THE ROLE OF TEACHERS AND LEARNERS IN COMMUNICATIVE LANGUAGE TEACHING

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ABSTRACT
The need to provide the educational process with modern pedagogical technologies is one of the conditions for the implementation of the National Training Program. A new system of knowledge on modern, advanced pedagogical and information technologies for young people studying in all educational institutions of the country: preschools, secondary schools, vocational colleges, academic lyceums and higher education institutions. The continuous organization of armament with is a requirement of the period. The use of pedagogical technologies and teaching methods as one of the problematic features plays a central role in the enrichment of students' knowledge, broadening their worldview and practical learning activities. The role of teaching methods, such as the free expression of ideas by the student and the free coverage of the topic by the group or community, is of great importance. From the above thoughts and comments, it is clear that this topic of the article is one of the most important issues facing teachers, methodologists and scholars today. Depending on the purpose of the scientific article, the role of teachers and learners in communicative language teaching will be discussed.
KEY WORDS: *Chang, barriers, "find the color" game, Candlin, project work.*

INTRODUCTION
The application of CLT to teaching English in Uzbekistan context has recently been discussed broadly.[1]

As the CLT method tries to comprise students' in more substantive and interactive learning tasks that contribute both to apprehensible input and learners' language input, the English language teachers in Uzbekistan still consider it challenging and troublesome to apply the method and maximize learning proficiency, especially in EFL.
CLT implementation in EFL context finds many challenges which according to Chang[2] include:
a. lack of teacher-training ;
b. local culture of learning and teaching;
c. language test ;
d. lack of teachers' access to policy making process.

Barriers in implementing the CLT Approach in Uzbekistan -The following part relates to the teachers' perceived difficulties in implementing the CLT approach in our country context. For convenience, this part has further been divided into two categories[3]:

THE MAIN RESULTS AND FINDINGS
1. Teachers' related issues: Teachers' lack of proficiency in English, work load and their understanding of the implementation of the CLT approach were included in this part. The result of the three items is evident. These items are a genuine concern of the teachers in implementing the CLT approach.
The teachers should be provided computers and they should have enough time to prepare their material for teaching. Then we can expect innovative and creative teaching in applying communicative approach.
2. Student-related issues: Students' proficiency in English and their willingness and motivation for participation in classroom activities were the points discussed under this head. Students' motivation can bring good results in improving the situation. If they are motivated and willing to use the target language in classroom, it will create an environment of the use

of language which will result in improved communicative competence of the learners and, will also help teacher motivation.

The teacher plays different parts in the teaching process. The teacher performs a variety of roles according to the activities in the classroom. The teacher, as a manager, gives instructions to the students. As an example, the teacher asks students to repeat the sound, then the sentence, to pronounce it. The teacher explains the new language materials and it is this or that informant. The teacher provides materials and instructions to allow students to work on their own. So here he or she is a helper. A good teacher needs to be enthusiastic, creative, patient, and understanding towards the many students he or she works with.

There are some activities that can be included in elementary school lessons.

Development of speech skills:

a) Help to the Zumrad -Guess what is in the box? (Forms of work: pair, group work, individual work). In this lesson, students will learn vocabulary, "Is there…?". They deal with grammatical structure, can suggest their own versions, as well as increase their creative thinking skills.

b) Help to Anvar. Tell him what he should take to school.

c) discussion. Look at the pictures and say what you like or dislike.

Such games can be used to develop listening skills and practice colors.

"Find the color" game.

Student 1 - In the "Find the color" game, the colorist and the rest are the performers.

The team asked him, "What color do you want?

Readers: I want the color "red". All students must touch the red card (or pencil). Anyone who does wrong will be disqualified.

The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics. Candlin[4] describes the learner's role within CLT in the following terms: "The role of learner as negotiator – between the self, the learning, process, and the object of learning – emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way".[5] CLT methodologists consequently recommended that learners learn to see that failed communication is a joint responsibility and not the fault of speaker or listener. Similarly, successful communication as an accomplishment jointly achieved and acknowledged. Several roles are assumed for teachers in Communicative Language Teaching, the importance of particular roles being determined by the view of CLT adopted. Candlin describes 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 various activities and texts. The second role is to act as an independent participant within the learning teaching group. It 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. Other roles assumed for teachers are needs analyst, counselor, and group process manager".

Typically, such formal assessments contain items that attempt to determine an individual's motivation for studying the language. For example, students might respond on a 5 point scale (strongly agree to strongly disagree) to statements such as the following: I want to study English because

- I think it will someday be useful in getting a good job.
- It will help me better understand English - speaking people and their way of life.
- One needs a good knowledge of English to gain other people's respect.
- It will allow me to meet and converse with interesting people.
- I need it for my job.
- It will enable me to think and behave like English-speaking people.

On the basis of such needs assessments, teachers are expected to plan group and individual instruction that responds to the learner's needs to work out specific CLT activities for learners. The most obvious characteristic CLT is that almost everything that is done is done with a communicative intent. Students use the language a great deal through communicative activities such as games, role plays, and problem – solving tasks (see discussion of these in the review of techniques). Activities that are truly communicative, according to Hole , have three features in common: information gap, choice, and feedback. An information gap exists when one person in an exchange knows something the other person does not. If we both know today is Tuesday and I ask you, "What is today?" and you answer, "Tuesday", our exchange is not really communicative.[6]

Another peculiarity in successful teaching of a communicative speech is an activity where the students are put in the centre of the action, where they use the language and practice communicative speech. It is the project work, its purpose is to encourage the learners to work things out for

themselves. It is an extended language activity, focusing on the topics, themes. The project work is a means of communication and enjoyment. The learners can experiment with the language as something real. It is a highly adaptable methodology, it is useful as a means of generating positive motivation, because it is very personal. The students tell about their own lives, their own research into topics that interest them. This work helps them to understand that they can use English to talk about their own world, it improves their ability to think.

Project work allows students to consolidate the language that they have learnt and encourages them to acquire new vocabulary and expressions. In addition, it gives learners integrated skills practice. Throughout project work students have extensive practice of the skills of reading, writing, listening and speaking. Using projects with classes provides excellent opportunities for cross- curricular work. The topics should be carefully chosen and have to be presented in a lively and up to date manner.

CONCLUSION

To conclude, project work is effective, interesting, entertaining and should be used at the lesson. The communicative approach has changed our stereotypes about the teaching process. This teacher emphasizes the participation of children who are not the main figure of the lesson. He or she is just a provider of information and motivation. Most of the study time is spent on speech activities and only the target language is used. We need to know our younger students, their abilities and interests. Conditions must be created for students to learn in the classroom. "Language is a skill, so you have to learn it, you can't teach it," M. West said. Thus, students need to be taught to learn for themselves. And our task is to make the learning process fun and enjoyable.

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