

make the comparison between their prediction and the reading text. This strategy is very practical in helping learner's engagement to the task.

Discussion The application of pictures inside the classroom can support the interaction between the learners and teacher that will create a successful communication and discussion among each other.

Pictures improve the learners' creative thinking skill. Teachers use the pictures in order to give a clear instruction and definition of vocabulary.

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THE ROLE OF COMMUNICATIVE LANGUAGE TEACHING AT THE LESSON

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The communicative approach has been a popular method in language teaching. The shift in emphasis from developing linguistic competence to communicative competence has brought about sophisticated changes in syllabus design. There have also been drastic changes in teaching methods, with the monotonous drilling exercises being replaced by a wide variety of stimulating and innovative course materials [1;36]. We can mention that from 2013/2014 academic year teaching of foreign languages, mainly English, started from the first grade of the primary school in the format of games and informal conversation lessons and since the second class schoolchildren learned the alphabet, studied grammar and developed speech skills [5].

The range of exercise types and activities compatible with a communicative approach is unlimited, provided that such exercises enable learners to attain the communicative objectives of the curriculum, engage learners in communication, and require the use of such communicative processes as information sharing, negotiation of meaning, and interaction. Classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing. Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of Communicative Language Teaching adopted. Breen and Candlin describe teacher roles in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities.... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities [2; 99].

On the basis of such needs assessments, teachers are expected to plan group and individual instruction that responds to the learners' needs.

Another role assumed by several Communicative Language Teaching approaches is that of counselor, similar to the way this role is defined in Community Language Learning. In this role, the teacher-counselor is expected to exemplify an effective communicator seeking to maximize the

meshing of speaker intention and hearer interpretation, through the use of paraphrase, confirmation, and feedback. The focus on fluency and comprehensibility in Communicative Language Teaching may cause anxiety among teachers accustomed to seeing error suppression and correction as the major instructional responsibility, and who see their primary function as preparing learners to take standardized or other kinds of tests. A continuing teacher concern has been the possible deleterious effect in pair or group work of imperfect modeling and student error. Although this issue is far from resolved, it is interesting to note that recent research findings suggest that "data contradicts the notion that other learners are not good conversational partners because they can't provide accurate input when it is solicited" [3; 134].

A wide variety of materials have been used to support communicative approaches to language teaching. Unlike some contemporary methodologies, such as Community Language Learning, practitioners of Communicative Language Teaching view materials as a way of influencing the quality of classroom interaction and language use. Materials thus have the primary role of promoting communicative language use. We will consider three kinds of materials currently used in Communicative Language Teaching and label these text-based, task-based, and realia.

There are numerous textbooks designed to direct and support Communicative Language Teaching. Their tables of contents sometimes suggest a kind of grading and sequencing of language practice not unlike those found in structurally organized texts. Some of these are in fact written around a largely structural syllabus, with slight reformatting to justify their claims to be based on a communicative approach. Others, however, look very different from previous language teaching texts. Morrow and Johnson's *Communicate*, for example, has none of the usual dialogues, drills, or sentence patterns and uses visual cues, taped cues, pictures, and sentence fragments to initiate conversation. *Pair Work* consists of two different texts for pair work, each containing different information needed to enact role plays and carry out other pair activities. Texts written to support the English Language Syllabus likewise represent a departure from traditional textbook modes.

A typical lesson consists of a theme (e.g., relaying information), a task analysis for thematic development (e.g., understanding the message, asking questions to obtain clarification, asking for more information, taking notes, ordering and presenting information), a practice situation description (e.g., "A caller asks to see your manager. He does not have an appointment. Gather the necessary information from him and relay the message to your manager."), a stimulus presentation (in the preceding case, the beginning of an office conversation scripted and on tape), comprehension questions (e.g., "Why is the caller in the office?"), and paraphrase exercises. [4;96]

A variety of games, role plays, simulations, and task-based communication activities have been prepared to support Communicative Language Teaching classes. These typically are in the form of one-of-a-kind items: exercise handbooks, cue cards, activity cards, pair-communication practice materials, and student-interaction practice booklets.

In pair-communication materials, there are typically two sets of material for a pair of students, each set containing different kinds of information. Sometimes the information is complementary, and partners must fit their respective parts of the "jigsaw" into a composite whole. Others assume different role relationships for the partners (e.g., an interviewer and an interviewee). Still others provide drills and practice material in international formats.

Many proponents of Communicative Language Teaching have advocated the use of "authentic," "from-life" materials in the classroom. These might include language-based realia, such as signs, magazines, advertisements, and newspapers, or graphic and visual sources around which communicative activities can be built, such as maps, pictures, symbols, graphs, and charts. Different kinds of objects can be used to support communicative exercises, such as a plastic model to assemble from directions. Classroom activities should parallel the "real world" as closely as possible. Rather, communicative language teaching today refers to a set of generally agreed upon principles that can be applied in different ways, depending on the teaching context, the age of the learners, their level, their learning goals, and so on. The following core assumptions or variants of them underlie current practices in communicative language teaching. There are ten Core Assumptions of Current Communicative Language Teaching.

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THE IMPORTANCE OF TEACHING CULTURE IN EFL CLASSROOMS

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The growing awareness of the intertwined nature of culture-language has led to academic studies and articles encouraging educators to place significantly more emphasis on teaching about the target culture. Authors, such as Byron (1989), H. D. Brown (2007), Peck (1998), Atkinson (1999), Moran (2001), and Mishan (2005) have discussed culture as an important and necessary component in an effective language curriculum. In this context, Byron has written that his main goal is to develop “an integrated discipline of teaching language and culture” [1; 23]. Moran subsequently added that cultural awareness helps students discover and explore their personal perspectives, not only on the target culture but the world as a whole [7; 75]. Whatever the motivation and reasons, learning a foreign language is always “culture- bounded”. The flip side of the coin is that the features of a target culture cannot be deeply taught without integrating instruction in the target culture’s language.

Proverbs reflect various spheres of human activity. In some theoretical issues proverbs called proverbial constructions (as in the present manuscript) or paremiological units. All of them are equal in meaning. They convey people’s knowledge and life experience from generation to generation for many, many centuries [6; 765].

Using authentic sources from the target language community - newspapers, films, photos, news broadcasts, and television shows - makes language learning more realistic, comprehensive, and often enjoyable. According to Nunan and Miller, authentic materials “are not created or edited expressly for language learners”. Authentic materials are designed for target culture speakers in their native language.

Students “feel, touch, smell, and see the foreign peoples and not just hear their language” [8]. Authenticity enables students to better perceive social and cultural aspects of the target culture.

Authentic materials open the door to the study of the target language’s culture.

Moran notes that “culture is the evolving way of life of a group of persons, consisting of a shared set of practices associated with a shared set of products, based upon a shared set of perspectives on the world, and set within specific social context” [7; 24]. While discovering the practices and products of the target culture, students inevitably compare the target culture to their own culture and others as well. In the process, the learners develop personal perspectives toward cultures. Along with a better understanding and respect for the diversity of cultures, students also gain a level of appreciation for their own native culture [7; 78].

A teacher must consider a student’s age, gender, and language proficiency when selecting materials in order to design relevant, authentic and appropriate tasks that are interesting and engaging. For example, a teacher can incorporate authentic materials such as videos with varying amounts of translation, Venn Diagrams, outlines, or charts [4; 78].

Textbooks are not enough for teaching a foreign language. Gilmore notes that “real life is not as simple and straightforward as textbooks” [5; 366]. Authentic language learning prepares a student