

ADVANTAGES OF CLT IN TEACHING VOICE IN ENGLISH**Bobokulova Guli Nurmamatova**

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ANNOTATION

The objectives of the research are to know the procedures of CLT method in speaking class, the problems faced by the English's teacher in implementing those characteristics and also to know the English's teacher overcome the problems on their teaching speaking. The problems faced by the teacher in implementing CLT characteristics are: lack of the students' participation in communication practice, lack of the students' motivation to learn and managing the time and activities of learning. The ways of English teacher overcome the problems on their teaching speaking are: making a strategy or activity that is believed that the students can involve all together, such as discussion group, the teacher always motivate their students to be active in learning process.

Key words: *CLT, learner, motivation, speaking, learning process, advantage, pros, instructor, manage, speaking skill, oratory, communication, analyze, vocabulary, pronunciation, perceptive, self-confidence.*

Speaking is important for people, because through speaking people can communicate each other. Speaking is one of the important skills to master in a language. Its success is measured in term of ability to carry out conversation in an interactive process constructing meaning that involves producing, receiving, and processing information. There are several language components that should be mastered to improve speaking skill, one of them is pronunciation. When the students speak, they should focus on pronunciation. Because pronunciations is one of the important aspects on speaking Second is vocabulary, students can speak English well when students have many vocabularies.

Communicative Language teaching is one of the methods to improve students' speaking skill. Communicative language teaching is a one of the language approach that is a developing from previous, method like situational language teaching and audio lingual method, in this there is a combine between English aspects as structural and functional. As structural CLT emphasize in grammar but as functional it's emphasize in usage that language. The audiolingual method and the communicative language teaching method are commonly used in foreign languages teaching. They are based on different theories, but they complement each other in teaching practice. This research compares and analyzes these two teaching methods in the perspectives of linguistics and psychology and elaborates the application in teaching practice. It is hoped that this paper can provide references for the exploration and reform of foreign languages teaching. Advantages of the communicative language teaching method:

- Emphasize the ability to use language and pay attention to the actual needs of students;
- Encourage students to use improvised language to express their fluency in a large number of authentic language;
- Intrinsic to stimulate students' learning language motivation and enthusiasm for learning;
- Emphasis on the student-centered teaching philosophy and emphasis on the development of communicative competence.

CLT is interested in giving students the skills to be able to communicate under various circumstances. As such, it places less emphasis on the learning of specific grammatical rules and more on obtaining native-speaker-like

fluency and pronunciation. Students are assessed on their level of communicative competence rather than on their explicit knowledge.

It is more of an approach or philosophy than a highly structured methodology. David Nunan famously listed five key elements to the communicative approach:

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on the language but also on the learning process itself.
4. An enhancement of the learner's own personal experiences as important contributing elements to [classroom](#) learning.
5. An attempt to link classroom language learning with language activation outside the classroom.

All in all, Communicative language teaching emphasizes “self-direction for the learners”. (Oxford, 1990, p.10) As the teacher won't be around to guide them the whole time, especially not when the learners speak the language outside the classroom they are expected to take on a greater degree of responsibility for their own learning. The most obvious advantage in communicative language teaching is that of the increase of fluency in the target language. This enables the learners to be more confident when interacting with other people and they also enjoy talking more.

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