



FOREIGN AND LOCAL EXPERIENCE IN USING THE COMMUNICATIVE LANGUAGE TEACHING APPROACH IN PRIMARY SCHOOL ENGLISH EDUCATION

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Abstract. The Communicative Language Teaching (CLT) approach has become one of the most influential methods in teaching English as a foreign language worldwide. This article examines both international and Uzbek experiences in implementing CLT in primary school settings. It highlights key principles, practical applications, challenges, and outcomes, while comparing global practices with those observed in Uzbekistan's educational system. The study concludes that while CLT offers significant benefits in developing communicative competence, its successful implementation depends on teacher training, classroom conditions, and contextual adaptation.

Keywords. Communicative Language Teaching, primary education, English teaching, Uzbekistan, foreign experience, language learning, communicative competence

Introduction

In recent decades, the goal of language education has changed from mastering grammar rules to developing communicative competence. The Communicative Language Teaching (CLT) approach emphasizes the ability to use language effectively in real-life situations. This shift is especially important in primary education, where early exposure to meaningful communication can significantly influence language acquisition.

Uzbekistan has undertaken major educational reforms, particularly after independence, to improve foreign language teaching, especially English. Integrating CLT into primary schools has been a key objective. However, the transition from traditional methods to communicative approaches presents both opportunities and challenges.

Theoretical background of CLT

CLT is based on the idea that language learning should focus on interaction and communication rather than memorization. Its core principles include:

- Emphasis on meaningful communication
- Use of authentic materials
- Student-centered learning
- Integration of the four skills: listening, speaking, reading, and writing
- Teacher as facilitator rather than authority

In primary education, CLT often involves games, songs, role-plays, and pair or group work to encourage active participation.



According to the results, many countries have successfully implemented CLT in early education. In countries such as the UK, Germany, and the Netherlands, CLT is widely used in primary schools. Classrooms are highly interactive, and teachers use task-based learning, storytelling, and project work to engage young learners. Countries like South Korea and Japan have gradually incorporated CLT into their systems. However, similar to Uzbekistan, they face challenges such as large class sizes and exam-oriented education. Despite this, interactive activities and digital tools are increasingly used.

Key observations from foreign practice

- Early exposure improves pronunciation and confidence
- Technology enhances communicative activities
- Continuous teacher training is essential
- Flexible curricula support CLT success

Uzbekistan’s experience with CLT in primary education

Uzbekistan has made significant progress in foreign language teaching reforms. English is introduced from the early grades, and modern textbooks emphasize communicative tasks.

Positive developments

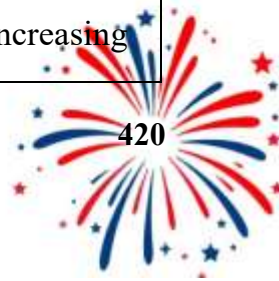
- Introduction of interactive textbooks and multimedia resources
- Increased focus on speaking and listening skills
- Government support for teacher training programs
- Use of games, dialogues, and visual aids in classrooms


Challenges

- Large class sizes limiting individual participation
- Limited teacher proficiency in communicative methods
- Insufficient classroom resources in some schools
- Persistence of traditional grammar-translation methods

Despite these challenges, many schools successfully integrate CLT elements, especially in urban areas.

Comparative Analysis		
Aspect	Foreign Experience	Uzbekistan Experience
Teaching Style	Fully communicative	Mixed (traditional + CLT)
Teacher Training	Continuous and systematic	Improving but still developing
Resources	Abundant and modern	Uneven distribution
Student Interaction High	Fully communicative	Moderate but increasing





The comparison shows that while Uzbekistan is moving toward communicative teaching, further improvements are needed for full implementation.

To enhance the effectiveness of CLT in Uzbekistan's primary schools, the following steps are recommended:

- Strengthen teacher training programs focused on communicative methods
- Reduce class sizes where possible
- Provide more teaching resources and technological tools
- Encourage the use of English in real-life classroom situations
- Develop assessment systems that value communication over memorization

Conclusion

The Communicative Language Teaching approach plays a crucial role in developing young learners' ability to use English effectively. International experience demonstrates its success when supported by proper infrastructure and training. Uzbekistan has made notable progress in adopting CLT, but further efforts are needed to overcome existing challenges. By aligning local practices with global standards, Uzbekistan can significantly improve the quality of English language education in primary schools.

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