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ДАВАТЬ ИНСТРУКЦИИ ПО УСТНОЙ РЕЧИ ДЛЯ УЧАЩИХСЯ L1

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This article is about the methods of developing and teaching L1 learners' speaking skills in English and vocabulary as well as.

АННОТАЦИЯ.

Данная статья рассматривает методы развития устной речи, а также обучения лексики в английском языке, учащихся L1.

Key words: learners, foreign languages, mother tongue, vocabulary, effect, oral speech, children, picture, intelligent, illustration.

Ключевые слова: учащиеся, иностранные языки, родной язык, лексика, эффективность, устная речь, дети, карточные картинки, разумный, иллюстрация.

Someone's fluency or accuracy in speaking indicates his or her competence in that language. A person may write without proper knowledge of grammar and sentence structure; he or she can read without proper pronunciation, listen without proper listening skill; whereas, speaking skill depends on the total knowledge of a language (vocabulary, grammar, sentence structure, listening etc). When we take part in an interaction, we not only speak but also listen. If we use wrong English, we fail to communicate properly and get an instant feedback of this failure. It is an important part of everyday interaction. The first impression of a person's language skill depends on his/her ability to speak fluently and comprehensively. All learners of English, whatever their situation, come to the classroom with at least one other language, their mother tongue (often called their L1). We need to ask ourselves, therefore, whether it is appropriate for them to use the L1 in class when their main object is, after all to learn an L2 (in our case English). The first thing to remember is that, especially at beginner levels, students are going to translate what is happening into their L1 whether teachers want them to or not. It is a natural process of learning a foreign language. On the other hand, an English-language classroom should have English in it, and as far as possible, there should be an English environment in the room, where English is heard and used as much of the time as possible. For that reason, it is advisable for teachers to use English as often as possible, and not to spend a long time talking in the students' L1.

If you have learned a language other than your own, which of the four skills-listening, speaking, reading, or writing-did you find to be the hardest? Many people feel that speaking in a new language is harder than reading, writing, or listening for two reasons. First, unlike reading or writing, speaking happens in *real time*: usually the person you are talking to is waiting for you to speak right then. Second, when you speak, you cannot edit and revise what you wish to say, as you can if you are writing.

In language teaching, the four skills are described in terms of their direction. Language generated by the

learner (in speech or writing) is referred to as **productive**. Language directed at the learner (in reading or listening) is called **receptive**. Another important idea is the **channel**, which refers to the medium of the message (aural/oral or written). Thus, speaking is the productive aural/oral skill. It consists of producing systematic verbal **utterances** to convey meaning.

Kathleen M. Bailey, Monterey Institute of International Studies (USA) p.48

In countries where English is the second language, students do not get that much opportunity to use their English skills. And even if they get any chance to use, they don't get proper feedback of whether they are using correct English or not. Institutions are the best places to implement what they have learned and where they can be assessed and corrected

Teaching speaking is sometimes considered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language

other than our own is anything but simple. Spoken language and written language differ in many significant ways.

For many years people taught speaking by having students repeat sentences and recite memorized textbook dialogues. **Audiolingual** repetition drills were designed to familiarize students with the sounds and structural patterns of the **target language** (the language which learners are aiming to learn). People supposedly learned to speak by practicing grammatical structures and then later using them in conversation. So an audiolingual speaking lesson might involve an interaction like Example 1. *T* stands for teacher and *S* represents a particular student. *Ss* stands for students. The concept of habit formation, of **behaviorism**, is the theoretical basis of the audio-lingual method. Since learners needed to form good habits, lessons involved a great deal of repetition. Students were not supposed to form bad habits, so teachers treated spoken errors quickly. Teachers worried that if errors were left untreated, the students might learn those erroneous forms. For many

years, teaching speaking involved providing students with the components of the language, in hopes that they would eventually put them all together and speak. So students might spend several semesters repeating after the teacher, studying grammar rules, reciting dialogues, and learning vocabulary. Unfortunately, actual conversations didn't sound like the textbook dialogues, and if you really met someone like Maria, she was seldom going to the library you can meet such kind of examples in speech of learners. During the late twentieth century, language acquisition research made us reconsider some long-standing beliefs about how people learn to speak. Several studies led to the conclusion that we had gotten the basic idea backwards: People don't learn the pieces of the language and then put them together to make conversations. Instead, infants acquiring their first language and people acquiring second languages learn the pieces by interacting with other people. This realization has several interesting implications. If we believe that people learn languages by interacting, then learners should interact during lessons. As a result, a method called **communicative language teaching** arose. Two versions of communicative language teaching emerged. The weak version says teachers should teach the components of language but include communication activities. The strong version says since students learn through interacting, lessons should consist of opportunities to communicate in the target language. In this method, teachers often downplay accuracy and emphasize how students communicate when they speak the target language. However, in order to communicate well in another language, we must make ourselves understood by the people we are speaking with, and this is not an easy task—especially at the beginning and intermediate levels. There is some need to be accurate in speaking the target language. This is tricky because, as we saw in the speaking-writing contrast, there is limited time for planning and editing speech during conversations. And for less-than-proficient speakers, managing the components of language that must work together when we speak is very demanding indeed.

The given ideas depict the many linguistic elements involved in speaking. The left column lists four areas of linguistic analysis, but it is the center column which concerns us as teachers.

Giving instructions is the issue of how to talk to students becomes crucial when we give them instructions. The best activity in the world is a waste of time if the students don't understand what it is they are supposed to do. There are two general rules for giving instructions: they must be kept as simple as possible, and they must be logical. Before giving instructions, therefore, teachers must ask themselves the following questions: What is the important information I am trying to convey? What must the students know if they are to complete this activity successfully? What information do they need first? Which should come next? When teachers give instructions, it is important for them to **check** that the students have understood what they are being asked to do. This can be achieved either by asking a student to explain the activity after the teacher has given the instruction or by getting someone to show the other people in the class how the exercise works. Where

students all share the same mother tongue (which the teacher also understands), a member of the class can be asked to translate the instructions into their mother tongue as a check that they have understood them.

Once we have given instructions for an activity, for example, we can ask students to repeat the instructions back to us in the LI - and this will tell us whether they have understood what they have to do. For example, "match the words according to the pictures". Then teacher asks her students to repeat the instructions, by this teacher knows out whether her learners understood the given instruction or not. DUET program development for Uzbekistan English teachers (duet) program points out that in every lesson it is also possible and useful to give the instructions clearly while working with small groups for example, in warming up parts we can use these followings:

Warm-up/Lead-in

You will notice that some sessions begin with a 'Warm-up' or 'Lead in'. 'Warm-ups' often serve as energizers and involve some physical movement whereas 'Lead-ins' ask learners to discuss some questions to start them thinking about the main points of the lesson. Classes are sometimes criticized because there is too much **TTT** (Teacher Talking Time) and not enough **STT** (Student Talking Time).

Overuse of TTT is inappropriate because the more a teacher talks, the less chance there is for the students to practice their own speaking - and it is the students who need the practice, not the teacher. For your convenience instructions are given for every activity but you can also paraphrase the instructions to make them clear for the learners. During the lessons you may use various task types which may be new to the learners and therefore you will often need to model an activity to make sure the participants know what is expected of them.

Since the program uses a learner-centered approach to teaching you will notice that there are many group work and pair work activities. Therefore, it is important to vary grouping techniques to bring some variety into the program. That's why during my practical classes I often try to use small-group working, a pair work so these techniques make the learners to be more active, to compete with each other.

In addition, Sheppard explains how constructivists view both language and the learner's role in language learning. According to him, language is regarded as socially constructed and situated in a particular context of use rather than as an underlying trait or ability which remains stable across contexts. For language learning, learners as a human agent play a central role by actively making sense of new knowledge, making meaning from it, and mapping it into their existing knowledge map or schema. Thus, constructivists claim that contrary to standardized multiple-choice or short answer test which is efficient at sampling the acquisition of specific knowledge gained from a teacher, assessment should be able to examine in more depth the structure and quality of individual student's learning and understanding. So speaking is equally important like the other skills in learning the language.

References

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TEACHING COMMUNICATIVE SKILLS ON THE BASIS OF GROUP WORK*Akhmedova Kh.T.**Termez state University, Uzbekistan***УЧИТЬ КОММУНИКАТИВНОЙ РЕЧИ НА ОСНОВАХ РАБОТЫ С МАЛЫМИ ГРУППАМИ***Ахмедова Х.Т.**Термезский государственный университет, Узбекистан***ABSTRACT.**

This article is about the methods of developing learners' communicative skills in English by group work.

АННОТАЦИЯ.

Данная статья рассматривает методы развития коммуникативной речи, в обучение английского языка, на основах работы с малыми группами.

Key words: learners, foreign languages, communication, effect, oral speech, picture, intelligent, speaking, listening, culture, upbringing, instruction.

Ключевые слова: учащиеся, иностранные языки, коммуникация, эффективность, устная речь, карточки, разумный, разговор, слушание, культура, воспитание, инструкция.

First of all, choosing the method depends on the goal, characteristic, age, and contents of the lesson. The English teacher may choose from a wide range of methods such as conversation, presentation, re-telling, translation, etc. an EL teacher might also consider selecting from this range of methods. Both teachers and students try to be active during the lesson equally in modern teaching. Speaking, knowing, teaching and learning any subjects is acknowledged as a psychological motivation. Psychology is exactly searched the souls of teachers and students. The role of teacher and student in activities is learned by psychological theory. Thus, every teacher in teaching intents a few aims. There is no single learning approach or style that works for everyone. The important characteristics such as patience, humor, stamina, reliability and good communication skills are needed from teachers.

For the 1-2 class learners at school the EL is presented, practiced and learned through speaking and listening. For these learners' effective classroom strategies are traditionally involved as using plays, songs, rhymes and stories with repeated language structures. One way to capture young children under 7-8 years' attention and keep them engaged activities with lots of brightly colored visuals toys, puppets or objects to match the stories that a teacher tells or songs that a teacher sings. These can also help make the language comprehensible and can be used for follow-up activities, such as retelling stories or guessing games. Listening and drawing the pictures (animals) is a very effective method for teaching young children in the English classrooms. It is successful to move smoothly from one activity to another; one activity can be only for 5-10 minutes.

The goal of all early language education (1-4 form) should be to hook pupils when they are young and them interested in learning English for the rest of their lives. So the goals of English instruction for young

learners should be to: 1) make children feel competent and confident while learning English ; 2) provide a safe ,entertaining, and educational environment: 3) create basis for life-long learning English. Communicative language teaching and learning (CLT/ CLL) can be interpreted in many different ways and used to describe a wide variety of classroom procedures because it refers to diverse set of rather general and uncontroversial principals. We sum principals pointed by J.C.Richards and basic characteristics of this approach.

Communicative approach is dominant one in teaching L 2 and FL instruction and it emphasizes that language is best learned by using the communicative meaning , rather than focusing on explicit learning grammar and vocabulary ,especially at schools. Although speaking is totally natural, speaking in a language other than our own is anything but simple. Spoken language and written language differ in many significant ways. students need many of the critical thinking skills as emphasized in the three areas to be come proficient users of English. Critical thinking is an ongoing process in which all language learners must engage, regardless of their language proficiency levels. Critical thinking involves the use of information, experience, and world knowledge in ways which allow L2 learners to seek alternatives, make inferences, pose questions, and solve problems, there by signaling understanding in a variety of complex ways.

The following types of learning are associated with the Communicative Approach:

1. Interactive Learning: this concept goes right to the heart of communication itself, stressing the dual roles of "receiver "and "sender "in any communicative situation. Learning through interaction is proposed as alternative to learning through repetition and habit formation. Interaction and negotiation of meaning are seen as central of learning through tasks that require attention to meaning, transfer of information, and pushed