

## METHODS AND TECHNIQUES USED DURING THE DEVELOPING COMMUNICATIVE SKILLS

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| ABSTRACT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | KEYWORDS                                                                                                                                     |
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| <p>The article presents studies on the implementation ways of communicative language teaching activities in the classroom. The article is given the topicality, aim, and practical significance of the chosen theme. It is fully proved the importance of communicative language teaching activities in teaching language. The actuality of this work is the investigation of some innovative communicative language teaching activities in the way of development of speaking skills to provide communication in learning a foreign language and making ESP classrooms more effective teaching environments as a facilitator.</p> | <p>communicative language teaching, individual work, organization, investigation, effective teaching, innovative communicative language.</p> |

### I. Introduction

Communicative language teaching is a popular approach to language teaching which emphasizes using language in the same way that it's used in real life. In other words, you put your students in language situations which are as close to real life as possible. With communicative language teaching, you give your students the language they need to deal with real situations [1]. You place less importance on producing grammatically correct English but more importantly on dealing effectively with the situation.

Teaching foreign languages in Uzbekistan has become very important since the first days of the Independence of our country which pays much attention to the rising education level of people, and their intel actual growth. To become competent users of a second language, learners must focus on various different aspects of the language they are attempting to learn. In high school, second language learning tends to emphasize the importance of listening to grammar and vocabulary, as these are easy to teach to large classes, and furthermore, are easy to test by a written exam. This approach often causes other aspects of the second language to be neglected, however, particularly the practical skills that allow learners to actually use the language for real communication.

During the communicative activities, the teacher acts as a consultant answering students' questions, offering advice and providing necessary language items. One of the most important roles is to make sure that students know what they are supposed to practice and check if they do it effectively [2]. These roles are called conductor and monitor. Although there is a great number of various activities which

may be used in speaking lessons, their use would be confusing and pointless if they would not logically be organized. Being a good organizer should be an ability possessed by every skilful teacher.

Considering the facts mentioned above we can conclude that the teacher's personality in a learning process is very important not only while participating in the activity but also while monitoring the students. The teacher's less dominant role in communicative activities offers the students the opportunity to be involved in the conversation and improve their speaking skills to be able to cope with real-life situations. [3]

The lessons were organized through interesting activities and were depicted in pairs, groups and teamwork. Most lesson time was invested to practice communicative language teaching techniques such as snowball fights (mingling activity), interviews and role play. Through chosen techniques for teaching and learning speaking that the learners learned and developed the skills of speaking using the context. [4] Particularly, the lessons helped learners to understand different speaking strategies and to improve communication skills, as well as using techniques that provided a great opportunity to activate the speaking skills of the learner.

*Snowball fight* is a short ice-breaker activity which encourages students to mingle and share information about themselves. During this activity students throw all the snowballs on their side of the classroom at the other group, then picked up any four snowballs that are, by now, scattered over the floor, sit down and open them up to see the information inside and elicit the questions they need to ask to make another person in the class give the answer they have on the sheet e.g. 'What's your name?' for the information 'Aziz'. Then students mingle and find the person who wrote the information on the paper and write that person's name on the paper. And all students have finished they told the class what information they found about other people in the class. [5]

In *Interview* step students took an interview from a famous singer and they asked questions turn by turn sitting face to face. This activity, since it is highly-structured, allows for the instructor to more closely monitor students' responses. It can zone in on one specific aspect of grammar or vocabulary, while still being a primarily communicative activity and giving the students communicative benefits.

*Role-play* is an oral activity and learners required to do it in pairs, and the main goal is to develop students' communicative abilities in a certain setting. This activity gives students the chance to improve their communication skills in the TL in a low-pressure situation. Most students are more comfortable speaking in pairs rather than in front of the entire class. And there teacher need to be aware of the differences between a conversation and an utterance. Students may use the same utterances repeatedly when doing this activity and not actually have a creative conversation. If instructors do not regulate what kinds of conversations students are having, then the students might not be truly improving their communication skills.

In the lesson plan almost all activities focused to the development of speaking strategies and completed each other by doing the tasks which serve to raise the application of target language into reality.

## II. Analysis and Results

### **Motivation (How could you motivate students?):**

Even the best students have days when they are not motivated for classroom learning. With a little nudge from you, you can turn those dreary days into successful classes in their learning language. As we know there are different kinds of learner styles that means we tried to cover all them by the activities for example kinesthetic and tactile learners touch the snowballs and write the answers on it, visual

learners watch a song clip at the same time and auditory learners listen the song was played and by this way we engaged students who might otherwise struggle and they took motivation to continue the learning.

Sometimes motivating your students is as easy as changing the material you are using. Bringing some different texts out of the curriculum into the class will reengage our students who are turned off by our current materials. That's why we choose the songs that consider authentic material.

One never fail motivational method you can use with your students is giving rewards. We told our students that if every student earns many stars on board or higher on a role play we will have a pizza party. Even little stickers can be enough to spark some giggles and winks but with it some fresh motivation. And sense of being a winner is a high motivation I think.

## **2.1. Additional materials (visual aids, handouts, multimedia resources) used during the lesson:**

The material for my article was taken from a number of manuals which developed for speaking lessons, and internet sources, all of which are presented in the reference.

In its turn we used a clip of a song, ppt and handouts. And we applied multimedia resources by developing slides colorful stickers which served really helpful to raise their motivation. As well as we used the handouts that served much more in developing the students all four skills and use their gained knowledge for comprehension the new material and of course the vocabulary.[6]

## **2.2. Expected results (what went well, what didn't and what are those reasons that you could not achieve the expected results?):**

So expected results were:

- able to use new vocabulary in their speech, share their opinions
- be able to use language structures involved with topic
- be able to produce speech acts

During teaching each activity helped to develop learners speaking skills and lead to raise their motivation to speaking. But I failed to give instructions for the role play. I think the reason of it my little excitement before the camera, but all activities could help to develop speaking skills and improve their communicative skills by sharing and defending their opinions on the material and applied them in their production practice by acting the roles.

## **III. Suggestions and Recommendations**

### **Suggestions and recommendations to improve the quality of a lesson:**

Everyone struggles to be motivated at some point. When you see your students in that place, try some of these fun ways to engage and enliven your class. If all else fails, it may be time for some consequences.

Even little stickers can be enough to spark some giggles and winks but with it some fresh motivation. Design your rewards to your students' personalities, and tell them what your plans are. Students look forward to even the simple pleasures that you can work out on an ordinary day.

Teachers need to create interesting lessons in which the students' attention is gained. This can sometimes be accomplished by the use of teaching strategies which are not often called upon by other teachers in mainstream subject areas. Encouraging students to become more active participants in a

lesson can sometimes assist them to see a purpose for improving their speaking skills in the target language. [7]

After probing and observing my teaching I realized that shooting our classes in the video in order to reflect on and study our own teaching can give plenty opportunities to create interesting and fruitful lessons. As I found this most revealing and extremely helpful after my teaching. That's why I recommend to do so to every teacher.

And when my students gave feedback I understood what I should do next and I fully recommend to use getting feedbacks frequently even from students time by time.

In selecting materials for students, teachers should pay careful attention since considering students' present linguistic and cognitive level. Interesting stories, anecdotes, jokes, sports and similar topics will prove interesting and motivating for the learners.

Learning by doing should be the focus of teaching speaking. The methodology should be based on controlled and free speaking practices.

One of the best ways of helping learners to activate their knowledge is to put them in "safe" situations in class where they are inspired and encouraged to try to speak a foreign language. Teachers should try to create such activities in which learners feel less worried about speaking and less under pressure. To satisfy students' expectations, teachers should be supplied with sufficient amount of authentic materials, such as newspapers and magazines. The speaking tasks could be based on describing the photos to each other and guessing the place in the world where the action has happened. [8] Connection between the picture and reality makes it even more tempting for students to express their points of view to a particular event.

## **IV. Conclusion**

For most people, the ability to speak a foreign language is synonymous with knowing that language because speech is for them the basic means of human communication. English learners no longer expect the traditional approach of their teachers based on developing mainly the grammatical competence and using methodology popular in the past. Today, teachers are expected to provide their students with useful active knowledge of the foreign language, not just theory about the language. The area I focused on, were communicative activities and their categorization: interview activities, discussions, role plays, simulations and guessing games. I characterized them and evaluated the interaction they offer to prepare students for real-life language use.

By means of this thesis I realized how important it is for the teacher to have a great amount of information concerning teaching speaking to be able to provide the students with efficient conversational lessons. The methodology literature I was reading through enabled me to have a look at a speaking skill from a different point of view and think about this issue more deeply. [9] All the theoretical information I gained from this literature was used in the practical part of my thesis. Based on that, I reached several findings.

The theme of the article covers only one aspect of the language learning in English by the way teaching speaking, however we have taken a broader look when preparing the materials for the article. For this paper, as a researcher we used PPP, group works and pictures as a teaching strategy.

The present study confirmed that the teachers working in ESP settings felt that their concerns, questions, and English teaching issues pertaining to ESP contexts are not sufficiently addressed in the existing literature. The participants of this study highlighted their disadvantages of teaching English

as a foreign language. Hence, more attention should be paid to research which primarily deals with the special features of English learning and teaching in ESP situations.

As the present study was carried out, it became evident that there were many relevant questions that remained unanswered, which could potentially serve as research questions for related studies. Some of these questions are listed below as recommendations for further research:

1. What are the characteristics and learning styles of students learning English and English teaching in Uzbekistan? Gaining better knowledge on these aspects can help to develop English teaching methods which will better address the unique issues in ESP classrooms and thus can more readily fit into the ESP teaching.
2. What are students' perceptions of communicative and non-communicative activities in ESP classrooms? The answer to this question can offer important information for teachers and pedagogues, and help them better understand the needs and interests of learners so that they can make informed decisions in implementing a communicative approach in their classrooms.
3. How can our ESP teachers balance grammar instruction and communicative competence in their language classrooms? The answer to this question is crucial to provide more direct assistance to classroom English teachers since ESP teachers feel and believe that grammar instruction is necessary for Uzbek teachers. Yet, they are not well informed as how to balance grammar teaching with that of communicative abilities.
4. What are the possible alternatives for written examinations as a selection and placement mechanism? How can the current grammar-based English examinations be modified so that they will better test the communicative skills of English learners? Answers to these questions are worthwhile since English teaching is led by grammar-based examinations in Uzbekistan, and thus ESP teaching has been focusing too much on grammar instruction and neglecting the development of learners' communicative competence. [10]

The material of this article is believed to be useful and applicable at the lessons of Practical English, culture and speech practice in both universities and advanced English classes and schools. This article can help to create the teaching aids, handouts, etc. Teachers and students are welcome to use the results of this article for further investigation and practical work.

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