course the water would run in and cover the land and houses, if something were not done to keep it out. The people build great, thick walls all round the country, and the walls keep the sea out. You see how much depends on those walls, -- the good crops, the houses, and even the safety of the people. These walls as wide as roads, and they are called "dikes."

Once there was a little boy who lived in that country, whose name was Hans. One day, he took his little brother out along by the dike to play. They went far away where the grass is so green and flowers are so beautiful.

Suddenly the little brother said, "Oh, what a funny little hole! It bubbles!"

"Hole? Where?" said Hans.

"Here in the wall," said the little brother; "water's in it."

"What!" said Hans. There was the tiniest little hole in the dike.

"It is a hole in the dike!" cried Hans. "What shall we do?"

He looked all round; not a person or a house in sight. He knew that the water would soon break a great gap, because that tiny hole gave it a chance.

The town was so far away -- if they ran for help it would be too late; what should he do? Once more he looked; the hole was larger, now, and the water was trickling. Suddenly an idea came to Hans.

He stuck his little forefinger into the hole, where it fitted tight; and he said to his little brother, "Run! Go to the town and tell the men there's a hole in the dike. Tell them I will keep it stopped till they get

here." The little brother knew by Hans's face that something is wrong, and he ran as fast as he could. By and by, his hand began to feel numb. He looked to see if the men were coming, but there was not. Hans started to feel cold. And soon his arm began to ache. Then he leaned his head against the dike to rest his shoulder.

As his ear touched the dike, he heard the voice of the great sea, -- "I am the great sea. No one can stand against me. What are you, a little child that you try to keep me out? Beware! Beware!"

Hans was frightened. Would the men never come? And the water began to beat at the wall, "I will come through, I will come through, I will get you, I will get you, run -- run -- before I come through!"

Hans started to pull out his finger. But in that moment he remembered how much depended on him. He stuck his finger tighter than ever. "You will not come through!" he whispered, "I will not run!"

Far in the distance he saw the men were coming! The next minute they were there. And when they saw Hans, with his pale face, and his hand tight in the dike, they gave a great cheer, lifted him up and told him that he was a real hero, and that he had saved the town.

ii comprehension

1. Decide if these statements are True (T) or False (F).

- This story happened a long time ago.
- The walls around the country were built to protect the country from enemies.
- Hans with his little brother went to hunt along the dike.
- Hans was the first who saw the hole in the dike.
- Hans stuck his forefinger into the hole.
- The little brother knew by looking at Hans's face that something was wrong.
- Hans's hand began to feel numb.
- Hans was not frightened at all.

2. Answer the questions about the text.

- Did you like the fairy tale?
- What is this fairy tale about?
- Who are the main characters in the fairy tale?
- Who is the hero in the story?
- What makes him a hero?

iii vocabulary.

Vocabulary can be taught effectively in teaching CLT as following way.

to keep out = ushlab qolmoq

thick = qalin, yo'g'on, quyuq

depend = ...ga asoslanmoq,

...ga bog'liq bo'lmoq

crops = hosil

as wide as road = yo'l kabi keng

hole = teshik, chuqur

bubble = qabariq

tiny = mayda

to fit tight = zichlashmoq, qalinlashmoq

to lean against = ... ga suyanmoq

in sight = ko'z oldida

a great gap = katta bo'shliq

give it a chance = imkon bermoq

trickle = tizillab oqayotgan, otilayotgan suyuqlik

forefinger = nomsiz barmoq

to feel numb = karaxt bo'lib qolmoq

to stuck = sanchmoq, qadamoq

beware = ehtiyot bo'lmoqlema

to whisper = pichirlamoq

pale = oqarmoq, oqarib ketmoq

1. Match the words and phrases.

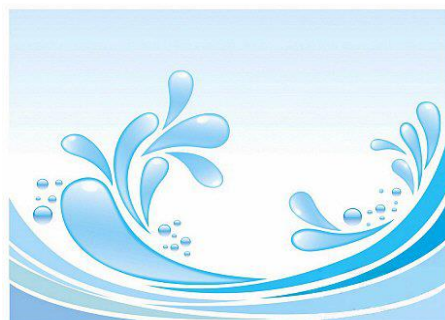
1. to feel numb
2. to whisper
3. pale
4. a great gap
5. to stuck
6. to keep out
7. depend
8. hole
9. to fit tight
10. thick
11. crops
12. in sight
13. bubble
14. to give it a chance
15. tiny

- a) pichirlamoq
- b) mayda
- c) xushchaqchaqlik bilan
- d) qabariq
- e)ulkan bo'shliq
- f) ushlab qolmoq
- g) teshik
- h) ... ga asoslanmoq
- i) qalinlashmoq
- j) qalin
- k) imkoniyat bermoq
- l) teshik
- m) sanchmoq
- n) hosil
- o) karaxt bo'lib qolmoq

Describe the three characters from the fairy tale (Hans, Little brother, the ocean).
What do they look like? What are they like? The adjectives in the box can help you.



Sweet, evil, smart, dangerous, good, funny, friendly, kind, brave, small, powerful, fast, confident, cold, deep, quite, strong, little, young, old



Hans is....

Little brother is...

Ocean is...

Iv grammar. As for grammar CLT is a good way fo educating pupils for grammar and its functions

1. Look at the adjectives. Complete the table with the comparative degree or the superlative degree.

For example: low- lower- the lowest

POSITIVE	COMPARATIVE	SUPERLATIVE
a) big	a)	a) the biggest
b) strong	b) stronger	b)
c) tiny	c)	c) the tiniest
d) brave	d) braver	d)
e) smart	e)	e) the smartest
f) kind	f)	f) the kindest
g) small	g) smaller	g)

2. Make two sentences about the fairy tale with the adjectives from exercise 1.

For example: Hans is bigger than his brother

.....
.....

3. Choose the correct form of the verb.

For example: Once upon a time there be/was a little country.

- a) Hans take/took his little brother out to play yesterday.
- b) Hans plays/played with his brother every day.
- c) I be/was sick last week.
- d) After dinner, we walk/ walked along the beach yesterday.
- e) He starts/ started work here in 2001.
- f) They arrive/ arrived two days ago.

V discussion. 1. Make your own mind map. Choose 5 most important adjectives from the box to describe a hero.

BRAVE, STRONG, HONEST, BIG, FAST, POLITE, KIND, ANGRY, FRIENDLY, POWERFUL, CLEVER, BORING, CALM, DANGEROUS, AGGRESSIVE, LAZY, WEAK, ACTIVE, PRETTY

Work in pairs and answer the questions: Why are these people called everyday heroes? What do these people do every day?

Vi writing. 1. Write a short description of your own hero. Interview your partner about his/her hero. The following questions can help you:

- What does your hero look like (hair, nose, lips.)?
- How old is he/she?
- Where does he/she live?
- What does he/she like to do?
- How did he/she become a hero?

Conclusion

Language is defined in many different ways by various linguists. The structuralists view language as rules, and focus on ways in which linguistic entities can be combined together. Language is considered as the knowledge of grammar, consisting of syntax, inflectional morphology, and phonology, encompasses knowledge of formal rules or operations that operate on abstract linguistic categories, for example verb and noun, and phrases. Communicative Language Teaching is best considered an approach rather than a method. Thus although a reasonable degree of theoretical consistency can be discerned at the levels of language and learning theory, at the levels of design and procedure there is much greater room for individual interpretation and variation than most methods permit. It could be that one version

among the various proposals for syllabus models, exercise types, and classroom activities may gain wider approval in the future, giving Communicative Language Teaching a status similar to other teaching methods.

Reference

1. Bamford, J. and Day, R. R. (Eds.) (in press). Extensive reading activities for teaching language. Cambridge: Cambridge University Press.
2. Day, R. R. and Bamford, J. (1998). Extensive reading in the second language classroom. Cambridge: Cambridge University Press.
3. Eskey, D. E. (1995). Colloquium on research in reading in a second language. Paper presented at TESOL 1995 Conference, Long Beach, California.
4. Fry, E. (1991). Ten best ideas for reading teachers. In E. Fry (Ed.), Ten best ideas for reading teachers (pp. 6-16). Menlo Park, Calif.: Addison-Wesley.
5. Littlewood, W. (1981). Communicative Language Teaching. New York: Cambridge University Press
6. Rajapova M. A. The usage of cognitive metaphor and allegory in discourse. “Экономика и социум” №1 (80) ч 1ю 2021ю www.iupr.ru
7. Gulhayo Haydarova, Traditions And Peculiarities Of Alisher Navoi In The Uzbek Ghazal Of The Xx Century, The American Journal of Applied Sciences, Том 2 Номер 13, Страницы 703