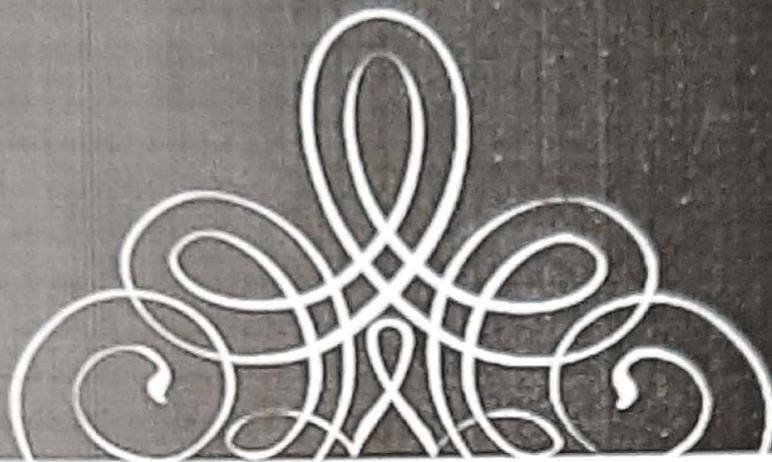




ҚАРШИ ДАВЛАТ УНИВЕРСИТЕТИ



**ФИЛОЛОГИЯ ИЛМИНИНГ
ДОЛЗАРЪ МАСАЛАЛАРИ**

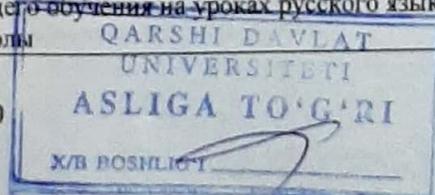


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тўплами*

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Қарши -2019

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Task design and implementation variables do not determine but certainly influence language production during the task in terms of learners' focus on fluency, accuracy, and complexity of their speech, thus contributing to language acquisition. Although advances have been made in understanding the effects of task characteristics on language production, the research needs to continue to uncover their task characteristics that can have a potentially stable effect on task language production.

We began by saying that in the ideal conditions, language learners are cognitively prepared for a particular activity and are highly motivated to engage in this activity. However, learners rarely choose classroom tasks. Instead, classroom tasks and activities are often imposed on learners. This undermines the initial choice motivation, or the "preactional" motivation stage in foreign language motivation which is crucial in forming the impetus "instigation force" for further action. This stage is very important because the degree, or the force, of the initial instigation force determines further action during the actional stage.

The importance of ensuring that learners perceive the task as valuable and useful to them. The effect of some variables in our study appeared to be conditioned on the existence or absence of some others: WTC "willingness to communicate", need for achievement, and social status had a positive effect only on those learners' task-engagement who had favourable task attitudes; whereas social status had a negative effect when accompanied by negative task attitudes".

There are few studies that investigate specific motivational designs in the classrooms. The challenge lies in the highly individualized nature of motivation: what may encourage one learner may not appeal to his/her peer in the class.

At the same time, there are some basic aspects of motivation that, when fostered, allow individuals to actively engage in an activity. For example, such basic motivational constructs are postulated in the self-determination theory SDT: autonomy, perception of competence, and relatedness. The three constructs have been studied in very versatile contexts and have been found to produce a positive effect on all three factors on individual's motivations. When human beings find themselves in a situation where such needs are fostered, they behave in a highly efficient and fulfilling manner, or they are intrinsically motivated to act. Thus, a motivational pre-task intervention rooted in the SDT theory may produce an overall positive effect on learners' attitudes to the task and motivation to engage in the task.

Given the importance of motivational factors in task engagement and the need to foster motivation in the classroom, this study investigates a specific motivational intervention designed to increase the pre-task impetus for task engagement. The motivational pre-task will precede the oral production task and will present the task to the learners as an intrinsically motivating and interesting activity. The pre-task will emphasize the value of the oral production task as an activity purposefully designed to help the learners achieve their goals of becoming fluent in the foreign language. The question is whether learners who will receive such motivational intervention will produce a more accurate, fluent, or complex speech, as well as a larger amount of speech when compared to the learners in the control group, who will not receive such intervention.

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ROLE-PLAYS, REAL PLAYS AND SIMULATION AS MAIN COMMUNICATIVE TOOLS TO IMPROVE STUDENTS' ORAL SPEECH

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A role-play could be described as an activity in which students are required to play imaginary role in an imaginary situation. The participants in a role-play are assigned certain roles which they act out in a given context. The context may be a situation in the school, family setting, scenes in the market or restaurant, etc. All these settings provide avenues for students to engage in social interaction and discussion. A role-play involves an imaginary activity and requires somebody to take on a role that is imaginary. It also involves spontaneous interaction of the participants. Teachers can obtain ideas for roles-play from the students' experiences, books, stories, television programme, films, and daily interactions with people.



The main benefit of role-play in language teaching is that: It enables a teacher to teach language use that would be difficult to teach ordinary. It also helps to recreate the kind of language that is used in different natural contexts, especially language use in situations outside the classroom.

Byrne as cited by Davies explained that teachers can guide the students in carry out role-plays in the following ways:

1. By providing open ended dialogues.
2. By giving them mapped dialogues.
3. By providing functional cues.
4. By giving them role instructions.
5. By providing scenarios.
6. It should have a clear purpose.
7. It should be relevant to the needs of the students.
8. It should use a context which is real to the students.
9. It should include only those students who can actively participate.
10. It should be conducted in a conducive physical atmosphere.
11. It should be given enough time.
12. It should be non-authoritarian in organization and practice.

In role play students act out small scenes using their own ideas or from ideas and information on role cards. Giving students brief role cards sometimes helps to improve their speech. It can often be easier to speak in someone else's character than in your own.

Learners are usually given some information about a "role" in role play. These are often printed on "role cards". Learners take a little preparation time and then meet up with other students to act out small scenes using their own ideas, as well as any ideas and information from the role cards. A simple role card could do nothing more than name the role, or they could offer guidance as to what to do rather than the role itself.

Simulation is really a large-scale role play. Role cards are normally used, and there is often other background information as well. The intention is to create a much more complete, complex 'world', say of a business company, television studio, government body, etc. The role of simulation in English language is to help the students to practice specific roles, as in the situations mentioned above, so that when such situations occur in real-life, they will be able to function effectively.

There are two types of simulation activities. The first has to do with dialogues for socializing, such as greeting, introducing people, expressing compliments, parting, proposing a toast, meeting new people, etc. Through simulation dialogues, students can learn how to exchange conversations in specific social situations. For example, students can practice how to accept an invitation to a wedding or how to reject an invitation. The second type of simulation activity is a community oriented task. Here, the students learn how to participate in the community and execute specific tasks. For example, going to the market, buying things from a supermarket, buying a ticket at the railway station, posting a letter at the post office, and collecting money from the bank.

Drama games are short games that usually involve movement and imagination.

Guided improvisation we improvise a scene and the students join in one by one in character, until the whole scene (or story) takes on a life of its own.

In acting play scripts activity short written outlines or scenes are acted by the students.

In prepared improvised drama students in small groups invent and rehearse a short scene or story that they then perform for the others.

All of these are good ways to get students using the language. By bringing the outside world into the classroom like this, we can provide a lot of useful practice that would otherwise be impossible in cafes, shops, banks, businesses, streets, parties, etc. There may also be a freeing from the constraints of culture and expected behaviour; this can be personally and linguistically very liberating. Curiously, it is sometimes the shyest students who are often most able to seize the potential.

Success or failure of drama activities depends crucially on our perceived attitude and that of the other students, without a certain degree of trust, acceptance and respect, the chances for useful work are greatly weakened.

Here are three short examples of drama games and a brief discussion of guided improvisation. Interesting situations are shown to motivate students in active communication:

1. a set with character names (alive or dead, fictional or real), e.g. Einstein, Madonna;
2. a set with locations (e.g. 'in the kitchen', 'on the bus');

3. a set with unusual problems (e.g. 'You have lost your cow', 'You are desperate for a strong coffee').

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THE PROBLEMS OF TEACHING ENGLISH WITH NEW METHODS FOR THE FIRST YEAR STUDENTS

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The classroom teacher and the program coordinator have a wider variety of methodological options to choose from than ever before. They can choose methods and materials according to the needs of learners, the preferences of teachers, and the constraints of the school or educational setting.

Students will have to speak English everywhere in order to communicate: in the store, in supermarkets, in the street, in the classroom, in dining halls and in restaurants. Many foreign students attend ESL classes before getting academic courses. If we'll look at the numbers, students represent the majority of foreign students. There are more than three hundred students at the university every year. Since English classes for foreign students consist of 15-18 students, there are usually about students in each group. The same problem exists with students. The schedule of the classes is prepared beforehand, so that students can choose the suitable time and teacher for them. Students usually try to get in the same group with their friends. It creates one of the main problems. When there are more than three or four representatives of one nation in a group, those students usually speak native language with each other during the English classes as well. Usually students do less progress than the representatives of other countries. This is because they keep speaking in native, English language. It also influences their achievements during the classes. The problems which may occur with communicative language teaching in Uzbekistan is are as follows

Let us bring examples to the statements brought above. As it is written above, in the form of social interaction activities of communicative language teaching are included debates, discussions, dialogues and role plays, skits and others which help to increase the social skills of the students. In this point of view teachers pay attention to the opinion of the student, what the student want to say. Usually teachers don't interrupt the student's speech to correct grammatical mistakes that they have done. Because if they do so they might create the thought in the student's mind that they should speak only in a case when they are sure not to make any grammatical mistake. Or sometimes students might easily get ashamed. Planning to tell it after the students' speech unintentionally teachers forget the fifty percent of the errors that they would like to tell. As well in Uzbekistan University in English classes for foreign students discussions and debates are used a lot in order to develop speaking skills of the foreign students. The students have to do class presentation about their own culture. It may be about proverbs, games, folktales, forms of address, standards of conduct, ceremonies, and holidays of their countries. The teacher never interrupts any student while talking. Neither have they corrected pronunciation mistakes, nor grammatical ones. As a result of which for some students it became more difficult to produce sentences accurately, to use the grammar correctly, to have the right pronunciation of the words. Teacher usually corrects mistakes after the students' speech. Let us bring another example on functional communication activities of the communicative language teaching method. The teacher has the students divide into groups of three. Since there are 15 students, there are five groups of three students. One member of each group is given a picture strip story. There are six pictures in a row on a piece of paper, but no words. The pictures tell a story. The student with the story shows the first picture to the other members of his group, while covering the remaining five pictures. The other students try to predict what they think will happen in the second picture. The first student tells them whether they are correct or not. He then shows them the second picture and asks them to predict what the third picture will look like. After the entire series of pictures has been shown, the group get a new strip story and they change the roles, giving the first student an opportunity to work with a partner in making predictions. Students use new vocabulary words orally. In many cases they do mistakes while writing words of foreign origin and long words as well.

