

**APPLYING COMMUNICATIVE LANGUAGE TEACHING (CLT)
TO ENHANCE EARLY ENGLISH SPEAKING IN KINDERGARTEN**

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**ИСПОЛЬЗОВАНИЕ КОММУНИКАТИВНОГО ОБУЧЕНИЯ ЯЗЫКУ (CLT)
В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ МЛАДШИХ УЧАЩИХСЯ
В ДОШКОЛЬНЫХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЯХ**

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**MAKTABGACHA TA'LIM MUASSASALARIDA YOSH O'QUVCHILARGA
INGLIZ TILINI O'QITISHDA KOMMUNIKATIV TIL O'QITISHDAN (CLT) FOYDALANISH**

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Tayanch so'zlar: kommunikativ til o'qitish (CLT), bog'cha bolalari, so'z boyligi, sinfdagi muloqot, kommunikativ kompetensiya, Dell Hymes, Michael Canale, Merrill Swain, Savitri Savignon, harakatga asoslangan tadqiqot, o'yinlar, rol o'ynash, qo'shiqlar.

Rezyume. Maqolada kommunikativ til o'qitish (CLT) metodining bog'cha yoshidagi bolalarga ingliz tilini o'rgatishdagi samaradorligi o'rganilgan. Tadqiqot davomida o'yinlar, kartochkalar, rol o'ynash va qo'shiqlar kabi interaktiv faoliyatlar bolalarning so'z boyligini va darsdagi ishtirokini oshirganligi aniqlangan. Tadqiqot 4-6 yoshdagi bolalar bilan sinf asosida olib borilgan. Natijalar CLT bolalarning faolligini va motivatsiyasini oshirishini ko'rsatdi, ammo ularning nutqi asosan oddiy so'zlar va qisqa iboralardan iborat bo'ldi. Umuman olganda, CLT erta til o'rganishda samarali yondashuv hisoblanadi.

Ключевые слова: коммуникативный метод обучения (CLT), дети дошкольного возраста, усвоение словарного запаса, взаимодействие в классе, коммуникативная компетенция, Dell Hymes, Michael Canale, Merrill Swain, Savitri Savignon, исследование действия, игры, ролевые игры, песни.

Резюме. В статье рассматривает применение коммуникативного метода обучения (CLT) при обучении английскому языку детей дошкольного возраста. Изучается влияние интерактивных заданий, таких как игры, карточки, ролевые ситуации и песни, на развитие словарного запаса и участие детей в уроках. Исследование проводилось в формате классного action research с детьми 4-6 лет. Результаты показали, что CLT повышает мотивацию и активность учащихся, однако их речь ограничивается отдельными словами и короткими фразами. В целом метод CLT является эффективным для раннего изучения языка.

Key words: Communicative Language Teaching (CLT), kindergarten learners, vocabulary acquisition, classroom interaction, communicative competence, Dell Hymes, Michael Canale, Merrill Swain, Savitri Savignon, action research, games, role-play, songs, participation.

Summary. The article explores the use of Communicative Language Teaching (CLT) in teaching English to kindergarten learners. It investigates how interactive activities such as games, flashcards, role-plays, and songs influence children's vocabulary learning and participation. The research was conducted through classroom-based action research in a preschool setting with learners aged 4-6. Findings show that CLT increases student engagement, motivation, and basic vocabulary use, although language output remains limited to simple words and short phrases. The study concludes that CLT is effective for early language learning, especially in large and interactive classrooms.

Introduction. Early childhood is a crucial period for language development, as children are naturally inclined to acquire language through interaction, play, and social engagement. Many researchers argue that early exposure to a foreign language can enhance not only communicative competence but also cognitive development. However, traditional teaching approaches that focus on grammar explanation and memorization are often ineffective in kindergarten settings, as they do not correspond to young learners' developmental needs.

Communicative Language Teaching (CLT) offers an alternative by emphasizing meaningful communication and real-life language use. According to Hymes communicative competence includes not only grammatical knowledge but

also the ability to use language appropriately in social contexts [2:269-293]. Canale and Swain further expand this concept by identifying grammatical [1:1-47], sociolinguistic, and strategic components of communication, while Savignon highlights the role of interaction in developing communicative ability [4:83].

Despite strong theoretical support, there is limited empirical evidence on how CLT functions in large kindergarten classrooms with young learners. Therefore, this study addresses the following research problem: To what extent can Communicative Language Teaching improve participation and vocabulary use among kindergarten learners in large-group classroom settings?

Based on this problem, the study aims to answer the following research questions:

- How does CLT influence vocabulary acquisition among children aged 4-6?
- How does CLT affect students' participation during classroom activities?
- Which communicative activities are most effective in engaging young learners?

Research Methods. This study employed a qualitative classroom-based action research design aimed at investigating the effectiveness of Communicative Language Teaching (CLT) activities in developing young learners' participation and vocabulary use in English lessons. Action research was considered appropriate because it allowed the teacher-researcher to observe classroom interaction directly, reflect on instructional practices, and adapt activities according to learners' responses throughout the teaching process. The study mainly focused on students' engagement, willingness to communicate, and their ability to use basic English vocabulary in meaningful classroom situations.

The research was conducted in a private kindergarten *Tabassum Preschool Educational Institution*, where English is taught as a foreign language to preschool learners. The institution consists of four preschool groups representing different age categories. I am responsible for teaching English to three of these groups, while the remaining group comprises the youngest learners. Participants consisted of more than 100 children aged between 4 and 6 years old. The learners were divided into three groups, each including approximately 50 students with mixed language abilities and different levels of classroom participation.

The learning environment was designed to be child-centered and interactive, providing opportunities for movement, communication, and collaborative learning. English lessons were conducted twice a week, with each lesson lasting 30 minutes. The intervention continued for four weeks, resulting in a total of eight lessons for each group.

The lessons were planned according to the principles of Communicative Language Teaching (CLT), emphasizing interaction, communication, and meaning-focused learning rather than explicit grammar explanation. The instructional materials and classroom tasks were adapted to the learners' age characteristics, attention span, and cognitive development.

The lessons focused on familiar and age-appropriate topics such as animals, colors, food, toys, and everyday classroom expressions. Various communicative activities were integrated into the lessons to encourage active participation and natural language use.

The communicative activities that were designed included the following:

- "Interactive flashcard activities" were used to introduce and practice vocabulary. Learners identified, pointed to, selected, or named flashcards in response to teacher questions such as "Where is the cat?" or "What color is this?"
- "Memory and matching games" encouraged learners to recognize vocabulary items, match pictures, and pronounce words while turning over cards. These activities helped improve attention, recall, and oral production.

- «Role-play activities» involved short and simple dialogues related to greetings, introducing oneself, and classroom communication. Students practiced expressions such as "Hello," "How are you?" and "I'm fine."

- «Songs, chants, and action-based activities» were implemented to reinforce vocabulary and pronunciation through repetition, rhythm, and movement. Physical response activities increased learner motivation and supported comprehension.

- «Pair and group interaction tasks» were also occasionally used to encourage cooperation and peer communication in English.

Throughout the lessons, the teacher acted mainly as a facilitator and guide, encouraging students to participate actively and respond confidently without fear of making mistakes.

Data for the study were collected through qualitative classroom observation and continuous monitoring of learners' participation during communicative activities. The following instruments were used:

- classroom observation checklist;
- field notes written after each lesson;
- informal tracking of student responses and participation during classroom interaction.

The classroom observation checklist focused on several aspects of learner performance, including:

- the number of students actively participating in activities;
- the number of correct vocabulary responses;
- attempts to use English words and expressions during interaction;
- learners' enthusiasm, confidence, and willingness to communicate;
- difficulties encountered during communicative tasks.

Field notes were recorded immediately after each lesson to document students' behavior, classroom atmosphere, successful activities, and challenges observed during the teaching process. These notes provided additional insights into how communicative activities influenced learners' motivation and language use.

The collected data were analyzed qualitatively through descriptive interpretation of classroom observations and field notes. Students' participation patterns, vocabulary responses, and communicative behavior were compared across lessons to identify changes in engagement and language use over the four-week instructional period. The analysis focused on determining how communicative activities contributed to learners' confidence, interaction, and development of basic speaking skills.

Discussion. The findings of this study indicate that Communicative Language Teaching (CLT) positively influenced kindergarten learners' participation and early language use. During the intervention period, students became more actively involved in classroom activities and showed greater willingness to use English vocabulary.

The use of games, songs, role-plays, and interactive flashcard activities created a motivating and low-anxiety learning environment. As a result, learners participated more confidently and demonstrated improved vocabulary recognition and recall. However, their language production remained largely limited to single words and short phrases. This suggests that while CLT effectively encourages communication, a longer period of instruction may be

required for the development of more complex language skills.

Age-related differences were also observed. Older learners tended to participate more independently and produced short phrases more frequently, whereas younger learners relied more on repetition and teacher support. This finding highlights the importance of considering developmental factors when designing communicative activities for young learners.

Another challenge was the large class size. With approximately fifty students in each group, opportunities for individual interaction and feedback were limited. Since these elements are important components of CLT, not all learners benefited equally from classroom activities.

Conclusion. This study examined the use of Communicative Language Teaching (CLT) activities in English lessons for kindergarten learners. The findings showed that communicative activities such as games,

flashcards, role-plays, and songs increased students' participation and encouraged the use of basic English vocabulary. Learners became more engaged in classroom interaction and demonstrated greater confidence in responding to English prompts.

At the same time, the study revealed that language production was generally limited to single words and short phrases, indicating that the development of more advanced communicative skills requires longer periods of instruction. Factors such as learner age and large class size also influenced the effectiveness of the activities.

Overall, the results suggest that CLT is an effective approach for promoting engagement and early language use among young learners. The findings highlight the importance of providing meaningful and interactive learning opportunities in preschool English classrooms and support the continued use of communicative activities in early language education.

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