



THE MODERN INTERPRETATION OF COMMUNICATIVE LANGUAGE TEACHING (CLT)

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Abstract. The present study explores the modern concept of Communicative Language Teaching (CLT) in foreign language education. It discusses the evolution of CLT from its traditional roots to modern teaching practices under the influence of globalization, digital technologies, personal learning, and competency-based education. The study analyzes theoretical aspects, research methodologies, and practical applications of modern CLT. The study findings indicate that modern CLT focuses on communicative competence, intercultural awareness, learner autonomy, and authentic language use in real-life contexts, making it a dynamic and versatile concept in modern language education.

Keywords: Communicative Language Teaching, communicative competence, learner-centered approach, language pedagogy, modern education

Annotatsiya. Mazkur maqola chet tilini o'qitishda Kommunikativ til o'qitish metodikasining (CLT) zamonaviy talqinini o'rganishga bag'ishlangan. Unda CLT ning an'anaviy asoslaridan tortib, globallashtirish, raqamli texnologiyalar, o'quvchiga yo'naltirilgan yondashuv va kompetensiyaga asoslangan ta'lim ta'sirida shakllangan zamonaviy pedagogik amaliyotlar tahlil qilinadi. Tadqiqot natijalari zamonaviy CLT kommunikativ kompetensiya, madaniyatlararo muloqot, o'quvchi mustaqilligi va real hayotiy til qo'llanilishiga katta e'tibor qaratishini ko'rsatadi.

Kalit so'zlar: Kommunikativ til o'qitish, kommunikativ kompetensiya, o'quvchiga yo'naltirilgan ta'lim, til metodikasi, zamonaviy ta'lim

Аннотация: Данная статья посвящена изучению современной интерпретации коммуникативного подхода в обучении иностранным языкам (CLT). В работе анализируется эволюция CLT от традиционных теоретических основ

Ключевые слова: коммуникативное обучение языку, коммуникативная компетенция, личностно-ориентированное обучение, методика преподавания языка

Introduction. Communicative Language Teaching (CLT) has been recognized as a very important teaching approach in the field of second or foreign language teaching. It appeared in the 1970s as a reaction to the structure-based



teaching of languages. It has been changing during the last decades in accordance with the changing conditions of education, technology, and learners' needs.

In the current educational environment, language education is not restricted to physical classrooms and textbooks. Globalization, online communication, and interaction have completely changed the objectives of language education. Thus, the current notion of CLT has attempted to cover not only linguistic competence but also pragmatic competence, sociolinguistic competence, strategic competence, and intercultural competence. This article aims at analyzing the current notion of CLT by exploring the theoretical basis, methodological advancements, and implications of CLT in the current language education scenario.

Literature Review

Hymes (1972), who is considered one of the pioneers in the field of language education, introduced the notion of communicative competence. Theorists like Canale and Swain (1980) further attempted to develop the notion of communicative competence by identifying the importance of grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

However, recent research has revealed that contemporary CLT transcends classroom interactions. Richards (2006) points out that contemporary CLT encompasses task-based learning, content-based learning, and technology-based learning. Additionally, there is an acknowledgment of the flexibility of CLT, such that it can coexist with form-focused learning if done appropriately (Littlewood, 2014). There is also an acknowledgment of the importance of learner autonomy (Benson, 2011), technology-based communication tools, and materials in the development of communicative competence.

Although widely accepted, there have been criticisms of CLT due to issues of its clear definition and implementation. These debates have led to the development of a more adaptive and context-oriented notion of CLT.

Research Method and Methodology

Research Object

The object of this research is the modern interpretation of Communicative Language Teaching in contemporary foreign language education, with a particular focus on its principles, teaching strategies, and learning outcomes.

Research Design

This research uses a qualitative-descriptive research design with analytical and comparative approaches. The research is grounded on a comprehensive



review of the literature, including scholarly articles, books, and research studies published between 2000 and 2024.

The methodological framework of the research is based on the constructivist theory of learning and the theory of communicative competence. Interpretative analysis is employed to examine the redefinition of the principles of CLT in contemporary educational settings. Comparative analysis is employed to examine the differences between traditional CLT practices and contemporary practices shaped by the impact of technology, diversity, and global communication needs.

Research Results and Discussion

The results of the current research reveal the following important aspects of the redefinition of CLT principles in contemporary settings.

Contemporary CLT practices place great emphasis on the development of authentic communication skills. Language learning activities are designed to reflect the characteristics of real-life communication, including online interactions, project-based activities, simulations, and problem-solving activities. Authentic materials such as podcasts, videos, social media, and digital texts are employed to support contextual learning.

Secondly, learner-centeredness has emerged as a hallmark of CLT. The role of the learner has been seen as a participant who co-creates knowledge with others through interaction. The role of the teacher has also been seen as a facilitator instead of a knowledge provider. This has led to the development of autonomy, critical thinking, and collaborative learning among the participants.

Thirdly, technology has also impacted CLT considerably. The use of technology has led to a shift in the way CLT is practiced. The use of technology has led to synchronous and asynchronous interactions among participants. It has also led to the development of a variety of linguistic input.

Fourth, contemporary CLT integrates form-focused learning. Unlike traditional understandings that downplayed grammar teaching, contemporary CLT acknowledges the value of explicit form-focused learning when combined with meaningful communication. This is crucial for achieving linguistic accuracy without compromising fluency.

Lastly, intercultural communicative competence has become a significant objective. Contemporary CLT equips learners with the ability to communicate effectively across cultures by promoting awareness of cultural norms, values, and pragmatic standards. This is in line with global citizenship education and the development of multilingual competence.



On the whole, the results reveal that contemporary CLT is not an inflexible method but a dynamic pedagogical approach that is willing to adjust to contextual needs while holding on to its essential communicative values.

Conclusion

By its very modern interpretation, Communicative Language Teaching represents a flexible approach to language teaching and learning which addresses the demands imposed by the status of contemporary learners. Emphasizing authentic communication, learner autonomy, technology integration, and intercultural competence, modern CLT fosters effective and meaningful language use. Its ability to balance communicative fluency with linguistic accuracy makes CLT a relevant and sustainable framework in modern foreign language teaching. References.

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