EXPRESSIVE COMPETENCE VIA CLT

(COMMUNICATIVE LANGUAGE TEACHING ACTIVITES)

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Abstract: This paper discusses the ways of developing expressive competence of students in order to generate meaningful speech and the importance of communicative language teaching activities in enhancing integrated skills of learners while expressing their thoughts critically and creatively. It includes CLT hands-on activities which are considered to be effectively used in the process of conducting student-centered lessons.

Key words: CLT (communicative language teaching, expressive competence, integrated skills, TPS (Think-Pair-Share), student-centered class, teacher talking time (TTT), student talking time (STT), speaking wheel, suggestopedia, PQP, exit ticket.

Annotatsiya: Bu maqolada talabalarning ma'noli va mazmunli nutqini shakllantirishda, ekspressiv kompetentsiyasini rivojlantirishda , ularning tanqidiy va yaratuvchanlik qobiliyatini, to'rtta ko'nikma ya'ni o'qish, eshitish, yozish va gapirish ko'nikmalarini rivojlantirishda muhim ahamiyat kasb etgan kommunikativ yondashuvga asoslangan, talabaga- markazlashgan amaliy mashg'ulotlar yoritilgan.

Kalit so'zlar:CLT (kommunikativ tilni o'qitish), ekspressiv kompetentsiya, integrallashgan ko'nikmalar, TPS (o'ylash-juftlash-bo'lishish), o'quvchiga-markazlashtitilgan dars, o'qituvchining gapirish vaqti (TTT), talaba suhbat vaqti (STT), nutq g'ildiragi, suggestopedia, PQP, chiqish chiptasi.

Аннотация:В данной статье рассматриваются пути развития экспрессивной компетентности учащихся с целью создания осмысленной речи, а также значение коммуникативной деятельности по обучению языку в совершенствовании интегрированных навыков учащихся при критическом и творческом выражении своих мыслей. Он включает практические занятия CLT, которые считаются эффективно используемыми в процессе проведения уроков, ориентированных на учащихся

Ключевые слова:CLT (коммуникативное обучение языку), экспрессивная компетентность, интегрированные навыки, TPS (Think-Pair-Share), класс ориентированный на ученика, время разговора учителя (TTT), время разговора ученика (STT), колесо разговора, суггестопедия, PQP, выходной билет.

1.INTRODUCTION

Language is an essential means of human communication, the formation and spiritual development of people. As most active users of any foreign language aware of the fact that, speaking and writing are in communal relationship. Respectively, grammatical structures, words and their usage, and certain extent of accuracy should be considered.

In the 1960s and 1970s some terms such as "competences" have started getting used in teaching and learning foreign languages. The concept of "communicative competence" was introduced by North American linguist and anthropologist Dell Hymes in 1972. Communicative competence –implies the ability of communicating in the native language and in any foreign languages in social daily basis, to follow the culture of communication, social flexibility and ability of working effectively in collaboration and cooperation. A lot of definitions were given by various local and foreign pedagogues. According to M.R. Lvov "communicative competence" is a notion that refers to the correct usage of language, its phonetic features, lexical and grammatical units, stylistics, speech culture and utilizing language tools. He states that communicative competence is achieved as a result of authentic speech activity and special training activity.

As Olshtain and Cohen mention if we wish to master another language we need to become more communicatively competent. Dell Hymes introduced the theory of communicative competence. In line with Hymes's ideas, Saville-Troike states that communicative competence involves not only the knowledge of a language, but also what message to communicate to whom, and how to communicate it. It is necessary to develop learners' expressive competence in order they can easily build rapport with people of foreign language users and can socialize without any help from others.

Expressive competence refers to an individual's ability to effectively communicate their thoughts, emotions, and ideas through various forms of expression. It includes a wide range of skills, including verbal communication, body language, artistic expression, and written communication. When someone possesses expressive competence, they can convey their message clearly and authentically, socializing with others on a deeper level.

Verbal communication is one aspect of expressive competence. It involves the use of language, tone, and voice modulation to convey meaning. A person with strong verbal expressive competence can articulate their ideas eloquently, engage in meaningful conversations, and captivate their audience with their wordstock.

Nonverbal communication, such as body language and facial expressions, also plays a crucial role in expressive competence. These nonverbal cues can often speak louder than words and can convey emotions and intentions. Someone with strong nonverbal expressive competence can effectively use gestures, posture, and eye contact to enhance their verbal communication and create a more impactful connection with others.

Artistic expression is another form of expressive competence. It allows individuals to communicate their thoughts and emotions through various art forms, such as painting, music, dance, or theater. Through these creative outlets, individuals can express their innermost feelings, experiences, and perspectives, even when words may fall short.

Developing expressive competence is a lifelong journey that requires self-awareness, practice, and a willingness to explore different forms of expression. It empowers individuals to connect with others on a deeper level, foster meaningful relationships, and share their unique perspectives with the world. By honing their expressive competence, individuals can become powerful communicators who can inspire, influence, and make a positive impact in their personal and professional lives.

Improving expressive competence involves enhancing the ability to effectively express thoughts, ideas, wants, and needs through verbal or nonverbal communication. Here are some strategies that can help improve expressive competence:
1. **Develop wordstock**
2. **Expand Utterances**
3. **Engage in Group- Discussions**
4. **Use Open-Ended Questions**
5. **Modelling the Language**
6. **Involving in Activities of Interest**
7. **Provide Visuals**
8. **Encourage Conversations and mini talks**

9. **Participate in round-table discussions**
10. **Participation in debates**

Thus, there are also some obstacles which can be a real impediment for the development of expressive competence:

-Feelings of fear prevent students from expressing their potential. Learners may be afraid of making mistakes and getting negative feedback;

-Shyness of the students. Actually, shy students are a bit passive and try to hide their abilities inside without uttering. This quality forms in childhood and may proceed for so long;

-Learner's passiveness at the lesson;

-Usage of dialect in the speech;

-No support from peers and a teacher;

The classroom environment and atmosphere definitely create necessary part of successful teaching and learning. These are highly valued by the learners. Creative teachers, who do not want to let their learners to get bored, work with a wide scope of productive activities. For the teaching purpose, not only lesson plan but also a term syllabus needs to be created in advance. An examplary teacher figures out what is effective for his students.

2. Methods.

Expressive competence is enhanced in heartbeat through CLT activities (communicative language teaching activities) which are considered as an effective tool in improving integrated skills at a time. Following activities are beneficial in fulfilling abovementioned competence of learners.

Activity: **True/False corner.**

Aim: To enhance critical thinking skill, check comprehension of the given material as wrap up activity where learners have to work in groups

Preparation: two sheets of paper where true and false corner is written

Procedure: Teacher sticks two sheets on the wall. On the right hand side true corner and on the left hand corner false corner. After discussing the new topic teacher reads statements related to the new theme. If students agree with that statement they move to true corner, if they disagree they move to false corner and they have to approve their decision by giving reason.

Activity: **Speaking wheel.**

Aim: To increase awareness to be ready to answer randomly asked questions on different topics. Learners follow Think-Pair-Share in a mingling activity.

Preparation: picture of the drawn wheel

Procedure: Teacher draws the wheel or sticks the wheel's picture on the board. Students tell 6 topics and teacher writes them on the wheel.

For example:

1st topic is how to keep our environment clean, 2nd topic is Air pollution and the third topic is Leisure time etc.

Students are divided into 4 groups with 5 members in each and they count off 1,2,3,4,5. Teacher announces the title of the topic and tell a random number, for instance 4. All 4s in each group should speak about the topic for 1 minute. It continues in this pace.

Activity. **Detective.**

Aim: To improve speaking, critical and creative thinking skill by working cooperatively with elbow partner

Preparation: paper and a pen for outlining the plot

Procedure: Teacher chooses best 6 speakers and ask them to prepare a plot of their speech where they have to show alibi for accusation. Firstly, first students stay for giving the details of where he/she was whereas second student will be sent out of the class. Both of their speech should almost be identical. Other students will be detectives. They have to take notes of the differences in pair's speech.

Activity . **Creative writing through music.**

Aim: To improve and assess writing skills, creative and critical thinking abilities while composing logically connected story using music. Think-Pair-Share method is suitable.

Preparation: note book and a pen for taking notes

Procedure: music and pictures are excellent stimuli for both writing and speaking. For example, we can play a piece of music and the students have to close their eyes and imagine what is happening then they can write out the film scene they think. We can dictate the first sentence of a story and then have the students complete the story, based on the music we play them.
1.   1st music can be classic
2.   Second music can be rock n roll
3.   Third can be hip hop and etc.

 We can then dictate the first sentence again and have them write a different story (because the music they hear is very different).

When the activity is over, one of the volunteers can read out one of their stories using suggestopedia (with music) and the class will enjoy it.

Activity . **Movie review.**

Aim: To broaden horizon of learners through watching movie and improve learners' wordstock, grammar and idest coherence and cohesion.

Preparation: movie and a graphic organizer

Procedure: Students are sent an electronic version of the movie and are required to read and fill in the given graphic organizer.

Title of the Movie:	
Write your predictions before reading the book: Look at the cover of the book and try to guess what the book is about	
New words:	Definition:
1	
2	
3	
4	
(overall it should include 10 new words)	
Synonyms:	Antonyms:

(Write the synonyms and antonyms of the abovementioned 10 words)	
1	
2	
What is the movie about: (write in details) (Teacher gives bigger space)	
What is the moral of the movie? (message of the book by author)	
Your impression on the Movie?	
Write 5 questions related to the movie you watched:	**Write 5 false sentences related to the movie you watched:**
1 (students have to write 5 questions)	

Activity . **Exit ticket.**

Procedure: Students are let work on the exit ticket at the end of the lesson as a feedback and reflection for better learning. Students have to fill in the given template below. They write then exchange their exit ticket with a person text to them. They have to discuss what they learned, couldn't understand and want to get additional material. Template:

Exit ticket	
3 things I have learned today	-
2 things I couldn't understand	-
1 thing I want to get extra info	-

Activity . **PQP. (Praise-Question-Polish)**

Procedure: Students have to work on PQP at the end of the lesson to give feedback to peer presenters. Students are required to write what they liked in peers' performance, what they still hesitate to comprehend, and they can also give suggestion to make the presenter better. Template:

PQP	
Praise	
Question	
Polish	

3.DISCUSSION

When classes are arranged with CLT activities through TPS idest Think-Pair-Share method, learners feel autonomy and try to cooperate with friends and feel free to participate since they work with their peers in a learner-centered lesson. Unconsciously they would be able to improve their expressive competences thanks to current, usual practicing.

4.CONCLUSION

This work is intended to reveal the effective types of activities in conducting student-centered classes where STT is in target in order to develop expressive competence of learners.

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