

**МИНИСТЕРСТВО ВЫСШЕГО И СРЕДНЕГО  
СПЕЦИАЛЬНОГО ОБРАЗОВАНИЯ РЕСПУБЛИКИ  
УЗБЕКИСТАН**

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# **QUALIFICATION PAPER**

on the theme: **THE USE OF INTERACTIVE METHODS OF TEACHING  
LISTENING AND SPEAKING**

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## Introduction

On December 10, 2012 The first President of the Republic of Uzbekistan Islam Karimov signed a decree “On measures to further improve foreign language learning system”. Analysis of the current system of organizing language learning shows that learning standards, curricula and textbooks do not fully meet the current requirements, particularly in the use of advanced information and media technologies. Education is mainly conducted in traditional methods. Further development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required [1].

The State Educational Standards of Continuous Education of Uzbekistan (2013) definitely point out linguistic knowledge, language skills, learning strategies emotion and attitude all have a great effect on students’ learning. Of them, emotion and attitude includes interest, motivation, confidence, perseverance and cooperative spirit, all of which affect learning process and effects.

Teaching is the main part of education. Each teacher has a special way of teaching, his style of teaching, his way of expressing thoughts, facts, et.

Therefore certain skills must be acquired by practice, and details of teaching must be carefully and thoroughly learnt.

As non –native speakers we English Foreign Language teachers, have additional problems not only with choosing the methods and approaches but with adequacy of our English as well.

That is why, to be able to contribute to the teaching technology and to become innovators ourselves, we should keep an eye open for new trends, which have been developing abroad.

On other hand, being the non-native speaking teachers as practitioners and learners of English, we are in the best position to see how well new techniques and materials of the advanced world experience work in practice.

The present attitude to language teaching in the world is one of restlessness and continuous movement.

Because of the constant search for new directions in ELT, at the diversity found in this field today, the teacher of English owes it to his profession to keep abreast of the development reading the latest articles, books and Internet library, that come out all over the world.

Our qualification paper consists of the introduction, 2 chapters, conclusion, bibliography.

Nowadays, methods of Teaching English as a foreign language are in the focus of attention of many English teachers, linguists and language learners. Learning English is the demand of time, especially now, when the English became the most popular and sought-after language of international Communication.

**The actuality of the work Interactive** methods give many opportunities to use theory on practice, to motivate students, to adopt competitive elements to teaching process. It helps teachers:

1. to evaluate students;
2. to percept teaching material;
3. to develop analytical thinking;
4. to form communicative skills.
5. to make up situations for sharing ideas;
6. to form a good psychological microclimate in class.

Interaction is an important word for language teachers. In the era of communicative language teaching, interaction is, in fact, the heart of communication; it is what communication is all about. We send messages, we receive them, we interpret them in a context, we negotiate meanings, and we collaborate to accomplish certain purposes. And after several decades of research on teaching and learning languages, we have discovered that the best way to learn to interact is through interaction itself.

It is widely learnt in many countries throughout the world and in our republic as well. English is largely treated as an academic subject in the high educational and school system. The independence of the Republic opened the way to the world arena.

Uzbekistan has lost contacts in science, culture, economics with many countries and demands effective English teaching and this demand has increased immensely.

The National Programmed for Specialists Training and Education put before the English teachers many significant questions to solve: What methods and techniques are effective? How to teach English many people of different specialist for a short period of time? What language skills are more important to teach?

Prominent specialists are involved in preparing new textbooks in English for schools, colleges and high educational institutions. The State Standards in Teaching English demand new approaches, and use of new pedagogical technologies in teaching English

English teachers have problems not only with choosing the methods and approaches but with adequacy of their English as well.

That's way, to contribute to the teaching technology and to become innovators themselves, they should keep an eye open new trends which have been developing in their country and abroad.

The present mood in language teaching in the world is one of the restlessness and continuous movements, because of the constant search for new directories in English language Teaching and diversity found in this field today.

An English Teacher should keep abreast of the development, reading the latest articles and books that come out all over the world.

**Qualification paper** is devoted to the description and analysis of interactive methods in teaching such language skills as listening and speaking.

**Chapter I, II** are devoted to the question of teaching listening: the role of listening in language learning, resources and techniques for teaching listening comprehension. Listening comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase or a sentences.

**Practical significance of the work** is in the following: its results and practical suggestion and ideas can be used by all English teachers, students and everybody who is interested in learning and teaching English

Much illustrated material in the work, sample exercises and texts may be widely used at the practical English lessons at the secondary schools, colleges, academic lyceums, at the lectures and seminars in such disciplines as “Pedagogical Technologies”, “Modern technologies in teaching English” at the higher educational establishments.

The list of literature comprises both overseas and home publications: works of the famous scholars Rogova G.V., Rackhmanova I.V., Fries C, Foster D.P., Palmer H. and others. We also used Internet materials.

## **Chapter I. Methods of teaching English**

### **1.1.The use of interactive methods of teaching listening and speaking**

The search of various effective methods in teaching English is one of the actual problems for many linguists and methodologists in our country and abroad. English is regarded as one of the important academic subjects in the school and high educational systems. The demand for effective language teaching is increasing immensely.

The National Programme for Specialist Training and Education, the Decree of the first President of Uzbekistan adopted on December 10, 2012 put before the English teachers a lot of actual problems: what methods help to achieve better results and teach all language skills, what method is the most effective in teaching speaking in English, what are the advantages of interactive methods and others.

Four language skills are regarded as separate items, but they are closely connected and interacted. Speaking is one of the main language skills together with other language skills as reading, writing and listening. It is impossible to teach speaking and conversation without communication. Communicative Approach views language as a complex network of habits, which can be built up step by step, as an aggregate of skills which do not separate out into four neat segments. I.L.Bim emphasizes that “The basis lies in the process of communication in a foreign language” [5; p.104].

Conversation practice is probably the most reliable route to real communication. Most students are eager to converse in the new language, and conversation practice therefore assumes primarily importance in their learning experience.

Teachers of English still face a situation described by Julia Dobson: “Language teachers lead their students down the road of pattern practice, only to find themselves confronted by a great chasm at the end. On the other side lies real communication, but the group is stranded on the other side of drills because the teacher sees no strong bridge across” [27; p.61].

It is as if students are given the tools but not the chance to use them. The biggest problem for the teacher is to bridge the gap between the artificial use of language drilling and genuine use outside the classroom [20; p. 47]. One of the main tasks in teaching speaking is to help students move from pseudo-communication, in which their use of English is fictitiously concocted and predictable, to communication where they express their personal ideas and needs in the context of reality. Teaching speaking is the most difficult part in language learning process and it can take many different forms.

Before teaching the conversation practice, students must be familiar with some grammar patterns and vocabulary words- how these are pronounced and how they are combined to form meaningful utterances. If students have learned the basic patterns of English in a formal classroom context, these were taught through one of two major methods or a combination of both: the audio-lingual approach (sometimes called the aural-oral method), and cognitive-code learning.

There are, of course, other language teaching methods in use today. The Audio-Lingual Approach is based on the premise that learning a new language means learning a new system of habits. It is an outgrowth of behaviorism, a school of psychology which proposes that all learning is a process of conditioning – a process based on stimulus – response – reinforcement – and structural linguistics; a school which looks upon language as a structured system of sounds learned through stimulus – response – reinforcement.

The Cognitive - Code learning is in some respects a modern version of the classic Grammar-translation method. It is gaining favor as more language teachers become familiar with transformational (generative) grammar theory. Language learning is more than a matter of habit formation, it is a creative process, and therefore students should be given the opportunity to be as mentally active as possible in all assigned work. The students' creative involvement in the learning process is viewed as more important than the avoiding of errors. Thus, teaching conversation requires different approaches and methods.

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 [16; p. 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*”[17].

**Interaction** is the collaborative exchange of thoughts, feelings, or ideas between two or more learners, resulting in a reciprocal effect on each other.

Theories of communicative competence emphasize the importance of interaction. Thus, the communicative purpose of language compels us to create opportunities for genuine interaction in the classroom. An interactive methods or techniques will provide for such negotiation.

Interactive methods of teaching are the methodological innovations in educational system. The word “interactive” is an English word, “inter” is **взаимный** and “act” means **действовать**. **Interactive classes will most likely be found:**

- doing a significant amount of pair work and group work;
- receiving authentic language input in real-world contexts;
- producing language for genuine, meaningful communication;
- performing classroom tasks that prepare them for actual language use "out there";

- practicing oral communication through the give and take and spontaneity of
- actual conversations;
- writing to and for real audiences, not contrived ones.

The theoretical foundations of interactive learning lie in what Michael Long (1985, 1996) described as the **interaction hypothesis** of second language acquisition. Going beyond Stephen Krashen's (1985,1997) concept of comprehensible input, Long and others have pointed out the importance of input and output in the development of language. As learners interact with each other through oral and written discourse, their communicative abilities are enhanced.

On the base of interactive methods students develop their critical thinking, solve different problems, express their opinions, to take decisions, take part in discussions, debates, communicate with other people. That's why teachers organize individual work, pair work and group work, at the lessons they use different kinds of creative works as project work, role plays and etc.

In teaching English we should use such kinds of interactive methods or effective techniques as:

1. Brainstorming
2. Cluster
3. Mind mapping
4. Letter writing
5. Jigsaw reading
6. Insert

Let's describe some of them:

### **BRAINSTORMING**

In language teaching it is a group of activities in which learners have a free and relatively unstructured discussion on an assigned topic as a way of generating ideas. Brainstorming often serves as preparation for another activity.

In teaching writing it is a form of prewriting in which a student or group of students write down as many thoughts as possible on a topic without paying attention to organization, sentence structure or spelling. Brainstorming serves to gather ideas, viewpoints, or ideas related to a writing topic and is said to help the writer produce ideas.

## Brainstorming

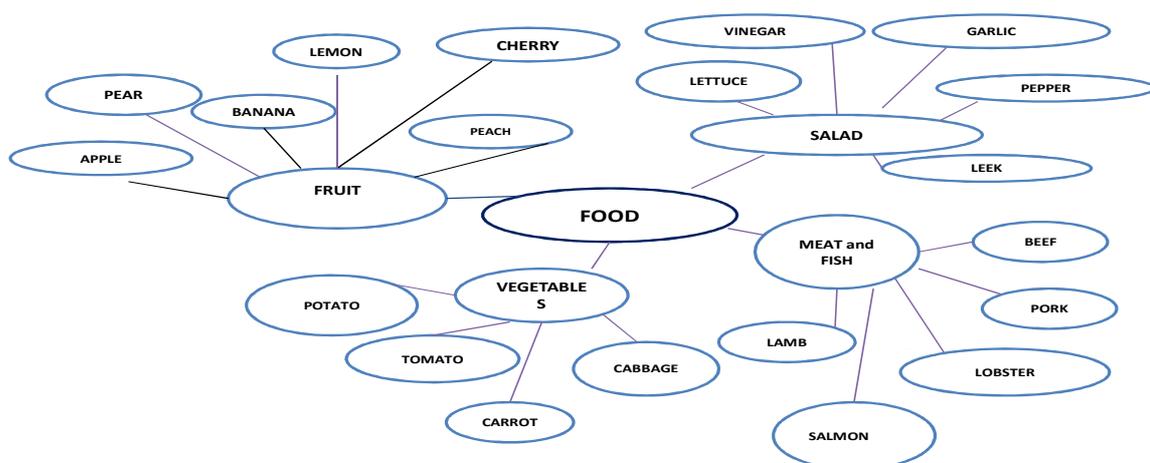


**WHAT? WHERE? WHEN?**

- **The rules for brainstorming**  
We should listen each opinion, each idea of a pupil.
- **The stages of brainstorming**
  - (1) Raising a problem
  - (2) Generation of ideas.
  - (3) Grouping of ideas.

### Cluster

**Cluster** (cluster — скопление) — gathering of ideas which have definite features or qualities. It is a pedagogical method which develops variation of thoughts, ability of establishing different relations in learning process, helps learners to think freely on the given topic.





The following assignments may be suggested:

- Write a letter to your friend who lives in another town.
- Write a letter to your parents when you are away from home.
- Write a letter to your pen-friend.
- Write a letter of invitation to your own birthday party.
- Write a reply.
- Write a letter to your dean in which you request permission to take your final examinations several days before the scheduled period. Give your reason clearly and convincingly.
- Write a letter of congratulation to a friend who has just got married.

But a letter is also governed by certain other laws, or conventions of usage, which the letter writer cannot ignore. These are the parts of letter: the heading, the inside address, the salutation (greeting), the body, the complimentary close and the signature. For each of these parts usage has prescribed certain set forms depending on different types of letters – personal or business letters, informal or formal social notes.

Thus, interactive methods and didactic games are the main part of English lessons. They develop pupils' communicative abilities and skills, help to establish emotional contacts between pupils and to relax, to provide educational tasks and etc. And we future teachers should learn and use all these effective methods which provide qualitative process of mastering knowledge.

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 work. 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.

*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 as 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 [22; p.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.

## **1.2.Teaching listening**

We came across variety of notions and meanings to the term “method”. At different periods, depending on the aim of the teaching a foreign language, new methods sprang up.

In each case the method received certain name denoted logical categories, for example: the synthetic method, the analytical method, the deductive method, the inductive methods. [1. 56]

Sometimes the methods named after the aspect of the language upon which attention was focused as in the case of the grammar method, the lexical method, and the phonetic method.

A third methods received their names from the skills which was the main object of teaching among these are the translation method, the oral method (oral language).

Sometimes the method got its names occur: the intuitive method, the conscious method, the direct method.

**In this chapter we will investigate**

The teaching of various aspects of the language, namely, phonetics (pronunciation), vocabulary, and grammar. The knowledge of each of the aspects is of great importance to learners. However, when we say a person knows the language we first of all mean he understands the language spoken and can speak it himself.

Language came into life as a means of communication. It exists and is alive only through speech. When we speak about teaching a foreign language, we first of all have in mind teaching it as. a means of communication.

Speech is a bilateral process. It includes hearing, on the one hand, and speaking, on the other. When .we say "hearing" we mean listening or listening and comprehension.Speaking exists in two forms: dialogue and monologue.

We may represent it as follows:

Oral language, hearing, Speaking, dialogue, monologue

Auding or listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit.

Pupils can easily and naturally do this in their own language and they cannot do this in a foreign language when they start learning the language.

Pupils are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding.

Grammatical difficulties are mostly connected with the analytic structure of the English language, and with the extensive use of infinitive and participle constructions. Besides, English is rich in grammatical homonyms, for example: *to work* — *work*; *to answer* — *answer*; *-ed* as the suffix of the Past Indefinite and the Past Participle.

This is difficult for pupils when they aud.

2. The content of the material also influences comprehension. The following factors should be taken into consideration when selecting the material for auding:

The topic of communication: whether it is within the ability of the pupils to understand, and what difficulties pupils will come across (proper names, geographical names, terminology, etc). [ 7. 45]

The type of communication: whether it is a description or a narration. Description as a type of communication is less emotional' and interesting, that is why it is difficult for the teacher to arouse pupils' interest in auding such a text. Narration is more interesting for auding. Consequently, this type of communication should be used for listening comprehension.

The context and pupils' readiness (intellectual and situational) to understand it. The way the narrative progresses: whether the passage is taken from the beginning of a story, the nucleus of the story, the progress of the action or, finally, the end of the story.

The title of the story may be helpful in comprehending the main idea of the text. The simpler the narrative progresses, the better it is for developing pupils' skills in ausing.

The form of communication: whether the text is a dialogue or a monologue. **Monologic speech** is easier for the learners, therefore, it is preferable for developing pupils' ability to aud.

3. Conditions of presenting the material are of great importance for teaching ausing, namely:

The speed of the speech the pupil is ausing. The hearer cannot change the speed of the speaker.

There are different points of view on the problem of the speed of speech in teaching ausing a foreign language.

The most convincing is the approach suggested by **N. V. Elukhina**: She believes that in teaching ausing the tempo should be slower than the normal speed of authentic speech.

However this slowness is not gained at the expense of the time required for producing words (that might result in violating the intonation pattern of an utterance), but of the time required for pauses which are so necessary for a pupil to grasp the information of each portion between the pauses.

Gradually the teacher shortens the pauses and the tempo of speech becomes normal or approximately normal, which is about 150 words per minute.

According to the investigation carried out by **L. Tzesarsky** the average speed for teaching ausing should be 120 words per minute; the slow speed — 90 words per minute. [ 9. 67]

The number of times of presenting the material for ausing: whether the pupils should listen to the text once, twice, three times or more. Pupils should be taught to listen to the text once and this must become a habit.

However they sometimes can grasp only 50% of the information .and even less, so, a second presentation may be helpful.

In case the pupils cannot, grasp most of the information, practice proves that manifold repetitions when hearing do not help much.

It is necessary to help pupils in comprehension by using a "**feed back**" established through a dialogue between the teacher and the class which takes as much time as it is required for the repetitive presentation of the material.

**The presence or the absence of the speaker.** The most favourable condition is when pupils can see the speaker as is the case when the teacher speaks to them in a foreign language.

The most unfavourable condition for auding is listening and comprehending a dialogue, when pupils cannot see the speakers and do not take part in the conversation.

Visual "**props**" which may be of two kinds, objects and motions. Pupils find it difficult to aud without visual props. The eye should help the ear to grasp a text when dealing with beginners.

The voice of the speaker also influences pupils' comprehension. Pupils who get used to the teacher's voice can easily understand him, but they cannot understand other people speaking the same language.

Consequently, in teaching listening comprehension the teacher should bear in mind all the difficulties pupils encounter when auding in a foreign language.

Speaking a foreign language is the most difficult part in language learning because pupils need ample practice in speaking to be able to say a few words of their own in connection with a situation.

This work is time-consuming and pupils rarely feel any real necessity to make themselves understood during the whole period of learning a new language in school.

The stimuli the teacher can use are often feeble and artificial. The pupil repeats the sentence he hears, Incompletes sentences that are in the book, he constructs sentences on the pattern of a given one.

These mechanical drill exercises are, of course, necessary; however, when they go on year after year without any other real language practice they are deadening.

There must be occasions when the pupils feel the necessity, to inform someone of something, to explain something, and to prove something to someone. This is a psychological factor which must be taken into account when teaching pupils to speak a foreign language.

Another factor of no less importance is a psycho-linguistic one; the pupil needs words, phrases, sentence patterns, and grammatical forms and structures, stored up in his memory ready to be used for expressing any thought he wants to. In teaching speaking, therefore, the teacher should stimulate his pupils' speech by supplying them with the subject and by<sup>s</sup> teaching them the words and grammar they need to speak about the suggested topic or situation.

The teacher should lead his pupils to unprepared speaking through prepared speaking

The development of speaking follows the same pattern both in the mother tongue and in a foreign language from reception to reproduction as psychologists say, and from hearing to speaking if we express it in terms of methodology.

Since "language is not a substance, it is a process." (**N. Brooks**) and "language doesn't exist. It happens." (**P. Stevens**), we should know under what conditions "it happens". What are the psychological characteristics of oral language? They are as follows:

1. Speech must be motivated, i. e., the speaker expresses a desire to inform the hearer of something interesting, important, or to get information from him. Suppose one of the: pupils is talking to a friend of hers. Why is she talking? Because she wants to either tell her friend about something interesting, or get information from her about something important.

This is the case of inner motivation. But very often oral speech is motivated outwardly. For instance, the pupil's answers at an examination. [10. 89]

**Rule for the teacher:** In teaching a foreign language it is necessary to think over the motives which make pupils speak. They should have a necessity to speak and not only a desire to receive a good mark.

Ensure conditions in which a pupil will have a desire to say something in the foreign language, to express his thoughts, his feelings, and not to reproduce someone else's as is often the case when he learns the text by heart.

Remember that oral speech in the classroom should be always stimulated. Try to use those stimuli which can arouse a pupil's wish to respond in his own way.

2. Speech is always addressed to an interlocutor.

**Rule for the teacher:** Organize the teaching process in a way which allows your pupils to speak to someone, to their classmates in particular, i.e.,-when speaking a pupil should address the class, and not the teacher or the-ceiling, as is often the case.

When he retells a text which is no longer new to the class, nobody listens to him as the classmates are already familiar with it. This point, as one can see, is closely connected with the previous one.

The speaker will hold his audience when he says something new, something individual (personal). Try to supply pupils with assignments which require individual approach on their part.

3. Speech is 'always emotionally coloured for a speaker expresses his thoughts, his feelings, his attitude to what he says.

**Rule for the teacher:** Teach pupils how to use into-national means to express their attitude, their feelings about what they say. That can be done by giving such tasks as: *reason why you like the story; prove something; give your opinion, on the episode, or on the problem concerned, etc,*

4. Speech is always situational for it takes place in a certain situation.

**Rule for the teacher:** While teaching speaking real and close-to-real situations should be created to stimulate pupils' speech. Think of the situations you can use in class to make pupils' speech situational. Remember the better you know the class the easier it is for you to create situations for pupils to speak about.

These are the four psychological factors which are to be taken into account when teaching speech.

In teaching oral, language the teacher has to cope with two tasks. They are: to teach his pupils to understand the foreign, language spoken and to teach them to speak the language.

To fulfill the task the teacher must train his pupils- in listening comprehension beginning with the first lesson and throughout the whole period of instruction. These are the techniques the teacher uses for the purpose:

1. ***The teacher uses the foreign language:***

- (a) when giving the class instructions;
- (b) when presenting new language material (words, sentence patterns);
- (c) when checking pupils' comprehension;
- (d) when consolidating' the material presented;
- (e) when checking pupils' assimilation of the language material covered.

These are the cases when the target language is used as a means of communication and a means of teaching.

There is a great deal of ausing in all the points of the lesson.

This raises the problem of the teacher's speech during the lesson. It should be correct, sufficiently loud, clear, and expressive.

But many of the teachers are too talkative. We can hear them speaking most of the time. Moreover, some teachers speak a great deal in Russian.

Conducting a lesson in a foreign language gives the teacher an opportunity to develop pupils' abilities in hearing; to train them in listening to him attentively during the lesson; to demonstrate the language as a means of communication; to provide favourable conditions for the assimilation of the language; to perfect his own speaking skills; to keep his own speech under control, i. e., to keep himself from undue talkativeness. [ 12. 78]

2. ***The teacher uses drill and speech exercises*** for developing listening comprehension.

We can group drill exercises into exercises designed for overcoming linguistic difficulties, and exercises which can eliminate psychological difficulties.

The first group of drill exercises includes:

(a) **phonetic exercises** which will help the teacher to develop his pupils' ear for English sounds:

— Listen to the following words and raise your hands when you hear the words with [æ]. (The teacher says: *desk, pen, ten, bag*, etc.)

— Listen to the following pairs of words and say in what sound they differ: *pen — pin; bed — bad; eyes — ice; white — wide*.

(b) **lexical exercises** which will help the teacher to develop pupils' skills in recognizing words:

— Listen to the words and recognize the word *boy* among other words: *a baby, a toy, a boat, a boy, a girl*.

— Listen to the following words and raise your hands when you hear the words referring to plants: *street, tree, grass, class, flower, tower*.

— Listen to the following sentences and say whether the word *country* has the same meaning in both sentences:

I usually spent my holidays in the country. Tashkent is a large city.

(c) **grammar exercises** which help the teacher to develop pupils' skills in recognizing grammar forms and structures:

— Listen to the following words, and raise your hands when you hear words in plural: *desk, tables, book, box, pens, books, boxes*, etc.

-Listen to the following sentences and say in which one the word *help* is used as a noun. *He can help you. I need his help*.

The second group of drill exercises includes:

(a) exercises which help the teacher to develop his pupils' auditory memory:

— Listen to the following words and try to memorize them. (The teacher pronounces a number of words pointing to the object each denotes: *a carrot, a potato, a cucumber, a tomato*. Afterwards pupils are told to point to the object the teacher names.)

— Listen to the phrases and repeat them. The teacher says: *on the table, in the box, near the blackboard.*

— Listen to the sentences and repeat them. (The teacher says: *I like tea. Ann doesn't like tea. She likes milk.*)

— Listen to the sentences and repeat them in the same sequence. (The teacher says: *In the evening we have tea. I like it very much.* The teacher may increase the number of sentences for pupils to memorize.)

(b) exercises which are designed for developing pupils' attention:

— Listen to the following text: *I have a sister. Her name is Ann. Mike has no sister. He has a brother.*

Now say what is the name of Mike's sister.

— Listen to the text. (The text follows.) Now say which sentence was omitted (added) when you listened to it a second time.

(c) exercises which develop pupils' visual imagination:

— Listen to the following definition and give it a name: *We write with it on the blackboard: We take it when it rains.*

— Listen and say which season it is: *It is cold. It often snows. Children can skate and ski.*

(d) exercises which help the teacher to develop his pupils' logical thinking:

— Listen to the sentences and say whether they are logically arranged: *Her name is Mary. This is a girl. [ 14. 80]*

Drill exercises are quite indispensable to developing pupils' skills in listening comprehension.

Speech exercises are designed for developing pupils' skills in ausing. Several groups of exercises may be suggested:

1. Exercises which teach pupils to understand texts different in content, form, and type. Pupils are asked to listen to a description or a narration; the text may be a dialogue, it may deal with the life of people whose language the pupils study, or with the pupils' environment.

— Listen to the story. Your task is to define its main idea. You should choose one among those suggested by the teacher.

— Listen to the story. Your task is to grasp as much information as you can. While auditing try to put down key words and sentences; they will help you to convey the context of the story.

2. Exercises which develop pupils' skills to understand a text under different conditions:

Sound producing aids should be extensively used for developing pupils' auditing, as pupils are supposed to understand not only their teacher's speech, but other people speaking the target language, including native speakers.

Besides, sound producing aids allow the teacher to supply pupils with recorded speech different in speed and voice.

Before pupils are invited to listen to the text the teacher should ensure that all the words and grammar are familiar to the pupils otherwise language difficulties will prevent them from understanding the story.

Thus, if there are some unfamiliar words, the teacher introduces them beforehand; he either puts them down on the blackboard with the mother tongue equivalents in the sequence they appear in the text, or he asks pupils to pronounce the words written on the blackboard if he plans a talk on the text afterwards, and pupils are to use these words in their speech.

Then the teacher should direct his pupils' attention to what they are going to listen to.

This is of great importance for experiments prove that if your aim is that your pupils should keep on talking on the text they have heard it stimulates their thinking and facilitates their comprehension of the text.

The following tasks may be suggested to draw pupils attention to what they are auditing:

— Listen and try to grasp the main idea of the story. You will be asked questions later on.

— Listen and try to grasp the details. You will have to name them.

- Listen and make a plan of the story.
- Listen to the story and try to finish it (think of the end of the story).
- Listen to the story. You will ask questions on it afterwards.
- Listen to the text. You will retell it afterwards.
- Listen to the story. We shall have a discussion on it. Etc.

When pupils are ready to listen, the text can be read to them. If it is the teacher who reads or tells the story, he can help pupils to comprehend the text with gestures. If the text is recorded, a picture or pictures can facilitate comprehension. The pupils listen to the text once as is usually the case in real communication. Then the teacher checks their comprehension.

If they have not understood it, they are told to listen to the text again.

The teacher can use a dialogue to help pupils to understand the text after they have listened to the story for the first time, i. e., he may ask questions, make statements on the text for pupils to agree or reject them.

Checking pupils' comprehension may be done in many ways depending on the stage of instruction, pupils' progress in the language, and other factors.

In any case, however, it is necessary to proceed in order of complexity from mere recognition to reproduction. The procedure may be:

General question

Special question                      The teacher checks his pupils' comprehension only.

wrong statements

pupils' questions on the text

making a plan

telling the text according

to the plan (it may be done

in a chain-like way)

reciting the text

giving the gist of the text

written reproduction of the text

discussing the text

The teacher checks pupils' comprehension and develops their speaking skills on the basis of the text heard.

Skills in hearing must be built up gradually. The teacher begins with a story containing 3—4 sentences. He uses pictures, gestures to help pupils to understand it. Gradually he can take longer sections and faster speeds with less visual help and in more difficult language.

The teacher must bear in mind that careful grading in all these ways is of the utmost importance. Texts, stories to be read or recorded should be interesting and fairly easy.

Listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit.

Pupils can easily and naturally do this in their own language and they cannot do this in a foreign language when they start learning the language. Pupils are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear.

This results in misunderstanding or a complete failure of understanding.

When auditing a foreign language pupils should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the pupils can cope with the difficulties entailed.

The teacher should help them by making this work easier and more interesting. This is possible on condition that he will take into consideration the following three main factors which can ensure success in developing pupils' skills in auditing:

- (1) linguistic material for auditing;
- (2) the content of the material suggested for listening and comprehension;
- (3) conditions in which the material is presented.

1. Comprehension of the text by the ear can be ensured when the teacher uses the material which has already been assimilated by pupils.

However this does not completely eliminate the difficulties in auditing.

Pupils need practice in listening and comprehension in the target language to be able to overcome three kinds of difficulties: phonetic, lexical, and grammatical.

Phonetic difficulties appear because the phonic system of English and Russian differ greatly.

The hearer often interprets the sounds of a foreign language as if they were of his own language which usually results in misunderstanding. The following opposites present much trouble to beginners in learning English:

|       |         |       |        |         |
|-------|---------|-------|--------|---------|
| θ — s | tr — tʃ | ʌ — o | s — z  | ɑ: — o  |
| θ - f | dr — dʒ | ð — z | t — tʃ | o: — a: |
| w — v |         | ð — v | n — ŋ  | æ — e   |

Pupils also find it difficult to discriminate such opposites as: o: — o, ɑ — ʌ, i: — i, u: — u.

They can hardly differentiate the following words by ear: *worked* — *walked*; *first* — *fast* — *forced*; *lion* — *line*; *tired* — *tide*; *bought* — *boat* — *board*.

The difference in intonation often prevents pupils from comprehending a communication. For example, *Good morning* (when meeting); *Good morning* (at parting).

The teacher, therefore, should develop his pupils' ear for English sounds and intonation.

Lexical difficulties are closely connected with the phonetic ones. Pupils often misunderstand words because they hear them wrong. For example: *The horse is slipping. The horse is sleeping. They worked till night. They walked till night.*

The opposites are often misunderstood, for the learners often take one word for another. For example: *east* — *west take* — *put; ask answer*.

The most difficult words for auding are the verbs with postpositions, such as: *put on, put off, put down, take off, see off, go in for*, etc. [ 6. 65]

Grammatical difficulties are mostly connected with the analytic structure of the English language, and with the extensive use of infinitive and participle constructions.

Besides, English is rich in grammatical homonyms, for example: *to work* — *work*; *to answer* — *answer*; *-ed* as the suffix of the Past Indefinite and the Past Participle.

This is difficult for pupils when they aud.

2. The content of the material- also influences comprehension. The following factors should be taken into consideration when selecting the material for auding:

The topic of communication: whether it is within the ability of the pupils to understand, and what difficulties pupils will come across (proper names, geographical names, terminology, etc).

The type of communication: whether it is a description or a narration. Description as a type of communication is less emotional' and interesting, that is why it is difficult for the teacher to arouse pupils' interest in auding such a text. Narration is more interesting for auding.

Consequently, this type of communication should be used for listening comprehension.

The context and pupils' readiness (intellectual and situational) to understand it.

The number of times of presenting the material for auding: whether the pupils should listen to the text once, twice, three times or more.

Pupils should be taught to listen to the text once and this must become a habit. However they sometimes can grasp only 50% of the information and even less, so, a second presentation may be helpful.

In case the pupils cannot, grasp most of the information, practice proves that manifold repetitions when hearing do not help much.

It is necessary to help pupils in comprehension by using a "feed back" established through a dialogue between the teacher and the class which takes as such time as it is required for the repetitive presentation of the material.

The presence or the absence of the speaker. The most favourable condition is when pupils can see the speaker as is the case when the teacher speaks to them in a foreign language.

The most unfavourable condition for auding is listening and comprehending a dialogue, when pupils cannot see the speakers and do not take part in the conversation.

Visual "props" which may be of two kinds, objects and motions.

Pupils find it difficult to aud without visual props. The eye should help the ear to grasp a text when dealing with beginners.

The voice of the speaker also influences pupils' comprehension.

Pupils who get used to the teacher's voice can easily understand him, but they cannot understand other people speaking the same language.

Consequently, in teaching listening comprehension the teacher should bear in mind all the difficulties pupils encounter when auding in a foreign language.

### **1.3. The role of listening in learning English**

In the early stages of language such techniques as the Natural Approach and total Physical Response are widely used. In both these approaches, learners are allowed large blocks of time to listen before they are asked to speak.

Learner's brains are allowed to assimilate, store and process oral information with the learners hardly being aware of what is going on.

Both the Natural Approach and Total Physical Response focus on the importance of listening comprehension as the basis for language acquisition.

Both approaches believe that language is acquired, not learned. In other words, learners through an unconscious process which involves using the language for meaningful communication.

Listening plays a great role in teaching and learning English. It helps to master the language. Pupils have some common difficulties in auding.

There are three factors which can ensure success in developing listening skills;

- 1) linguistic material;
- 2) the content of the material for and comprehension;
- 3) the condition in which material presented

Comprehension of the text by the ear can be ensured when the teacher uses the material which has already been assimilated by pupils. However this does not completely eliminate the difficulties in auding.

Pupils need practice in listening and comprehension in target language to be able to overcome three kinds of difficulties: phonetic, lexical and grammatical.

Phonetic difficulties appear because the phonetic system of English and the native language differ greatly.

The listener often interests the sounds of a foreign language as if they were of his own language which usually results in misunderstanding.

They can hardly differentiate the following words by ear: worked-walked, first –fast-forced, lion-line, tired-tide, bought-boat-board [10, p 169]

The difference in intonation often prevents pupils from comprehension a communication. The teacher, therefore, should develop his pupils ear for English sounds and intonation.

Lexical difficulties are closely connected with the phonetic ones. Pupils often misunderstand words because they hear them wrong. For example'

1. The horse is slipping. The horse is sleeping.
2. They worked till night. They walked till night.

The opposite are often misunderstood, for the learners often take one word for another. For example; east-west, take –put, ask-answer.

The most difficult words for auding are the verbs with prepositions, such as: put on, put off, put down, take off, see off, go in for etc. [10. p170-171]

Grammatical difficulties are mostly connected with the analytic structure of the English language, and with the extensive use of Infinitive and Participle constructions.

Besides, English is very rich in grammatical homonyms, for example; to work-work, to answer- answer,-ed as the suffix of the Past simple and Past Participle.

This is difficult for pupils when they listen to the material. The content of the material also influences comprehension.

The following factors should be taken into consideration when selecting the material for listening; -the topic of communication; whether it is within the ability of the pupils to understand, and what difficulties pupils will come across (proper names, geographical names, terminology) etc.

The type of communication; whether it is a description or a narration.

Description as a type of communication is less emotional and interesting, that is why it is difficult for the teacher to arouse pupil's interest in auding.

This type of communication should be used for listening comprehension.

The way the narrative progress: whether the passage is taken from the beginning of a story "the nucleus of the story", the progress of the action or, finally, the end of the story.

The title of the story may be helpful in comprehending the main idea of the text. The simpler the narration progresses, the better it is for developing pupils skill in auding.

The form of communication; whether the text is a dialogue or a monologue.

Monologue speech is easier for the learners, therefore, it is preferable for developing pupils ability to listen.

Conditions of presenting the materials are of great importance for teaching listening.

The listener can not change the speed of the speaker.

There are different points of view on the problem of the speed of speech in teaching listening in English.

The most convincing is the approach suggested by N.V.Elukhina. She believes that in teaching listening the tempo should be slower than the normal speed of authentic speech.

But this slowness is not gained at the expenses of the time required for producing words, but of the time required for pauses which are so necessary for a pupil to grasp the information of each portion between the pauses.

Gradually the teacher shortens the pauses and the tempo of speech becomes normal or approximately normal, which is about 150 words per minute. [ 10, p 172]

As for the numbers of times presenting the material for listening, pupils should be taught to listen to the text once and this must become a habit.

It is necessary to help pupils in comprehension by using a ‘feed –back’ established through a dialogue between the teacher and the class [16, p 172]

The most favorable condition is when pupils can see the speaker as is the case when the teacher speaks to them in English.

The most unfavorable condition for auding is listening and comprehending a dialogue, when students can not see the speakers and do not take part in the conversation, visual ‘props’ may be of two kinds: objects and motions.

Students find it difficult to listen and comprehend without visual props. The eye should keep the ear to grasp a text.

The voice of the speaker also influences pupils comprehension.

Pupils who get used to the teacher's voice can easily understand him, but they can not understand other people speaking the same language.

In teaching listening comprehension the teacher should bear in mind all the difficulties pupils encounter when ausing in a foreign language.

The creation of a real natural circumstances and atmosphere is important for achieving good results.

## Chapter II. The theory and practice of the Modern English

### Language Lesson

#### 2.1. The role of speaking English

There are two forms of speaking: monologue and dialogue. Since each form has its peculiarities we should speak of teaching monologue and teaching dialogue separately.

In teaching monologue we can easily distinguish three stages according to the levels which constitute the ability to speak: (1) the statement level; (2) the utterance level; (3) the discourse level.

1. No speech is possible until pupils learn how to make up sentences in the foreign language and how to make statements. To develop pupils' skills in making statements the following procedure may be suggested:

Pupils are given sentence patterns to assimilate in connection with situations.

The sentence pattern is filled with different words. Thus pupils can express various thoughts. For example:

##### *I can see a ... .*

Pupil 1: I can see a blackboard.

Pupil 2: I can see a picture.

Pupil 3: I can see a map, etc.

##### *I am fond of ...*

Pupil 1: I am fond of music.

Pupil 2: I am fond of classical music.

Pupil 3: I am fond of pop music, etc.

##### *We are proud of ...*

Pupil 1: We are proud of our country.

Pupil 2: We are proud of our sportsmen.

Pupil 3: We are proud of our school, etc.

Pupils are invited to perform various drill exercises within the sentence patterns given:

- substitution: *I have a book (a pen);*
- extension: *I have an interesting, book,  
I have an interesting book at home;*
- transformation: *He has a book,  
He has no book;*
- completion: *If I have time I'll ... .*

Pattern practice, of course, makes no pretence of being communication. However, pattern practice for communication is what playing scales and arpeggios is to a musician. Each pattern will have to be repeated many times with a great variety of changes in its contents until the pattern becomes a habit.

Pupils make statements of their own in connection with the situations suggested by the teacher.

***Give it a name.***

Teacher: We write with it.

Pupil: It is a pencil (pen).

***Make statements on the picture.***

Teacher (silently points to the picture of a cat)

Pupil 1: This is a cat.

Pupil 2: This is a black cat.

***Say the opposite.***

Teacher: I live in Gorky Street.

Pupil: I do not live in Gorky Street.

Teacher (pointing to the boy): He likes to play hockey.

Pupil 1: I don't like to play hockey.

When pupils are able to make statements in the foreign language within grammar and vocabulary they have assimilated their speech may be more complicated. They should learn to combine statements of various sentence patterns in a logical sequence.

2. Pupils are taught how to use different sentence patterns in an utterance about an object, a subject offered. First they are to follow a model, then they do it without any help.

Teacher: Say a few words about it, (He points to an object.)

Pupil: This is a pencil. The pencil is green. It is on the table. I like the pencil.

Or Teacher points to a boy.

Pupil: This is a boy. His name is Sasha. He lives in Gagarin Street.

***Get information and sum up what you have learnt from your classmates.***

Teacher: She cut her finger.

Pupil: "Who cut her finger?"

Class: Ann.

— When did she cut it?

— Yesterday.

— What did she cut it with?

— With a knife.

— Why did she cut her finger?

— Because the knife was sharp.

Pupil: Yesterday Ann cut her finger. She cut it with a knife. The knife was sharp.

This exercise is useful both for developing dialogic and monologic speech.

Therefore the pupil's utterance involves 2—4 sentences which logically follow one another.

At this stage pupils learn to express their thoughts, their attitude to what they say using various sentence patterns.

Thus they learn how to put several sentences together in one utterance about a subject, an object, etc.

3. After pupils have learned how to say a few sentences in connection with a situation they are prepared for speaking at discourse level.

Free speech is possible provided pupils have acquired habits and skills in making statements and in combining them in a logical sequence.

At this level pupils are asked to speak on a picture, a set of pictures, a film-strip, a film, comment on a text they have read or heard, make up a story of their own; of course, this being done within the language material (grammar and vocabulary) pupils have assimilated.

To help pupils to speak the teacher supplies them with "**what to speak about**". [16. p 67]

The devices used for the purpose are: visual aids which can stimulate the pupil's speaking through visual perception of the subject to be spoken about, including a text read; audio aids which can stimulate the pupil's speaking through auditory perception of a stimulus; audio-visual aids when pupils can see and hear what to speak about.

The three stages in developing pupils' speaking should take place throughout the whole course of instruction, i. e., in junior, intermediate, and senior forms.

The amount of exercises at each level, however, must be different. In junior forms statement level is of greater importance as a teaching point.

**Rule for the teacher:** In teaching monologue instruct pupils how to make statements first, then how to combine various sentences in one utterance and, finally, how to speak on a suggested topic.

We have already spoken about the linguistic characteristics of dialogue. Some more should be said about its structure.

A dialogue consists of a series of lead-response units.

The significant feature of a lead-response unit is that the response part may, and usually does, serve in its own turn as a fresh inducement leading to further verbal exchanges, i. e., lead ----- response ----- inducement ----- response.

A response unit is a unit of speech between two pauses. It may consist of more than one sentence.

But the most characteristic feature of a dialogue is that the lead-response units are closely connected and dependent on each other.

The lead is relatively free, while the response depends on the first and does not exist without it.

— Where is the book?

— There, on the shelf.

In teaching dialogue we should use pattern dialogues as they involve all features which characterize this form of speech.

There are three stages in learning a dialogue: *(1) receptive; (2) reproductive; (3) constructive (creative).*

1. Pupils "**receive**" the dialogue by ear first. They listen to the dialogue recorded or reproduced by the teacher.

The teacher helps pupils in comprehension of the dialogue using a picture or pictures to illustrate its contents.

They listen to the dialogue a second time and then read it silently for better understanding, paying attention to the intonation.

They may listen to the dialogue and read it again, if necessary.

2. Pupils **enact** the pattern dialogue. We may distinguish three kinds of reproduction:

**Immediate.** Pupils reproduce the dialogue in imitation of the speaker or the teacher while listening to it or just after they have heard it. The teacher checks the pupils' pronunciation, and intonation in particular. The pupils are asked to learn the dialogue by heart for homework.

**Delayed.** After pupils have learned the dialogue at home, they enact the pattern dialogue in persons. Before calling on pupils it is recommended that they should listen to the pattern dialogue recorded again to remind them of how it "sounds".

**Modified.** Pupils enact the dialogue with some modifications in its contents. They change some elements in it. The more elements (main words and phrases) they change in the pattern the better they assimilate the structure of the dialogue:

— Will you help me, sonny?

— What shall I do, Mother?

— Will you bring me a pail of water?

— Certainly I will.

**The use of pictures may be helpful.** Besides pupils use their own experience while selecting the words for substitutions.

The work should not be done mechanically. Pupils should speak on the situation. As a result of this work pupils master the structure of the pattern dialogue (not only the contents), i. e., they can use it as a model for making up dialogues of their own, that is why pattern dialogues should be carefully selected.

The first two stages aim at storing up patterns in pupils' memory for expressing themselves in different situations, of course within the topics and linguistic material the syllabus sets for each form.

3. Pupils **make up dialogues** of their own. They are given a picture or a verbal situation to talk about. This is possible provided pupils have a stock, of patterns, a certain number of phrases for starting a conversation, joining in, etc.

They, should use those lead-response units they have learned in connection with the situation suggested for a conversation.

At the third stage the choice of stimuli is of great importance, as very often pupils cannot think what to say, though they know how to say this or that. Therefore audio-visual aids should be extensively utilized.

**Rule for the teacher:** In teaching dialogue use pattern dialogues; make sure that your pupils go through the three stages from receptive through reproductive to creative, supply them with the subject to talk about.

In teaching speaking the problem is what form of speech to begin with, and what should be the relationship between monologue and dialogue.

This problem may be solved in different ways.

Some methodologists give preference to dialogic speech in teaching beginners, and they suggest that pupils learn first how to ask and answer questions which is mostly characteristic of a dialogue, and how to make up a short dialogue following a model.

Others prefer monologic speech as a starting point. Pupils are taught how to make statements, how to combine several sentences into one utterance in connection with an object or a situation offered.

These approaches to the problem are reflected in school textbooks now in use. **A.D. Starkov and R.R. Dixon** in their textbooks prefer to begin with dialogic speech. They start by teaching pupils how to ask various types of questions.

For example:

The book is on the desk.

The book isn't under the desk.

Is the book on the desk? Yes, it is. (No, it isn't.)

Is the book on the desk or under it? It's on the desk.

Where's the book? It's on the desk. (Fifth Form English. Teacher's Book.)

**S.K. Folomkina and E.I. Kaar** give preference to developing pupils' monologic speech. For example:

I see a pen.

I see a desk.

Pete sees a desk and a pen.

As to the relationship between monologue and dialogue, it should vary from stage to stage in teaching speaking in schools. In the junior stage (5—6 forms) dialogic speech, the one which allows the teacher to introduce new material and consolidate it in conversation, must prevail. In the intermediate stage (7—8 forms) dialogue and monologue must be on an equal footing.

In the senior stage (9—10 forms) monologic speech must prevail since pupils either take part in discussion and, therefore, express their thoughts in connection with a problem or retell a text read or heard. To sum it up both forms of speech (monologue and dialogue) should be developed side by side with preference for the one which is more important for pupils' progress in learning a foreign language at a certain stage.

## **Prepared and unprepared speech**

Pupils' speech in both forms may be of two kinds: prepared and unprepared. It is considered prepared when the pupil has been given time enough to think over its content and form.

He can speak on the subject following the plan made either independently at home or in class under the teacher's supervision.

His speech will be more or less correct and sufficiently fluent since plenty of preliminary exercises had been done before.

In schools, however, pupils often have to speak on a topic when they are not yet prepared for it.

As a result only bright pupils can cope with the task. In such a case the teacher trying to find a way out gives his pupils a text which covers the topic. Pupils learn and recite it in class.

They reproduce the text either in the very form it was given or slightly transform it. Reciting, though useful and necessary in language learning, has but little to do with speech since speaking is a creative activity and is closely connected with thinking, while reciting has to do only with memory.

Of course pupils should memorize words, word combinations, phrases, sentence patterns, and texts to "accumulate" the material and still it is only a prerequisite. The main objective of the learner is to be able to use the linguistic material to express his thoughts.

This is ensured by the pupil's ability to arrange and rearrange in his own way the material stored up in his memory.

Consequently, while assigning homework it is necessary to distinguish between reciting and speaking so that the pupil should know what he is expected to do while preparing for the lesson — to reproduce the text or to compile a text of his own.

His answer should be evaluated differently depending on the task set. If the pupil is to recite a text, the teacher evaluates the quality of reproduction, i.e., exactness, intonation and fluency.

If the pupil is to speak on a subject, the teacher evaluates not only the correctness of his speech but his skills in arranging and rearranging- the material learnt, i.e., his ability to make various transformations within the material he uses while speaking.

The teacher should encourage each pupil to speak on the subject in his own way and thus develop pupils' initiative and thinking.

The pupil's speech is considered unprepared when, without any previous preparation, he can do the following:

- **Speak on a subject suggested** by the teacher.
- For example, winter holidays are over and pupils come back to school. They are invited to tell the teacher and the class how each of them spent his holidays. Pupils in turn tell the class where they were, what they did, whether they had a good time, and so on.
- **Speak on the text read.** For example, pupils have read two or three chapters of "William". The teacher asks a pupil to give its short summary or to tell the class the contents of the chapters as if the other pupils have not read them.
- **Speak on the text heard.** For example, pupils listened to the text "Great Britain" (there is a map of Great Britain on the wall).
- The teacher asks them (in turn) to come up to the map and speak on Great Britain. While speaking pupils can use the information they have just received or appeal to their knowledge about the country.
- **Discuss a problem or problems touched upon** in the text read or heard. For example, pupils read about education in Great Britain.

After the teacher makes sure that his pupils understand the text and have a certain idea of the system' of education in Great Britain, he arranges a discussion on the problem. He asks his pupils to compare the system of education in Great Britain and in our country.

The teacher stimulates pupils' speech either by questions or through wrong statements.

— **Have an interview with "a foreigner"**. For example, pupils are studying the topic "London".

The teacher may arrange an interview. One of the pupils is "a Londoner". The classmates ask him various questions and express their opinions on the subjects under discussion.

— **Help a "foreigner"**, for example, to find the way to the main street or square of the town; or instruct him as to the places of interest in the town. This may be done directly or with the help of "an interpreter". [9. p. 45]

There are, of course, other techniques for stimulating pupils' unprepared speech.

The teacher chooses the techniques most suitable for his pupils since he knows their aptitudes, their progress in the language, the time he has at his disposal for developing speaking skills, the concrete material at which pupils are working.

In conclusion it should be said that prepared and unprepared speech must be developed, simultaneously from the very beginning.

The relationship between prepared and unprepared speech should vary depending on the stage of learning the language. In the junior stage prepared speech takes the lead, while in the senior stage unprepared speech should prevail.

### **Evaluating pupils' speech habits**

Pupils' speech habits may be evaluated in two ways:

- (1) **constantly**, during every lesson when pupils perform various exercises in hearing and speaking and the teacher has an opportunity to watch every youngster working (in a group of 20 pupils the teacher can pay attention to everyone);
- (2) **regularly**, after finishing a lesson (a unit of the textbook), a topic studied. The teacher may conduct a quiz.

He may ask pupils to retell the text heard, to speak on a picture, to talk on a situation, in other words, to perform all oral activities possible in this particular form, with this group of pupils, within the language material and the topic covered.

The former may or may not result in assigning pupils marks for their speech activities. The latter results in evaluating speech activities of those pupils who are called on to speak.

### **Mistakes and how to correct them**

It is natural while learning a foreign-language that pupils make mistakes. They make mistakes in auditing when they misunderstand something in a text.

They make mistakes in speaking when pupils mispronounce a word, violate the order of words in a sentence, misuse a preposition, an article, use wrong intonation, etc. The teacher's main aim is to prevent pupils' errors.

There is a good rule: "**Correct mistakes before they occur.**" In other words, careful teaching results in correct English, i. e., pupils make very few mistakes.

However, they make them, and the problem is how to correct pupils' errors. If a pupil misunderstands something when auditing the teacher should do his best to ensure comprehension. He suggests that the pupil should either listen to the sentence again; if he does not understand it properly the teacher or the classmates help him to paraphrase the sentence or translate it, or see it written.

The latter often helps if pupils do not get used to hearing, if they are eye-learners. As far as speaking is concerned it is the teacher who corrects pupils' mistakes.

It is a bad habit of some teachers to ask pupils to notice mistakes when their classmate is called in front of the class to speak. This is due to the following reasons. Firstly, pupils' attention is drawn, not to *what* the classmate says, but to *how* he says it, i. e., not to the content, -but to the form. [17. p. 34]

If we admit that the form may not always be correct, then why should we concentrate pupils' attention on the form?

Moreover, when pupils' attention is centered on errors, they often do not grasp what the classmate says, and that is why they cannot ask questions or continue the story he has told them.

Secondly, the pupil who speaks thinks more about *how* to say something instead of *what* to say. No speaking is possible when the speaker has to concentrate on the form.

He makes more errors under this condition. More than that, he often refuses to speak when he sees the classmates raise their hands after he has uttered his first sentence. This does not encourage the learner to speak.

Accordingly when a pupil is called to the front of the class to speak, the class is invited to follow what he says so that they may be able to ask -questions or to go on with the story when he stops. There is a great variety of techniques at the teacher's disposal. He selects the one that is most suitable for the occasion.

1. If a pupil makes a mistake in something which is familiar to him, it is preferable to correct it at once. But in order not to confuse the pupil and stop his narration the teacher helps the child with the correct version.

Pupil: My mother gets up at 7 o'clock.

Teacher: I see, your mother gets up earlier than you.

Pupil: Yes, my mother gets up at 7.

2. If a pupil makes a mistake in something which he has not learned yet the teacher corrects his mistakes after he has finished speaking.

Pupil: She first visited us in 1960.

She is a good friend of ours since.

The teacher gives the correct sentence: *She has been a good friend of ours since.*

If many pupils make the same mistakes, for instance, in prepositions (go *in* instead of *go to*), articles (*the Moscow* instead of *Moscow*, or *Volga* instead of *the Volga*), in tense, forms (the Present Continuous instead of the Present Indefinite) the teacher makes note of them and gets the pupils to perform drill exercises after answering questions.

The teacher should not emphasize incorrect forms in any way or they will be memorized along with the correct ones, i.e.: *Books is. Do you say "books is"? You shouldn't say "books is". What should you say?*

## 2.2. Communicative Language Teaching

Communicative language teaching appeared in the late 1960 and was designed to meet learner needs when using the language on daily interaction.

Communicative Approach aims to make communication the goal of language teaching. In speaking skills the aim is to be understood, not to speak like a native, priority is given to learner interests and needs. Grammar rules explained when necessary. Errors are considered the part of learning process. Learners usually work in pairs or groups for roles play, information sharing or problem solving.

Language learning process is based on authentic materials, such as newspapers or recordings from the radio, TV, Internet and learners, can practice language in real situations. There has been a shift in emphasis in recent years from teaching language forms to teaching language functions. New priorities in English teaching methodology lie in helping students attain communicative competence

Many teachers and writers nowadays felt that the whole methodology should be made communicative, which will, in turn, change the shape of the classroom lesson. Christopher Brumfit, one of the first to propose a change towards a communicative approach to English Language Teacher methodology, says this: "This question for the teacher is: How close can my teaching take pupils to their anticipated needs in the outside world."

It communicative teaching is teaching is teaching language for a purpose then the sense of purpose needs to play a prominent part in the process of presentation and practice.

Instead of teaching forms with their meanings and then going on to practice their uses, we might begin with the USE and proceed to teach examples of the forms the students require. This type of proceed to teach examples of the forms the students require. This type of procedure might be termed, communicative presentation and practice.

To take a simple example suppose the teacher is requires to teach patterns.

It is made of word.

They are made of plastic.

The teacher can then go on into practice the pattern in conversational way.

The same type of procedure can be applied most effectively to the teaching of language function. The procedure to be followed here would be like this.

The teacher sets up a communicative which demands ability to express the function to be taught. At this stage, the teacher does not supply the language form which the students have to cope with whatever language resources they have available. In performing this task they will inevitably produce errors, mistakes and much inappropriate language.

The teacher introduces the required language forms and does sufficient drilling to achieve a reasonable degree of fluency. Since a model interaction might be the best way to introduce these forms, a suitable way to do this would be to play a taped dialogue illustrating use of the forms and functions to be presented.

The teacher gives students a fresh communicating task so as to provide them with an opportunity and motive to use the language forms they learnt.

In most large English classes, there are students of very different proficiency Levels. Teachers who want to involve students can do so only with a small number of them, usually the top ones, It is easy to teach these top students because they are usually very cooperative. [9. p. 18]

The top students can follow the teachers, whether the teaching is effective or not. Students with a low language proficiency level present challenges to teachers and require special care and effort.

These students often have difficulties in understanding teachers and in expressing themselves, and thus remain inactive in class. Teachers have to slow down or repeat themselves if they want to encourage these students to participate and have to design special activities to lessen their anxiety if they join the class.

Although adjusting lessons to low –level learners is to some extent more learners –centered, the pace is slow and many teachers do not have enough teaching hours to meet the needs of the student regularly in class.

There are enough opportunities for every teacher, both at the tertiary level and at the secondary level, to systematically study linguistic theories of second language acquisition. Therefore many teachers do not distinguish real communicative activities from false ones, mistaking linguistic activities with some artificial classroom situations for communicative tasks, many English teachers are not aware of language appropriacy.

What they teach students are isolated sentences correct in grammatical form that are not authentic or acceptable in real communicative occasions.

The inductive way of teaching is another clear –cut feature of Communicative Language Teacher because it is believed that the linguistic system can best be learned through the process of using it for communication.

But most teachers are so accustomed to deductive ways of teaching that they do not apply induction, even when provided with communicative materials, when learning English, quiet students in class who do not want to express their ideas in public can be instructed patiently. Or they can be entrusted with roles which will require them to interact with their partners focusing only on meaning.

Later they can interact in groups or in class without being criticized for language mistakes. Decisions might be made according to each teacher's experience, but scientific and correct decisions can be made only after a deep understanding of linguistics and the essence of GLT.

Motivated by the value of GLT, classroom teachers will be encouraged to overcome the existing factors that constrain them. The most effective means of cultivating teacher academic awareness is through pre –service and in service teacher training courses, which should be organized to promote teachers' theoretical as well as linguistic abilities.

Otherwise, in the long run, it is safe to say that the top down efforts resulting from the communicative curriculum and textbooks will be frustrated because the realities of everyday teaching in the classroom. No one method is sufficient on its own. Different learning styles have to be taken into account. Teachers should be aware of some of the theoretical principles which underlie the major findings in

English Language Teacher, as they are ones who should contribute to progress in the field by developing a critical attitude to all approaches that appear on the horizon and deciding whether they are valid or not.

Classroom practice activities are impossible to pin down to only one approach.

However, in the following chapter we tried to present the language learning process from one point of view of communicative teaching.

### **2.3. Speaking as one of the main language skills**

Before we go on the ways of encouraging speaking, we'd like to say that all we are doing in our language learning classes is to make learners speak, to communicate. In English classes this means to understand others and to make yourself understandable to them. These sound like the obvious goals of every language learner., but I think these simple goals need to be emphasized, because learners too often get diverted from them and fall into more of a struggle with the mechanics of grammar and pronunciation that they should.

Learners can become timid about using what they know for fear of making horrible mistakes with what they don't know. All the attention paid to the mechanics of communication sometimes gets in the way of communication itself.

In the early lessons of many language courses, students are encouraged to concentrate heavily upon pronunciation and grammar, while vocabulary is introduced only very slowly. The idea seems to be that even if one has very little to say, that little bit should be said correctly. Students can worry a great deal about the machinery of language, but they worry rather little about real communicating much of anything. Under such circumstances, learners have to think about an awful lot of things in order to construct even a simple sentence.

They are supposed to force their mouths to produce sounds that seem ridiculous. They have to grope desperately for words that they barely know. They have to perform mental gymnastic trying to remember bizarre grammatical rules. All these challenges are a fatal distraction from what skillful speakers worry about

the message that they want to convey. If early learners have to worry about getting everything correct, they cannot hope to do anything very interesting. They simply cannot do everything at once and emerge with any real sense of success.

Furthermore, learning a foreign language is not just a matter of memorizing a simple set of names for the things around us; it is also an educational experience. Since our language is closely linked with our personality and culture, why not use the process of acquiring a new language to gain further insights into our personality and culture? This does not mean that students of a foreign language should submit to psychological exercises or probing interviews, but simply that, for example, learning to talk about their likes and dislikes and bring about a greater awareness of their values and aims in life.

Many of the activities are concerned with the learners themselves. For learners who are studying English in a non-English-speaking setting it is very important to experience real communicative situation in which they learn to express their own views and attitudes, and in which they are taken seriously as people.

Today most of teachers and also learners understand that they should develop their speaking skills during language learning. Communication is the main goal of learning languages. We all know that sometimes real communicative situations develop spontaneously, as in exchanging comments on last night's TV programme or introduction someone's new haircut. The majority of ordinary language teaching situations before reaching an advanced level, however, are geared towards language-oriented communication or what Rivers calls 'skill-getting': they make use of the foreign language mainly in structural exercises and predetermined responses by the learners. Since foreign language teaching should help students achieve some kind of communicative skill in the foreign language, all situations in which real communication occurs naturally have to be taken advantage of and many more suitable ones have to be created.

Two devices help the teacher in making up communicative activities: information gap and opinion gap. Information-gap exercises force the participants

to exchange information in order to find a solution (e.g. reconstitute a text, solve a puzzle, write a summary). Problem-solving activities. Opinion gaps are created by exercise or program controversial texts or ideas, which require the participants to describe and perhaps defend their views on these ideas. Another type of opinion-gap activity can be organised by letting the participants share their feelings about an experience they have in common. As applying the principles of information gap and opinion gap to suitable traditional exercises the teacher can change them into more challenging communicative situations. Thus the well-known procedure at beginner's level of having students describe each other's appearance is transformed into a communicative activity as soon as an element of guessing (information gap) is introduced. Information and opinion-gap exercises have some content worth talking about. Students do not want to discuss trivia; the interest which is aroused by the structure of the activity may be reduced or increased by the topic.

Many of the activities are concerned with the learners themselves. Their feelings and ideas are the focal point of these exercises, around which a lot of their foreign language activity revolves. For learners who are studying English in a non-English-speaking setting it is very important to experience real communicative situation in which they learn to express their own views and attitudes, and in which they are taken seriously as people.

Traditional textbook exercises — however necessary and useful they may be for all- communicative grammar practice — do not as a rule forge a link between the learners and the foreign language in such a way that the learners identify with it. Meaningful activities on a personal level can be a step towards this identification, which improves performance and generates interest. And, of course, talking about something which affects them personally is eminently motivating for students.

Learning is very effective if the learners are actively involved in the process. The degree of learner activity depends, among other things, on the type of material they are working on. The students' curiosity can be aroused by texts or pictures containing discrepancies or mistakes, or by missing or muddled information, and

this curiosity leads to the wish to find out, to put right or to complete. Learner activity in a more literal sense of the word can also imply doing and making things; for example, producing a radio programme forces the students to read, write and talk in the foreign language as well as letting them learn with tape recorders, sound effects and music. Setting up an opinion poll in the classroom is a second, less ambitious vehicle for active learner participation; it makes students interview each other, it literally gets them out of their seats and — this is very important — it culminates in a final product which everybody has helped to produce.

Activities for practicing a foreign language have left the narrow path of purely structural and lexical training and have expanded into the fields of values education and personality building. It seems important to provide at least a few instances focusing on the sharing ideas, jigsaw tasks, in particular, demonstrate to the learners that cooperation is necessary.

In speaking classes, the teacher should be careful not to correct students' errors too frequently. Being interrupted and corrected makes the students hesitant and insecure in their speech when they should really be practicing communication. It seems far better for the teacher to use the activities for observation and co help only when help is demanded by the students themselves; even then they should be encouraged to overcome their difficulties by finding alternative ways of expressing what they want to say. There is a list of speech acts which may be needed for the activities and the relevant section may be duplicated and given as handouts to help the students.

Many of the activities should be focused on the individual learner. Students are asked to tell the others about their feelings, likes or dislikes. They are also asked to judge their own feelings and let themselves be interviewed by others. Speaking about oneself is not something that everyone does with ease. It becomes impossible, even for the most extrovert person, if the atmosphere in the group is hostile and the learner concerned is afraid of being ridiculed or mocked. The first essential requirement for the use of learner-centered activities is a relaxed and

friendly atmosphere in the group. Only then can the aims of these activities be achieved: cooperation and the growth of understanding.

Very often the four language skills are regarded as separate items. Communicative Approach views language as a complex network of habits, which can be built up step by step; as an aggregate of skills which do not separate us into four neat segments.

This chapter discusses the role of speaking in language learning and the stages of teaching speaking in Communicative Approach.

Sample practice exercises for implementing spoken communicative activities are also outlined. Language came into Life as a man of communication. It exists only through speech, and as we speak about teaching a foreign language, we should regard it as a means of communication. Communicative Approach emphasizes communication rather than focuses on practice of Grammar.

I.L. Brim emphasizes that “ The basis lies in the process of communication in a foreign languages” [ 17. p. 104]

Teaching speaking as the most difficult part in language learning process and it can take many different forms, but basically, the teacher should consider the following stages:

1. Presentation
2. Controlled practice
3. Free practice

a) Presentation

The first stage –presentation –allows exposure to the language items (structural, lexical and phonological) When presenting a new language item we have two goals to achieve:

1. to enable the students to recognize the new structure well enough to be able to produce it themselves (establish the form). This can be achieved by means of listening activities: the teacher must supply in his own voice or on tape clear models of the structure

2. to make absolutely clear the usage of the patterns (establish the meaning)  
An economical way of doing this is to present the models in a readily understandable situation which makes the meaning of the patterns clear.  
This situation might be live in the classroom.

b) Controlled practice

Controlled practice proceeds straight after the presentation. This is the stage at which learners are given intensive practice in the new structure but their production of the language is very carefully guided

## Conclusion

English is one of the most popular languages in the world, that's why nowadays there are many people of different specialties who want to learn English and speak. The National Programme for specialist Training put before the English teachers many actual problems, which are urgent to be solved.

Last time there appeared much literature connected with the use of pedagogical and informational technologies [4; 12; 13]. The English try to find out new teaching technologies and become innovations, they are in search of the new, more effective trends, technologies. All exciting methods can be divided into: *traditional* (Grammar-Translation Method, Direct Method and Audio-Lingual Method); *Communicative Language teaching and Innovative language teaching*.

Thanks to the appearance of the Direct Method the practical mastery of a language became real. This method was founded by H. Palmer, M. West and developed further by M. Berlitz, M. Walter and other linguists. The Direct Method helped to involve the students from the first step of learning a foreign language in conversation and supply meaning by referring directly to objects and picture charts, they act out the meaning of sentences in order to make themselves understood. The Audio-Lingual Method is a further development of the Direct Method. Much attention is drawn to listening comprehension and speaking, then reading and writing. Great care is made on teaching conversation.

In the 1960-s the Communicative language teaching appeared as a shift from the Audio-Lingual Method. The emphasis was placed on using the target language for the purpose of communication, to accomplish a function such as complaining, advising or asking for information. One of the difficult questions is to bridge the gap between the artificial use of language drilling and its natural use outside the classroom.

Teaching a foreign language it's necessary to present the language material in speech patterns, in situations, in the context not separately. Thus, teaching conversation requires different approaches, methods and techniques. Interactive

methods are also widely used in teaching English. One of the important peculiarities of these methods is to create and keep their comfortable environment for the learners.

In chapter I of our project work we studied the characteristic features of speaking as one of the main language skills. Before learning the conversation practice, students must be familiar with some grammar patterns and vocabulary, with the ways of combining the words and word combinations to form meaningful utterances. One of the famous linguists Clifford Prator suggests that there are four major phases in the language learning process. We analyzed in detail each phase. Free speech is possible when students have acquired habits and skills in making statements and in combining them in a logical sequence.

Basically the teacher should consider the following stages teaching conversation: *The first stage* - presentation allows exposure to the language and presents language items. One of the main tasks of presentation is to draw the attention to the learners and interest them to the main theme of the lesson. *The next stage* – controlled practice contains the practical use, reproduction of speech patterns controlled by the teacher. Drills are usually widely used at this stage. *Free practice* is the most important stage in teaching speaking and it is the most difficult one. It is designed to provide the students with an opportunity to put their newly acquired language to use. In completely free practice the teacher initiates the activity, but does not correct mistakes. The teacher talks very little, the students do all the talking themselves. The students are very active and try to fulfill all the tasks at the lesson themselves without the teacher's control. In this chapter we studied the conversation elements: the speed of conversation, the use of “standard informal English”, the number of words used in quick conversation, and colloquial words.

Chapter II is devoted to the investigation of effective techniques in teaching conversation. There are many different methods and techniques in teaching speaking, but we've distinguished some of them, which are proved to be more effective at the English lessons.

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.

Thus, we come to the conclusion that a good speaking activity:

- is communicative
- gives a reason for learners to speak
- should be appropriate to the level and age of the learners
- is flexible
- is adaptable
- is involving all the learners
- is interesting
- develops fluency
- allows learners' own contributions
- allows learners to choose the language (vocabulary and grammar structures).

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.

So, English teachers should use debates, discussions and interactive techniques in the lessons, because as it shown in this work, these techniques motivate and encourage students to learn to communicate with each other freely.

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