



DESIGNING COMMUNICATIVE ACTIVITIES

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Abstract: *In recent years, Communicative Language Teaching (CLT) has become development and more and more teachers accept this methodology for teaching English as Second Language. Even though, this modern world, all of things is possible. However, lots of people can't adapt this methodology. This paper discusses the key principles and problems faced by English teachers when receiving this type of teaching. Teachers should encourage students to interact with each other with minimal direct correction for adopting students and teachers. The paper argues that with how understanding and adapting and CLT can be useful teaching method to develop students' communication in English.*

Keywords: *communicative language teaching, role-plays and simulation, project-based learning, storytelling, digital and online tools, kahoot.*

Introduction

In modern world, all of people want to learn second language. As a result, they try to find good teacher for learning this language. In 1980s, CLT method to language teaching is based on philosophy that, in order to learn a language, one must practice using that language to communicate meaning to others. [The Communicative Language Teaching approach in ESL education. 2021]. However, it's difficult to receive this method. All of teachers adapt teaching grammar than other method. Although, adapting CLT method is challenging but ESL teachers can utilize activities that encourage students to speak in the performance of meaningful tasks. This paper aims to discuss how learning this method with wide range of activities.

Role plays and simulations

In looking for ways of creating more varied forms of interaction teachers of foreign language (like their teaching) have turned increasingly to field of simulation and within that field especially role-playing. [Communicative Language Teaching by William Littlewood]

Within different type of activities. For example: teachers choose one student one by one, and then show interesting or sample photos, subsequently learners should describe this photo and another ones should create interesting question or games. This activity can develop speech.

Creating environment that can support CLT





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

Nowadays, more and more students and pupils want to learn second language. They find teachers, and lots of teachers adapt to teach grammar. As a result, students know grammatical rules and knowledge, and most new vocabulary, idioms and phrasal verbs. However, they can't speak perfectly. So, teachers need to receive CLT method and create this environment. Initially, teachers give students telling story, but they write copy books and remember that. As time goes by, they get used to creating stories on the spot and they don't struggle anymore. Through the process of storytelling, students not only strengthen their grammatical knowledge but also expand their worldview, critical thinking, and creative abilities. By narrating events in a logical sequence and establishing cause-and-effect relationships, they develop an intuitive understanding of real-life communication. Furthermore, this activity helps them improve essential skills such as expressing opinions, asking questions, and responding appropriately — all of which are fundamental for meaningful interaction in English.

It is particularly important to note that when learners tell stories they have invented themselves, their vocabulary grows, and they become more conscious of pronunciation, intonation, and fluency. Storytelling provides a platform for personal expression, which fosters a genuine motivation to speak. Consequently, students move from being passive learners to active communicators who speak not out of obligation, but out of desire and self-confidence.

Using storytelling as a method to develop students' speaking abilities is not only effective but also deeply enriching. It encourages creativity, nurtures self-expression, and leads to more fluent and confident language use. When students are given the opportunity to articulate their own thoughts and ideas, they are far more likely to develop natural and effective communication skills in English.

Creating a comfortable zone for learning

Creating a comfortable environment for learning English is essential for fostering confidence, motivation, and creativity in learners. Renowned educator Stephen Krashen emphasized in his Theory of Second Language Acquisition (published by Pergamon Press) that a low-anxiety environment significantly enhances language learning. When learners feel emotionally safe, they are more open to absorbing new vocabulary and experimenting with communication. Similarly, in her book Mindset: The New Psychology of Success (Random House), Carol S. Dweck explains that a growth mindset—believing that abilities can be developed through dedication and effort—flourishes best in encouraging spaces where mistakes are seen as part of the learning process. To encourage students to speak freely and creatively in English, we must transform the classroom into more than just a place of instruction—it must feel like a second home. The physical environment can play a powerful role in shaping confidence, motivation, and joy in learning. Such a classroom doesn't just teach—it speaks. It tells students: "You belong here. You are safe. You are creative. And your voice matters." When students feel this way, they are far more likely to express themselves in English with courage and joy.





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Imagine entering a room where one of the walls is painted like a beautiful green meadow — soft grass beneath a clear blue sky, colorful flowers swaying in the breeze, birds soaring freely. This kind of visual scene can instantly calm the mind and make learners feel relaxed. It's a silent invitation to open up, to speak without fear, and to be present in the language journey. On another wall, there could be drawings of children from different cultures holding hands — symbols of friendship and unity. Around them, greetings in different languages like “Hello,” “Salom,” “Bonjour,” and “Ni hao” could be written, reminding students that language is the bridge that connects hearts across the world. A meaningful quote such as “Language is the bridge between hearts” could be placed in the center, inspiring a sense of connection and shared purpose. A special corner of the classroom could be turned into a cozy reading area, with bean bags or soft mats, where students feel safe to sit, read, or practice conversation in small groups. On the wall near this space, a big “Story Tree” could spread its branches, filled with paper leaves. Each leaf holds a story, a sentence, or a favorite English word written by a student. Above it, a cloud-shaped board might display students' dreams: “I want to read a novel in English,” or “One day I will speak English in London.” Throughout the classroom, colorful posters with kind messages and motivational quotes from authors and thinkers could be displayed — phrases like “Mistakes are proof you are trying” or “The limits of my language mean the limits of my world.” These messages gently encourage students to take risks and believe in their progress. Letting students themselves decorate parts of the room brings a strong sense of ownership. They can create small projects, design posters, or write messages in English to hang on the walls. When students contribute to the space they learn in, it becomes more than a classroom — it becomes their space, where they feel valued, seen, and empowered to speak.

Conclusion

Communicative Language Teaching (CLT) is an effective method for developing students' communication skills. It encourages learners to think independently and speak more freely. Activities like storytelling, role-playing, and using digital tools make CLT more engaging. Creating a positive and comfortable classroom environment increases students' confidence in learning English. Through CLT, students not only learn the language but also enhance their creativity and critical thinking.

LITERATURE

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