

MODERN TECHNOLOGIES AND WAYS IN TEACHING SPEAKING

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Annotation: in this article describes some techniques and approaches in teaching speaking in order to motivate and encourage students to learn to communicate with each other freely, such as analyze Interactive methods are also widely used in teaching English.

Teaching English as a foreign language requires different approaches and methods. Under a method we understand a set of procedures and a collection of techniques used in a systematic way which will result in efficient learning. In a teaching-learning process method may be considered as a structural-functional component of Teacher-Learner Activity. A *technique* is the narrowest term, meaning one single procedure. A *method* is a way which consists of a number of techniques, probably arranged in a specific order. Each approach or each method has something to offer. Teachers use a selection of techniques, not a single method. There is no single acceptable way to go about teaching today [1.21].

The emphasis is placed on using the target language to accomplish a function such as complaining, advising or asking for information. Attention is also paid to the social context in which this function takes place. One of the founders of the Communicative Method in teaching English Christopher Brumfit emphasized that “*The basic question is if the teacher will be able to teach students communicating in the foreign language out of the classroom*”[2. 17].

Interactive Methods of teaching English are the effective methods which became popular nowadays. The teacher and students are equal partners in the studying process and all the students are involved in this process. One of the requirements of these methods is to create a comfortable atmosphere for the students, which will help to see their abilities, mental and intellectual, and their success and it makes the process of teaching more productive.

In teaching speaking various techniques may be widely used: role play, dialogues, improvisations, readings, compositions, small-group discussions, debates, motion pictures, songs, poetry, group projects, field trips, games and others. We study some of them in our article. We’ve chosen the most popular and widely used techniques which are more effective for teaching conversation.

A *short conversation* between two people presented as a language model – the

dialogue – often receives top billing in the manipulative phase of language learning. Students spend much time repeating dialogues for pronunciation and memorization practice or for grammar drills on selected lines. But when we come to the dialogue in the communicative phase of language teaching, or specifically, to its role in directed conversation sessions, its glamour seems to wane, and it is quickly retired. The experience of working with dialogues for many years shows that there are several ways to turn dialogues into stepping stones to free communication. The procedures that follow have been tested by experience and can help the student help the students develop fluency in English.

The technique known as “*improvisation*” was borrowed from the field drama. The improvisation is a dramatic hypothetical situation in which two speakers interact without any special preparation. Drama students learn how to polish their acting abilities in improvisations. English students working with improvisations use the language in an inventive and entertaining form.

Working with improvisations, the following sequence is suggested:

1) Explain the general idea of improvisations to the class; 2) Ask each student to write in English three situations which can be used for improvisations. The student should write each situation on a separate slip of paper. Be sure that the student creates a situation involving two speakers only. The student should simply describe the situation - not write the conversation that would ensue; 3) collect the slips of paper. After class read over the situations and correct the English where necessary. Choose the situations which are the most suitable. Although the students may want to have time to prepare for the improvisation, the teacher should explain the benefits of working out the conversation in a spontaneous manner in front of the class, with no rehearsal or fixed dialogue line. Through frequent use of improvisations, students will soon be able to create more meaningful, natural conversation in English. This device is also excellent in helping students get over their shyness in speaking a foreign language, besides providing rewarding communication activity for speakers and onlookers alike.[3..202]

Role plays. Dialogues and improvisations are the forms of role-playing, which is an engaging device to stimulate students to use their newly acquired English. Several people can interact in a role-playing situation. Plays are especially popular activities in conversation clubs where the group has sufficient time to devote to the study, practice and staging of a play. Plays require too much time to work with conveniently in just one class hour.

Many teachers would like to use role-playing exercises such as the one above but are afraid to try. Sometimes students think role-playing is too childish or embarrassing. Sometimes it is difficult to convince students that role-playing in the language classes is beneficial and entertaining. Role-playing helps overcome the inhibitions of self-

consciousness which are underlying obstacles in conversation practice. Through impersonation, the student temporarily divests himself of the responsibility for personal mistakes. As the student improves his ability to converse in English, s/he gradually acquires almost a new personality. Thus, role-playing and language learning may be very intimately connected, and role-playing exercises should be given the importance they deserve.

Small group discussions. If there are more than three students it's convenient to schedule small-group discussions from time to time. This is an excellent way to give students opportunities to speak English, especially if the class is a large one. Discussion techniques for use in small groups or "*buzz groups*" are outlined as follows:

1. Divide the class into small groups of 3 to 6 people each. Give each group a different discussion topic that will necessitate outlining of several important points. Have one student in each group, write down these points as they emerge from discussion by group members.

2. Allow the groups to discuss their respective topics for at least 10 minutes. When group members have finished their discussion, they should elect a spokesman who will report on the groups' collective thoughts to the entire class.

3. Call on the spokesman of one of the groups. After he gives a short presentation, class members should question him or anyone else in his group on viewpoints expressed.

4. Follow the same procedure with the remaining groups until all groups have given their presentation.

The teacher may give each group a different topic and may sometimes substitute a very short reading selection on a topic of general interest. After group members have read the selection, they can list the main ideas and discuss why they agree or disagree with the view point expressed in the selection. A spokesman can then address the entire class by summarizing the selection and describing the group's reaction to it.

Story-telling. This is a game that calls on the imaginative talents of each class member in composing a portion of an entertaining story. You will begin the story with the phrase "Once upon a time there was..." and complete the sentence any way you wish. Then you can have a class member supply the second sentence to the story – a line that is logical addition to the first one. Call on someone else to give the third line, etc. until everyone has had a chance to contribute to the story.

Debates are recommended for the advanced – level students. In order for debates to be successful, it's necessary to make modifications in traditional debate format. Students learning English will speak more fluently during a debate if they can represent their true feelings on an issue.

Here are some suggestions for achieving success in debates:

1. *Describe the debate topic.* Ask which students would like to be "**pros**" (**for**)

and which “cons” (against).

2. *Select one equal number of students to speak* on each of the two debate “teams”.

3. *Allow the students sufficient time* to prepare their arguments. They can speak from notes but they should not read their presentation.

4. *Have the two teams* sit in front of the class so that everyone can see them.

5. *Appoint one member* on each team as the “captain”. The captain will give his presentation first and summarize the team’s views at the end.

6. *Set a three-minute time limit* for each presentation. Alternate a presentation by a Team I member with one by a Team II member.

7. *After everyone has given* his presentation and the captains have summed up team views class members in the audience can question people on either team.

8. *End the debate* when the subject is exhausted or if the students get involved in heated argument. Generally speaking it is best not to have the audience vote on which team they found most impressive since this might touch on speakers’ sensitivity. As Mary Finocchiaro points out in her book “*Teaching English as a second language*”, a trip can be a source of conversation practice even before it begins [4. 105].

The teacher can discuss with his students where they would like to read newspapers or watch TV news. He can also plan with his group the expenditures for fare, meals, and admission fees; the time for departure and arrival, meeting places, the route to be taken.

The teacher might arrange in advance for one team to read newspaper, another team to watch TV news, and another to surf Internet for getting more information. One member of the team should ask the appropriate person questions about the activities which s/he is doing, while the other member takes notes on the questions and answers. At some later date the team reports on their trip to the conversation group as a whole.

True and False. For this lively game you should set two chairs close to each other in front of the class and label on chair “True” and the other chair “False”. Then divide the students into two teams of equal size and have members stand one behind the other on opposite sides of the room. Explain that you are going to make a statement which may or may not be true, such as “John is absent today”, “It was cloudy this morning” (when it’s sunny) or “Mary is wearing a red dress” (when she is wearing a blue one). As soon as you have completed the statement, a member of Team I and member of Team II standing at the head of their team lines should quickly decide if the statement is true or false and run to the appropriate chair. The first person who sits down squarely on the right chair scores a point for his team. The game continues in this fashion until everyone has had a chance to play or until the team limit, agreed upon in advance, has been reached.

There are different techniques for teaching speaking. It’s necessary to distinguish some techniques and devices which may be used for elementary, intermediate and

advanced learners according to their level. There is a variety of activities which may be used at the English lessons in teaching speaking. They are the following: distributing pictures to the learners and putting them in order according to the story; giving out the text of the story (cut up into separate slips); putting them in order; to introduce a chain-story technique; creating stories; a fluency-oriented activity “Keep talking”; working in pairs in the discussion of topics; sharing ideas with the whole group; making up a list of characteristics of a good speaking activity.[5. 54]

Debates are recommended for the advanced – level students. Students learning English speak more fluently during a debate if they can represent their true feeling on an issue. There are some suggestions for achieving success in debates. Field trips afford excellent practice in English.

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