

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ**

ЎЗБЕКИСТОН ДАВЛАТ ЖАҲОН ТИЛЛАРИ УНИВЕРСИТЕТИ

ИНГЛИЗ ТИЛИ БИРИНЧИ ФАКУЛЬТЕТИ

ИНГЛИЗ ТИЛИ ФОНЕТИКА ВА ФОНОЛОГИЯСИ КАФЕДРАСИ

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EFFECTIVE WAYS TO DEVELOP ORAL PRESENTATION

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THE DEPARTMENT OF ENGLISH PHONETICS AND PHONOLOGY

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EFFECTIVE WAYS TO DEVELOP ORAL PRESENTATION

**5111400- Philology and teaching languages (the English language) for
granting bachelor`s degree**

QUALIFICATION PAPER

**QUALIFICATION PAPER
IS ADMITTED TO DEFENCE**

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ABSTRACT

This research paper aims to find out the effective ways to make confident oral presentation to young learners at B1 level. The researcher used research materials which was given to the students and 10 male and female teachers who teach English for the Uzbek and Russian y in Tashkent where the whole authority belongs to Ministry of Public Education during the second semester of the academic year 2016-2017.

Oral presentations are turning into a more essential piece of dialect educating, particularly in the college condition. Regularly the motivation behind these classes is to plan understudies for business introductions that they will probably be relied upon to complete in the wake of graduating and landing positions. The concentration of the class is frequently on the particular dialect for introduction, the utilization of visuals and association. This concentration is normally controlled by the educator. All things considered, in this day of understudy focused educating approaches, it is vital to likewise comprehend what understudies really need out of an introduction class and in the event that we as educators are meeting these targets in our courses and with the reading material we are utilizing. Confirm from this contextual investigation proposes that understudies overwhelmingly see introduction classes as a chance to enhance their English capacity as opposed to really figure out how to give introductions. An examination additionally demonstrated that a few reading material are regularly worried with non-English aptitudes, for example, sorting out musings, visuals and non-verbal communication. This paper infers that instructors should be more mindful of conceivable dialect purposes driving understudies to take introduction classes, and to pick more proper reading material as needs be.

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STATEMENT OF INTENT

The main objective of all our reforms in the field of education is individual. Therefore the task of education, the task of national renaissance will remain the prerogative of the state and constitute a majority. For this, the power of foreign languages also must work in new generation mind. “From the President I.A.Karimov’s report at the Oliy Majlis session of the first convocation, February, 1995”

Nowadays in our county there are so many works and activities have been done for developing of the English language. From the initiative of the President of Uzbekistan Republic I. A. Karimov there some decrees have been adopted. Decree of 1875 about “improving English language” (Adopted on 2012 10 december) was one of the important steps for developing English language. On the decree of 1971 about “On Measures to Improve the Activity of Uzbekistan State University of World Language” Uzbekistan State University of World Language is determined as a state basic educational and scientific-methodological institution for the system of continuous education in foreign languages. Pupils at the schools are taught in English language from first classes.

Nowadays we are trying to establish a strong democratic state, of course, with the help of the new generation. I also consider myself as one of the members of this innovative people. I dare to say, foreign languages, especially English is a good source to take the advantage. So, in this very qualification paper I tried to make a good research work on the theme “ Developing strategies for making a confident oral presentation.”

LITERATURE REVIEW

An oral presentation is a short talk on a set topic given to a tutorial or seminar group. In an oral presentation one or more students give a talk to a tutorial group and present views on a topic based on their readings or research. The rest of the group then joins in a discussion of the topic. Depending on your course, giving an oral presentation can involve:

- reading background material
- preparing and delivering a talk
- leading a group discussion
- preparing handouts and visual aids
- preparing relevant and thought-provoking questions
- submitting a written assignment based on the presentation topic

Presentation topics are usually scheduled early in the semester. You may be able to choose your topic or one may be allocated to you. If you are able to choose a topic, select the one that you have some questions about and that interests you the most. Your presentation may be given as an individual or as part of a group.

In some courses the oral presentation may be the basis for a written assignment. Check with your tutor for details. There may be specific requirements you may need to meet and these are usually detailed in your course outline or study guide.

Oral introductions are ordinary in the business world. People who work in little organizations might be particularly bustling giving introductions as sharing data is essential in a little organization. There are less representatives for every office in a little organization, which requires the successive sharing of data. Whatever the case, oral introductions at the working environment must accomplish a particular objective, incorporate visual guides and be conveyed to the correct gathering of people. oral introduction in the working environment is an employee's opportunity to flaunt the work she has been doing, and demonstrate her incentive to the organization. Regardless of whether a worker is exhibiting to an office or expansive, it is imperative to design the introduction for the gathering of people. For instance, builds that are showing to advertising and money related supervisors

should share data that is important to item includes and the cost of creation, separately. What's more, the architect may need to clarify more specialized terms in his introduction. The worker or chief ought to first choose how to display the data. A chief might have the capacity to utilize slides or transparencies for a less formal introduction. In any case, introduction programming that incorporates PowerPoint and Keynote will generally have a more noteworthy effect. Constrain the quantity of slides, including those on a tablet, to eight or 10. The normal introduction ought to last around 10 minutes, permitting five minutes for inquiries and answers. Slides ought to be anything but difficult to peruse and have a lot of void area. Adding shading and pictures to slides can likewise upgrade an oral introduction.

An introduction ought to have an opening, body and shutting. The supervisor ought to open with a remark or question that gets the audience's consideration, as indicated by the article "Making Business Presentations Work" at businessknowhow.com. The opening ought to contain around 10 percent to 20 percent of the introduction, including demonstrating the principal slide. Administrators ought to come to the heart of the matter in the body of their introduction, allotting around 65 percent to 75 percent of their opportunity to it. At last, the supervisor ought to repeat the key focuses, then close with an announcement that embodies the principle objective of the introduction. Counting questions, the end ought to be 10 percent to 20 percent of the general introduction. Everybody gets apprehensive when giving introductions. The supervisor or worker ought to unwind and take a full breath before starting their introduction. It is likewise imperative to keep up great stance, talk unmistakably and not to quick, concentrate on the message, and keep up eye contact with the gathering of people. Utilize a pointer to emphasize certain focuses on the screen on the off chance that you are utilizing an overhead projector. In any case, it is essential to move back in the direction of the group of onlookers when talking. People ought to practice before their introduction. Rehearsing will better help a man remember what they will state. While rehearsing, the chief ought to utilize a stopwatch to get their

correct planning down. The stopwatch will likewise help the supervisor gage the correct beat for his introduction. Likewise, it generally foresees the sorts of inquiries individuals will inquire. The chief ought to be a specialist on the material.

A. Structure of making good oral presentation

Like logical papers, oral introductions at a gathering or inner class are for sharing your examination work with different researchers. They, as well, must persuade the group of onlookers that the examination displayed is critical, substantial, and pertinent to them. To this end, oral introductions like papers must underline both the inspiration for the work and the result of it, and they should display simply enough proof to set up the legitimacy of this result. Additionally like papers, they should mean to illuminate, not inspire.

Conversely, introductions contrast from papers in no less than three ways: They are more restricted in space and time, they force an arrangement and mood to the gathering of people, and they regularly incorporate some level of association. These three contrasts influence the choice of an introduction's substance. Unless they are recorded or communicate, introductions have a more unmistakably characterized group of onlookers than papers: They address "the general population in the room," at this very moment. The gathering of people may even now be different, however less so than for papers. Papers can be sent in eccentric ways and might be perused numerous years from now, so they ought to last and generally independent. Conversely, introductions can have more particular purposes. For instance, an introduction at a meeting regularly means to present late advances, though an introduction at a Ph.D. symposium expects to illuminate other Ph.D. understudies (in different fields) of one understudy's line of research. Though papers can be perused in any request and at the peruser's own particular pace, introductions force both the succession and the musicality of substance on their gathering of people. They are hence harder to take after and ought to be considerably more particular in what they contain. The thought is not to state so anyone can hear everything that is now composed in the procedures paper or

exposition. Composed reports are for persuading with definite confirmation; oral introductions, then again, are for persuading with conveyance — both verbal and nonverbal.

At long last, introductions typically incorporate connection as inquiries and answers. This is an awesome chance to give whatever extra data the gathering of people wishes. Inspired by a paranoid fear of precluding something imperative, most speakers attempt to state excessively in their introductions. A superior approach is to be specific in the introduction itself and to permit enough time for inquiries and answers and, obviously, to plan well by foreseeing the inquiries the gathering of people may have. As an outcome, and much more emphatically than papers, introductions can conveniently break the sequence commonly utilized for announcing research. Rather than introducing everything that was done in the request in which it was done, an introduction ought to concentrate on getting a primary message crosswise over in hypothesis confirmation design — that is, by expressing this message early and after that showing proof to bolster it. Distinguishing this principle message ahead of schedule in the arrangement procedure is the way to being specific in your introduction. For instance, when providing details regarding materials and techniques, incorporate just those points of interest you think will help persuade the group of onlookers of your primary message — typically little, and some of the time nothing by any stretch of the imagination.

The opening

In its purpose and structure, the opening of an oral introduction is like the Introduction of a logical paper, which gives the specific situation, need, assignment, and question of the report, with three fundamental contrasts:

The setting in that capacity is best supplanted by an allurements, which is an approach to both stand out enough to be noticed quick and connection the theme with what the gathering of people definitely knows (this connection gives a more group of onlookers particular type of setting).

The protest of the report is here best called the see since it plots the body of the introduction. Still, the point of this component is unaltered — to be specific, setting up the gathering of people for the structure of the body.

The opening of an introduction can best express the introduction's fundamental message, just before the see. The principle message is the one sentence you need your gathering of people to recollect, on the off chance that they recall just a single. It is your fundamental decision, maybe expressed in somewhat less specialized detail than toward the finish of your introduction.

As it were, incorporate the accompanying five things in your opening: allurements, require, assignment, principle message, and review.

The body

To make your body's structure simple to recall, for both you as a speaker and your group of onlookers, consider it a tree (or pecking order) as opposed to a chain. Distinguish two, three, four, or a greatest of five explanations you can make to bolster your primary message: These are your fundamental focuses. Next, consider two to five proclamations to bolster every principle point: These are your subpoints. Together, these primary focuses and sub focuses speak to about as much detail as your crowd can assimilate in a solitary oral introduction. Regardless of the possibility that you think about your introduction's body as a tree, you will even now convey the body as a grouping in time — unavoidably, one of your principle focuses will start things out, one will come next, et cetera. Compose your primary focuses and subpoints into a legitimate succession, and uncover this arrangement and its rationale to your group of onlookers with moves amongst focuses and between subpoints. When in doubt, put your most grounded ions first and last, and place any weaker ions between these more grounded ones.

The end

Subsequent to supporting your principle message with confirmation in the body, wrap up your oral introduction in three stages: an audit, a decision, and a nearby. To begin with, audit the fundamental indicates in your body help the gathering of

people recollect that them and to set up the group of onlookers for your decision. Next, finish up by repeating your principle message (in more detail now that the gathering of people has heard the body) and supplementing it with some other translations of your discoveries. At long last, shut the introduction by demonstrating richly and unambiguously to your gathering of people that these are your last words.

Beginning and completion powerfully

The initial couple of sentences and last couple of sentences of an oral introduction are especially imperative since they shape the first and keep going impressions you make on your group of onlookers. They are additionally especially troublesome since they compare to snapshots of move (beginning and consummation) amid which your stage trepidation is probably going to crest. In this manner, they merit unique consideration.

Toward the start of any introduction, you should get the consideration of the group of onlookers — and you should do as such rapidly. Regardless of whether gathering of people individuals are still cheerfully talking or effectively noiseless (for instance, in light of the fact that an administrator presented you), they are not yet locked in. Similarly as with a paper, you can start their enthusiasm for your examination by expressing the requirement for your work, yet you should first secure their complete consideration with an allurement.

A successful enticement can take many structures: It can be a question, an announcement, a tale (comical or not), a relationship, a citation, a protest, a photo anticipated on the screen, et cetera. Whatever its shape, it has three qualities:

A viable allurement is short. It is not an objective in itself, yet rather a way to concentrate the gathering of people's full focus on the need (which is the genuine inspiration for the work displayed).

A viable allurement is crowd situated. It crosses over any barrier between something the gathering of people knows about or thinks about and the point of the discussion. As a counterexample, starting an introduction by saying "My name is Irma Kodowski and I might want to converse with you today about" is not

compelling, on the grounds that it is emphatically egotistical. Hold up until the errand to discuss yourself. An effective attention getter is relevant and appropriate, as opposed to out-of-place or overdramatic. As a counterexample, starting your presentation with a joke unrelated to the topic will likely strike the audience as irrelevant. Starting with a humorous anecdote directly related to the topic is at least relevant; whether it is also appropriate depends on the situation. Usually, less specialized audiences require more creative attention getters because they are more distant from the topic. For audiences of specialists, a simple link with a familiar context ("As most of you know, " or with the previous speaker.

At the end of a presentation, you must indicate elegantly yet unambiguously to the audience that you have said your last words, thus giving them the signal to applaud. Although there are many ways to do so, one that works well is to make the link back to your attention getter: By referring back to your initial question, analogy, picture, etc., you indicate that you have completed the loop. In contrast, beware of conventional yet extrinsic closes. "So, that's all I had for you today," suggests that you ran out of things to say; you should prepare a deliberate close instead. "Thank you for your attention," is weak; make your audience thank you for delivering a great presentation instead. "I will be happy to answer any questions you have," is premature; you should save this prompt for after the applause.

Your attention getter and close should be your very first words and very last words, respectively. Resist the temptation to preface your attention getter with filler words unnecessary courtesies. "Good morning everyone. Let me first thank the organizers for. To make sure you start and end your presentation sharply, you might want to learn your first few and last few sentences by heart.

Revealing your presentation's structure

To be able to give their full attention to content, audience members need structure in other words, they need a map of some sort (a table of contents, an object of the document, a preview), and they need to know at any time where they are on that map. A written document includes many visual clues to its structure: section

headings, blank lines or indentations indicating paragraphs, and so on. In contrast, an oral presentation has few visual clues. Therefore, even when it is well structured, attendees may easily get lost because they do not see this structure. As a speaker, make sure you reveal your presentation's structure to the audience, with a *preview*, *transitions*, and a *review*.

The preview provides the audience with a map. As in a paper, it usefully comes at the end of the opening (not too early, that is) and outlines the body, not the entire presentation. In other words, it needs to include neither the introduction (which has already been delivered) nor the conclusion (which is obvious). In a presentation with slides, it can usefully show the structure of the body on screen. A slide alone is not enough, however: You must also verbally explain the logic of the body. In addition, the preview should be limited to the main points of the presentation; sub points can be previewed, if needed, at the beginning of each main point.

Transitions are crucial elements for revealing a presentation's structure, yet they are often underestimated. As a speaker, you obviously know when you are moving from one main point of a presentation to another — but for attendees, these shifts are never obvious. Often, attendees are so involved with a presentation's content that they have no mental attention left to guess at its structure. Tell them where you are in the course of a presentation, while linking the points. One way to do so is to wrap up one point then announce the next by creating a need for it: "So, this is the microstructure we observe consistently in the absence of annealing. But how does it change if we anneal the sample at 450°C for an hour or more? That's my next point. Similarly, a review of the body plays an important double role. First, while a good body helps attendees understand the evidence, a review helps them remember it. Second, by recapitulating all the evidence, the review effectively prepares attendees for the conclusion. Accordingly, make time for a review: Resist the temptation to try to say too much, so that you are forced to rush — and to sacrifice the review at the end.

Ideally, your preview, transitions, and review are well integrated into the presentation. As a counterexample, a preview that says, "First, I am going to talk about then I will say a few words about and finally" is self-centered and mechanical: It does not tell a story. Instead, include your audience (perhaps with a collective *we*) and show the logic of your structure in view of your main message.

B. Strategies for making good presentation

Presenting can be a daunting task. Audience expectations of content, accuracy and accountability are high and people demand to be enlightened and informed – rightly so. It's important to realise delivering effective presentations is dependant upon not only how good you are at transferring information but how successful you are in influencing, inspiring and making what you say memorable and actionable for the client or prospect. However if you've noticed that when you speak to clients they not only look at their watches but shake them during one of your presentations, it's time to consider the following strategies for delivering effective presentations and engage their hearts and minds.

1. Consider your listener

Frame the presentation as though you were the one sitting in the audience. Effective presentations should be targeted to meet the specific needs, wants and emotions of your audience. You risk losing their interest and focus after just two minutes if there is no relevance to their financial, emotional or physical well-being.

2. Ensure your audience knows what's in it for them

And if the answer is not much, you may as well pack up and leave before you bore them to snores.

3. Begin with the end in mind

Let them know what to expect, how they can use the information and the direct benefits to them. People buy benefits and outcomes, not promises and generalities that bear no relevance to their lives. So begin with the end in mind and tailor your presentations to the needs of the audience or customer you are speaking to.

4. Speak as if to one individual

Deliver your speech as though each person was the only one in the room and you were speaking directly to them. Make the presentation personal and consistent with why they have come to listen to you in the first place. If you are an expert in the topic give them assurance that by the time they will leave the presentation they will have a greater understanding and knowledge and will be able to apply the information given.

5. Practise your presentation style

Be aware that your delivery will utilise three different styles namely audio, visual and kinesthetic. How do you move between them? To know for sure, it pays to practise. One method is to organise a video recorder and tape your prepared presentation. Then show it to your partner, children and/ or trusted friends. Ask for their honest and constructive comments about style and delivery. You may need to brace yourself for their feedback! However it is worth taking on board. Others' perspectives can help you dramatically improve your delivery and so increase your chances of winning over your 'real' audience.

C. Role of communication skills in oral presentation

Relational abilities are among the immaterial expertise sets most esteemed by managers. The capacity to impart adequately, particularly amid oral introductions, can support your attractiveness and practicality for work in an assortment of professions. To create solid introduction aptitudes, you have to consider both the verbal and nonverbal variables required in conveying your message.

The Message

The capacity to give a viable message helpful substance is clearly critical to a decent oral introduction. This requires anticipating your introduction, and doing exploration to ensure your message is all around built. You need to convey a message that considers your crowd and the objectives of your introduction. An oral introduction without great substance will fulfill practically nothing.

Non-verbal communication

A noteworthy segment of the message your gathering of people sees depends on your non-verbal communication. Your stance, outward appearances and motions influence the way your message is gotten. Steady eye contact with individuals from your group of onlookers; a quiet, sure stance; and loose arms and hands held close to your side are among non-verbal communication strategies that convey positive vibes. Collapsing your arms, staying away from eye contact, grimacing, and apprehensive developments can flag anxiety, impassion or more terrible.

Vocal Tone

How you say something conveys a considerable measure of weight. Talking in a reasonable, sure and confident tone extends your message and keep your group of onlookers locked in. Accentuating particular focuses and fluctuating your rate of conveyance gets out key focuses your introduction and draws in your crowd's consideration. Abstain from talking in a low voice or a dull tone.

Mindfulness

Your relational abilities in an introduction can likewise help you see how well your message is hitting home. By watching the non-verbal communication and input of gathering of people individuals, you can change your approach. On the off chance that group of onlookers individuals are sitting back in their seats, not focusing or occupied by different things, your message presumably is not overcoming. Consider anticipating yourself increasingly and discovering approaches to better

draw in the group of onlookers. It asks gathering of people individuals inquiries and keep them included. On the off chance that your introduction is extensive, you may need to take a break.

D. Effective ways to develop oral presentation

we consider here what it takes to make a good oral presentation. While the rules apply broadly across disciplines, they are certainly important from the perspective of this readership. Clear and logical delivery of your ideas and scientific results is an important component of a successful scientific career. Presentations encourage broader dissemination of your work and highlight work that may not receive attention in written form.

Talk to the Audience

We do not mean face the audience, although gaining eye contact with as many people as possible when you present is important since it adds a level of intimacy and comfort to the presentation. We mean prepare presentations that address the target audience. Be sure you know who your audience is—what are their backgrounds and knowledge level of the material you are presenting and what they are hoping to get out of the presentation? Off-topic presentations are usually boring and will not endear you to the audience. Deliver what the audience wants to hear.

Less is More

A common mistake of inexperienced presenters is to try to say too much. They feel the need to prove themselves by proving to the audience that they know a lot. As a result, the main message is often lost, and valuable question time is usually curtailed. Your knowledge of the subject is best expressed through a clear and concise presentation that is provocative and leads to a dialog during the question-and-answer session when the audience becomes active participants. At that point, your knowledge of the material will likely become clear. If you do not get any questions, then you have not been following the other rules. Most likely, your

presentation was either incomprehensible or trite. A side effect of too much material is that you talk too quickly, another ingredient of a lost message.

Only Talk When You Have Something to Say

Do not be overzealous about what you think you will have available to present when the time comes. Research never goes as fast as you would like. Remember the audience's time is precious and should not be abused by presentation of uninteresting preliminary material.

Make the Take-Home Message Persistent

A good rule of thumb would seem to be that if you ask a member of the audience a week later about your presentation, they should be able to remember three points. If these are the key points you were trying to get across, you have done a good job. If they can remember any three points, but not the key points, then your emphasis was wrong. It is obvious what it means if they cannot recall three points!

Be Logical

Think of the presentation as a story. There is a logical flow—a clear beginning, middle, and an end. You set the stage (beginning), you tell the story and you have a big finish (the end) where the take-home message is clearly understood.

Treat the Floor as a Stage

Presentations should be entertaining, but do not overdo it and do know your limits. If you are not humorous by nature, do not try and be humorous. If you are not good at telling anecdotes, do not try and tell anecdotes, and so on. A good entertainer will captivate the audience and increase the likelihood of obeying Rule 4.

Practice and Time Your Presentation

This is particularly important for inexperienced presenters. Even more important, when you give the presentation, stick to what you practice. It is common to

deviate, and even worse to start presenting material that you know less about than the audience does. The more you practice, the less likely you will be to go off on tangents. Visual cues help here. The more presentations you give, the better you are going to get. In a scientific environment, take every opportunity to do journal club and become a teaching assistant if it allows you to present. An important talk should not be given for the first time to an audience of peers. You should have delivered it to your research collaborators who will be kinder and gentler but still point out obvious discrepancies. Laboratory group meetings are a fine forum for this.

Use Visuals Sparingly but Effectively

Presenters have different styles of presenting. Some can captivate the audience with no visuals (rare); others require visual cues and in addition, depending on the material, may not be able to present a particular topic well without the appropriate visuals such as graphs and charts. Preparing good visual materials will be the subject of a further Ten Simple Rules. Rule 7 will help you to define the right number of visuals for a particular presentation. A useful rule of thumb for us is if you have more than one visual for each minute you are talking, you have too many and you will run over time. Obviously some visuals are quick, others take time to get the message across; again Rule 7 will help. Avoid reading the visual unless you wish to emphasize the point explicitly, the audience can read, too! The visual should support what you are saying either for emphasis or with data to prove the verbal point. Finally, do not overload the visual. Make the points few and clear.

Review Audio and/or Video of Your Presentations

There is nothing more effective than listening to, or listening to and viewing, a presentation you have made. Violations of the other rules will become obvious. Seeing what is wrong is easy, correcting it the next time around is not. You will likely need to break bad habits that lead to the violation of the other rules. Work hard on breaking bad habits; it is important.

Provide Appropriate Acknowledgments

People love to be acknowledged for their contributions. Having many gratuitous acknowledgements degrades the people who actually contributed. If you defy Rule 7, then you will not be able to acknowledge people and organizations appropriately, as you will run out of time. It is often appropriate to acknowledge people at the beginning or at the point of their contribution so that their contributions are very clear.

As a final word of caution, we have found that even in following the Ten Simple Rules (or perhaps thinking we are following them), the outcome of a presentation is not always guaranteed. Audience–presenter dynamics are hard to predict even though the metric of depth and intensity of questions and off-line followup provide excellent indicators. Sometimes you are sure a presentation will go well, and afterward you feel it did not go well. Other times you dread what the audience will think, and you come away pleased as punch. Such is life. As always, we welcome your comments on these Ten Simple Rules by Reader Response.

III. PROCEDURES AND PROCESS

A. RESEARCH PLAN

I. Statement of purpose

A. Purpose for conducting the study

1. The goal

1. The main goal of carrying out this research is to find out the effective ways of developing oral presentation by using speaking activities.

2. The objectives

- To identify the role making good oral presentation
- To point out the importance of speaking in making presentation
- To develop speaking skill with the help of different techniques
- To prepare the students on speaking in B1 students
- To explore positive features and drawbacks of using different speaking activities in developing oral presentation.
- To gather and analyze the data by using different research techniques
- To think out strategies for the development of presentation skills.

A. The research hypothesis

The research hypothesis is that the results and inferred information will be of the initial steps to the further development of teaching speaking for B1 level students

B. Research questions

- Why is it necessary to develop teaching speaking by developing oral presentation?
- How to use the activities in teaching speaking to B1 learners?
- Is it for achieving good result?
- How to raise the students' confidence in making oral presentation
- To find out more interesting and fruitful ways of developing critical and creative thinking for teaching speaking.

➤ To find out easy ways of teaching different material in teaching speaking

II. Method

A. The subjects

It is planned to carry out a specific study with one group of subjects in the purpose of the collection of necessary data and to achieve the aforementioned goals of the research. The subjects of study will be the learners of one different groups who have the B1 level in the English language the third faculty. The group we gathered consisted of **12** students. Their ages were 19-**20**. The researcher had lessons with them twice a week. In this group there were eight **female** and two male learners (The list of the group will be given in the other part of the work). Besides that the researcher had observed and conducted a lesson in the second year students.. This group consisted of 10 students. The teacher of the courses was Baraqova S.

Table 1

Participants of the third faculty

Group	Age	Gender		Total number N=10
		Male	Femal e	
	19-20	8	2	10

As their levels of the English language knowledge were almost the same B1 level, it was not difficult to choose the material for them.

The subject was teaching speaking skill to B1level learners by developing their critical thinking and creativity. To reach the same amount of their learning comprehension and increase their using interests was not difficult. The researcher

tried to use easy topical vocabulary with pictures, made them describe the pictures, make word combinations in pre learning tasks. Paying attention to their age researcher began to find little topics, short stories authentic materials reflecting context for the lessons. This brought new sense to her lessons. The learners felt free in front of the group and activated their participation in the lessons while they discussed the context in small groups, pair works and making presentations.

In the first faculty in the third year the observed group consisted of 10 students out of whose one was male and the other students were female students. The reason that we observed this faculty was to compare the methods of teaching and define the advantageous points to develop speaking skills to B1level learners. The level of the learners were the same: Between B1. The ages of the students were the same.

B. Materials and Equipment

1. Material

In order to collect data and to work with the subjects chosen for the current research study, the researcher used the following research tools. The research was performed in five phases:

- 1) Observation lessons;
- 2) Tasks on the base of speaking material ,in the way of choosing the correct answers ,guessing the title, describing pictures, talking about a topic ;
- 3) Questionnaire;
- 4) Lesson with game;
- 5) Speaking tasks
- 6) Using as many synonyms as they can to boil the conversation

2.Equipment

Technical aids as projector, computer and mobile phones were used as the equipment in the classes.

Computer was used during the study for preparing teaching materials such as lesson plans, handouts, and tables. Moreover, writing tools such as board, pens, pencils, erasers, and posters were needed.

C. PROCEDURE

Variables

Most researchers in language teaching and learning claim that there are five variables in statistical studies of language teaching and learning.

In this study,

The dependent variable was subjects' proficiency in English.

The independent variables were the factors influencing the selection of tasks for EFL learners, i.e. suitable reading tasks.

The moderator variables included the factors that influenced the relationship between the subjects' proficiency in English and the relationship of male and female subjects in role plays.

The control variable in the study was to define the subjects' reading abilities.

The intervening variable was developing reading skills in English and their level of English which was improved up to the point so that the teachers could use not only translation methods but also communicative approaches in reading courses.

Steps

Observation lessons

At the beginning of the research researcher observed different lessons. The researcher observed all types of courses as Speaking, Vocabulary lessons. Also she used peer observation as her groupmates were practicing at the same courses of study. While observing, researcher adopted various teaching styles, methods, the learners' reactions, behavior, and interaction between teachers and young learners.

The goal of these observations was to discover the learners' weak and strong points and choose particular activities to help them to improve their English language learning skills in general, particularly their speaking skill.

Pre-speaking task

Before beginning the main theme pictures were shown to them connected with the context and they discussed the meaning of the lesson on the base of vocabulary of the material. In the next stage of pre-speaking the researcher wrote the title and the learners tell what the story may be about again. The cards were distributed describing the new vocabulary with translation and explanations. The learners match the words and their meaning with translation on the base of cards distributed. Then began speaking what they think in English. (appendix 2)

While speaking task

After each passage they were distributed a card in which is written different topics and the learners, first brainstormed, then talk about the topic they were given.

Post speaking task

The learners were asked to choose one of the topics they had. After clarifying, all the group discussed about that topic. It should be mentioned that all the topics were for discussion in order to develop the learner's critical thinking.

Questionnaire to the learners

The researcher distributed sheets of paper to the learners and they gave their opinions in two-ten sentences. The next stage was focused on activating their speaking skills. (appendix 4)

Here, they were formed in two small groups and acted role plays using the active vocabulary.

Questionnaire to the teachers

Before beginning teaching speaking course the researcher did survey among teachers as well as learners in order to know their preferences, opinions and some more detailed information about developing critical thinking and speaking skill. More clearly, a questionnaire (Appendix 1) including six questions was given to teachers working with the students who have Reading class in our faculty. In addition, they were provided enough space with speaking “General feedback for the concept of speaking materials in developing speaking skills” where they can write their own suggestions and opinions. By teachers’ answers can define their teaching methods, how they select and adapt teaching materials, their attitude to the speaking course.

Analysis of the data

The results of the questionnaire were really useful while the researcher was adapting class material. Finding out from learners’ answers on questionnaire, most of them stated that they like short stories relating to cognitive process, such as solving, discussion, debate and others. Taking into consideration this lesson plan was created by the researcher (Appendix 6) for control group under the title “**Cat in the rain** “ by **E.Hemingway**.

Checking the result

A week after the lesson with short story was held, a post-test (Appendix 7) was created for the groups. They were given the short text with missing words and phrases and the subjects should fill in the missing word spaces. By their answers, it can define how good their memory is, and how their participation in the lessons resulted. Experiment teaching Reading with the help of different authentic materials gave the researcher valuable data for judging and comparing the changes in the scores in the process of teaching. The comparison of the results of the pre- reading and post-reading tasks helped the researcher to define how the treatment has influenced the subjects’ scores.

As mentioned above, the research was conducted at the university. The researcher began the observations of lessons at the beginning of December and it lasted about three weeks. The post-tasks were given in the next week after observations had finished. Questionnaire was also distributed to students the following week. Based on their answers, lesson with contexts were performed next week. In the last week a post-tasks was delivered to learners during the lesson and collected until the end of the lesson. Totally, it took three months to carry out the experiment.

B.DATA COLLECTION

As it was mentioned in the research plan we had observation lessons and conducted lessons in the second year of the third faculty and the third year of the first faculty. The first step we observed our coursemate Bashorat's lesson which she conducted in group 207. As her research topic was close to mine I specially wanted to make peer observation. She chose the story "Last leaf" by O' Henry. During the lesson I paid attention to the objectives of the lesson, procedure, the strategies she used, the timing to the tasks, the behaviour of the teacher, the participants activities and so on. By the observation I focused on my future lesson plan. After the lesson we discussed the pros and cons of the lesson with the teacher of the group-chorieva Muhklisa learned how to prepare pre-, while-, post-speaking tasks. Besides that the teacher advised us that to develop the students' speaking skills we must facilitate them and conduct student-centered lessons.

Another observation I had was the subject Current events in the third year of the first faculty. As speaking is the concern of our research I wanted to learn more how Newspaper materials are taught in traditional groups. I wanted to know if there are changes in teaching style in traditional groups. The group 301b was observed. The material was authentic. It was about current problems of the Ukraine. The students discussed world news first. Then the teacher explained the new phrases and word combinations of the article. The students tried to be active but it seemed to me that they lack of critical thinking and creativity. During the reading proces they tried to

translate the article and did not manage all the other tasks. Comparing the two observed lessons I came to conclusion that speaking skill must be in the harmony with active skills of L2 learning. Only by speaking and translating the material we cannot form the interest and motivation in EFL learners. Anyway I got much useful for further lessons as a teacher. While observing I prepared questionnaire for teachers to identify their opinions about the subject SPEAKING and the ways of development of critical thinking. (Appendix 1)

When I began conducting lessons I chose group 201 speaking course. According to the syllabus the theme was RELATIONS. 2 hours were given for short stories. I have chosen the story "Cat in the rain" by E. Hemingway.

The story is about one American family and husband-wife relations, some socio-political problems. That is the reason why I have chosen this story. 2 minutes for check up attendance.

PRE-SPEAKING

As a warm up the song by Phil Collins is listened to the students. Then they were asked to connect rain with relationship of people. Also the students were given the time of two minutes think about the symbolism of "rain" and connect it with events in human life. E.g. To keep for a rainy day. It does not rain but it pours. to rain cats and dogs. to get soaked to the skin and other answers were expected. 5 minutes.

Then I divided the group into two mini groups and give one of them the picture of a cat and the picture of E. Hemingway to the other group. They were told to prepare speech about their guessing of Reading task. 5 minutes.

Then during 15 minutes both mini groups speak about the writer and his creation. The teacher gives extra information about the other works by the writer. Those who were not familiar with the story guessed the title meaning to compare with true meaning of the story later on. (listening, pictures, discussion, mini group presentations). (Appendix 2.)

WHILE SPEAKING

20 minutes were given to read the story. The students use dictionaries to find the synonyms of given vocabulary tasks.

To develop communicating skills then I asked them questions: How many times did the author use the word "rain"? Why did the author change addressees as "American wife, girl, woman"? Why did the Maid's face tighten? and so on. Such questions helped students to read more carefully and understand some points to which they did not pay attention and develop their critical thinking.

POST-SPEAKING

a) 15 minutes is given to discuss the story on the basis of subplans: Why are they in Italy?

Is the man blamed in the story, why or why not?

Describe the wife's feelings please.

b) to make up short dialogues 1. between the husband and wife

2. the hotelkeeper and the wife. 3. the maid and the wife. (7 minutes.)

c) If I were the writer..... The students should continue the story. (8 minutes).

Homework. Writing assignment (3 minutes to explain). It is given in the lesson plan.

Questionnaire for the learners was set after the first lesson. The results of it would be given in the Data analysis. On the basis of the answers the second lesson plan was set. It was also conducted on the basis of syllabus topic RELATIONS.

For the second lesson the story "Necklace" was chosen. The objectives of the lesson were different on the basis of each task in the lesson. Also the stages were as PRE-, WHILE, POST-SPEAKING. The contrary point of the story to "Cat in the rain" is the relations between husband and wife. The story is written by Guy DE

Moupassan. All the other skills were used as well as reading skill. The results of exercises would be given in the Data analysis. The lesson plan is in the appendix 6.

The reason I have chosen this story is the vocabulary of the story is rich in new words and phrases. Besides that the students were interested in this story when they were given the chance to choose out of stories previous lesson. They were given titles of the following stories: "Love of life" by J. London, "Long walk to forever" by K. Vonnegut, "Wild flowers" by E. Caldwell and "Necklace" by Guy De Moupassan. The lesson material was taken from Internet and additionally we have created several tasks coming out of the students' level of knowledge and abilities.

Different speaking comprehension checks were done in the lesson. Then the task was given to them as to compare husband and wife relationships in two read stories as "Cat in the rain" and "Necklace". There was boiling discussion over this task.

After the lesson the Teacher got feedback from the students about the lesson results.

The third lesson the researcher conducted was Current event lesson in the third year students. The authentic newspaper material was chosen for Reading and discussion. Students were the subject of the research. They tried to participate actively. As I observed their previous lessons I was aware of their interests and level of knowledge. I prepared discussion tasks on the material in order to develop critical and creative thinking.

First they read the title and discussed the title. Then after they had read the stories, answered the questions. The subjects learned reading strategies through the variety of tasks. They found key words to the given subtitles to each passage in the story.

While speaking tasks were focused on checking their speaking comprehension, simultaneously to raise their criticality and creativity. They are divided into two

groups according to the reflection to the topic and they are debated. This is precious way to proliferate critical and creative thinking.

Post-speaking task was to activate them, working at pictures were done on this phase of the lesson. The subjects were divided into mini groups and made round table, with the problematic Issue described in the picture. One member chose a picture with a problematic, The researcher observed their participation in the mini groups. The subjects who felt at ease when asked individually felt free in the talk and tried to participate actively.

The homework was explained after assessment.

Thus The research practice data was collected. We want to express our gratitude to the teachers who supported and encouraged us to conduct lessons.

IV. RESULTS AND DISCUSSIONS

Results of the Questionnaire1 which was taken from the teachers

Questionnaire 1.

- 1.What do you think why critical and creative thinking is important for teaching speaking?
- 2.How do you try to develop your students' Englishspeaking skill?
- 3.Do you prefer Non-adopted (authentic) material in your classes or adopted one?
- 4.What authentic materials do you prefer to laern with your students? E.g. Booklets Announsements Newspaper articles and so on
- 5.How do you organise your lessons as teacher –centered or student-centered way?

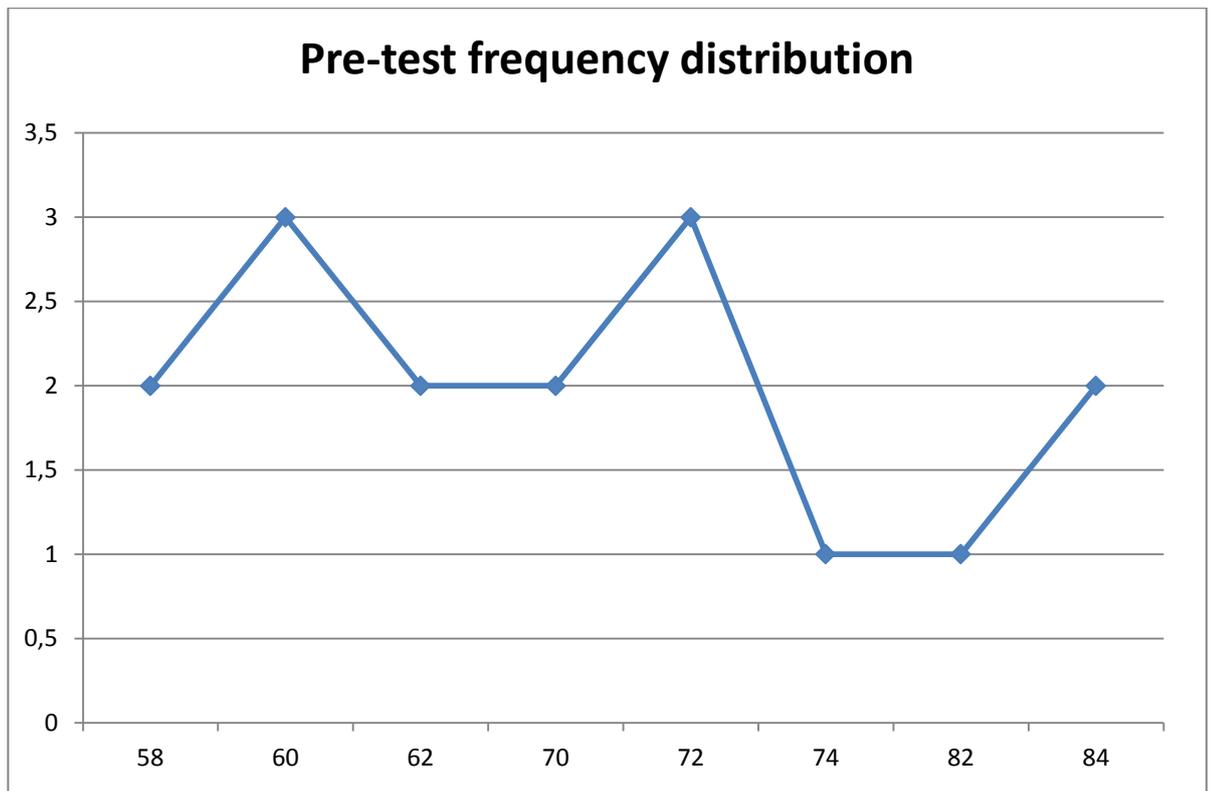
The results of the questionnaire showed that most teachers of our university have already accepted and adopted new methods of teaching. They gave broad opinions on the questions and were interested in the results of our practice. When we asked the other faculty teachers their opinions they told that such researches would be of benefit for future teachers in teaching EFL.

Pre-test results taken from students of B1 level

Pre-tests were given to the group to focus on further tasks for speaking lessons. The tasks of pre-test was to talk about a story chosen. They first should read the title and guess the meaning then, described the picture by creativity, after reading discussed about the plot and answer some topics. The mini texts with six questions were given to the studends. The questions were based on reading comprehension. The results of the pre-test showed that 75%students answered the questions for good marks.

Names of students	Scores	Teacher
1.Dilshodova Feruzaxon Xislatbek qizi	78	M.Rahimjonova
2.Farhodava Kamola Farhod qizi	76	
3.G'ofuruv Rashid Rustam o'gli	85	
4.G'oibov Elbek Jaloliddin o'g'li	82	
5.Mayaqubova Xumora Furqat qizi	87	
6.Mirzaraximova Adolat Xasan qizi	82	
7.Musurmonova Gulshanoy Ravshanovna	80	
8.Qurbonova Umidaxon G'ofurjon qizi	79	
9.Ruziev Bohodir Maxmudjon o'g'li	84	
10. Sayfulloev Maxmudjon G'aybullo o'g'li	80	
11.Tursunbaeva Maxliyo Maxmudjon qizi	84	
12.Umarova Lola Abdusatorovna	81	

**Pre-test
writing
scores**



This table illustrates that what progress they had in two months and their achievement numbers in percentage.

The result was calculated in the formula of the mean.

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{84+84+88+72+76+82+68+70+88+72+78+86+72+72+76+88}{12} =$$

Having analysed the lack points of students' learning skills I prepared different individual tasks for each student. The results showed that the students of the two year have less experience in creative and thinking tasks. They got used to multiple-choice tests. That is why I tried to change of from of the tasks and tried to teach them

developing their speaking skill and shared my time to practice and explain. This way I motivated them raise their interest in speaking.

Questionnaire results taken from students of students

	Questions	
	<p>1. What do you think is critical and creative thinking important for speaking?</p> <p>Yes 89%;</p> <p>Somehow: 8%</p> <p>No: 3%</p> <p>2. How do you try to develop your students' English speaking skill?</p> <p>By motivation: 63%</p> <p>By forcing to speaking: 20%</p> <p>By make learners retell a story: 27%</p> <p>3. Do you prefer Non-adopted (authentic) material in your classes or adopted one?</p> <p>Non-adopted: 86%</p> <p>Adopted: 24%</p> <p>4. What authentic materials do you prefer to learn with your students? E.g. Booklets Announcements Newspaper articles and so on</p> <p>Newspaper articles: 96%</p> <p>Announcements: 4%</p>	

	<p>5.How do you organise your lessons as teacher –centered or student-centered way?</p> <p>student-centered: 93%</p> <p>teacher –centered: 7%</p>	
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Results of questionnaire for students:

As we see, the subjects were already the second year students of the third faculty and 60% of them knew or had experienced authentic materials before.

1. What materials do you prefer in your reading classes adopted or authentic?

Authentic ones 6

Adopted variants of authentic materials 2

Non-authentic materials 3

The subjects preferred authentic materials more than non-authentic and adopted materials. From their answers, we were the testimony that the subjects of the group were eager to have authentic materials.

3.Why do you think authentic materials are better or worse than non-authentic materials?

Because they reflect real situations 6

Because there we learn many new words 3

Because the words in authentic materials are difficult to understand 2

From the percentage of the answers we see that the subjects realized the importance of authentic materials in English classes.

4. Do you enjoy reading foreign books in your language?

Not so much 4

Easy to catch, but does not help me learning foreign language 6

Prefer original one 8, (some subjects ticked two answers)

As we see, original topics are in demand, because learners can feel the author's style and learn the features of original language.

5. How do you grade your ability to understand English newspapers?

A 2

B 3

C 6

The answer results showed that the subjects read original language

6. Can you state or explain any authentic instruction to any device?

Yes completely 3

Never experienced 3

Generally, I can, but not in detail 5

7. Have you tried to write poems or stories in the English language?

Yes once 4

Never tried 2

I always dream It 5

In this question, we see that students are eager to be close to the original and their interests to the English are raising day by day.

8.Do you prefer your reading material to be translated in the classes?

Yes. 5

No, I found new methods more fruitful 6

Post-test results

After conducting the lessons we got post test to check their learning skills The tests included logical and critical thinking,summarizing dicsussion about the stories they read.

The results showed that the students changed to better from the pre –test.

Post-test writing scores

The percentages of the result show that students understood speaking in communications and they remembered more.

It can be seen that there was considerable noticeable increased to 13 points and the highest score 14 points.

It was found that while carrying out their tests, students faced with problems in identifying the meanings and usage of phrases in the authentic reading materials

Table 3

Problems with students faced during the	Pronouncing a work in english	Using the synonyms while speaking	Catching the main idea of the material	Choosing appropriate title to the passages	Summarizing the text
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lesson					
12students	6	4	3	4	6

According to the study the major problems that students had were to understand speaking tasks when they did individually. But after they were taught the problems lessened and it was easy to correct their mistakes during their role play, exercise, dialogues and so on.

The suggestions to overcome the difficulties

Having practiced in the third and second year courses we learned some strategies from literatures and from our teachers. Below we are going to present some of them:

As students progress through school, they are asked to read increasingly complex informational and graphical texts in their courses. The ability to understand and use the information in these texts is key to a student's success in learning. Successful students have a repertoire of strategies to draw upon, and know how to use them in different contexts. Struggling students need explicit teaching of these strategies to become better speakers.

Struggling speakers need:

- knowledge of different types of texts and the best strategies for speaking them;
- multiple and meaningful opportunities to practice speaking in subject-specific contexts;
- opportunities to practice speaking with appropriate resources.
- opportunities to talk about their critical and creative thinking.
- background knowledge in subject areas.

- expanded sight vocabularies and word-solving strategies for talking subject-specific texts.

- strategies for previewing texts, monitoring their understanding, determining the most important ideas and the relationships among them, remembering what they say, and making connections and inferences.

- strategies for becoming independent speakers in any context.

Speaking is the active process of understanding print and graphic texts. Speaking is a thinking process. Effective speakers know that when and what they read is supposed to make sense. They monitor their understanding, critical and creative thinking and when they lose the meaning of what they are talking, they often unconsciously select and use a speaking strategy (such as asking questions) that will help them reconnect with the meaning of the topic. speaking skills and strategies can be taught explicitly while students are learning subject-specific content through authentic speaking tasks.

What good speakers do

Effective speakers use strategies to understand what they talk before, during, and after.

Before speaking, they:

- use prior knowledge to think about the topic.
- make predictions about the probable meaning of the text.
- organize the structure of the speaking

During reading, they:

- monitor understanding by questioning, thinking about, and reflecting on the ideas and information

After reading, they:

- reflect upon the ideas and information
- relate what they have read to their own experiences and knowledge.
- clarify their understanding of the topic.
- extend their understanding in critical and creative ways.

Students can be taught to be strategic and effective speakers. Struggling speakers benefit from a variety of instructional approaches that demonstrate speaking skills as subject content is taught. Direct teaching, thinking aloud, modeling, creativity, discussion, and small-group support are only a few of the approaches teachers use to help students become more strategic and effective speakers in different contexts.

Before speaking:

Set a Purpose for Reading . Think if you will you be reading to find out what happens in a story or to learn specific information.

Preview the Topic: Look at the title, pictures, captions under pictures, headings, bold-faced print and other graphics.

Activate Background Knowledge : Think about what the listener expects from you to hear

Predict : Think what might happen be spoken, in how order should be spoken;

During speaking:

Cross-check. Speak by your own organization on mind. Ask yourself, "Does this word look right, sound right, and make sense?"

Think about what you already know about the subject and the kind of material you are speaking. Think about how the information is similar to what you already know about the topic, event, or person. If you have many questions about the topic or the kind of book, you may need to ask someone for help.

If you have many questions about the topic or the kind of book, you may need to ask someone for help.

In this part of our work we want to share our opinions. As we observed we witnessed that speaking in practical English has aim, tasks and contents in higher education. Under the base of speaking there are cultural, educational and intensive aims. Educational and cultural aims help the students to gain knowledge and form cultural background and developing aim help to recognize, anticipate and analyze the speaking topic. Professor V.D.Arakin divides¹ the aims and tasks of reading to academic courses with which professor T.Sattorov also agrees: The 1st year aims at fluent speaking and improve phonetic points;

In the 2nd year, students increase speaking techniques on the base of associating ideas, guessing and evaluating stylistic features of individual style of a speaker. The 3rd year focuses on students' commenting the material on the base of experiences.

The 4th year deals with working at speech patterns, interpreting and critical thinking. This stage enriches the students' critical thinking and the creative approaching abilities.

In speaking classes of the second and third year students of both PRESETT and traditional groups we learned that there are many ways of introducing vocabulary of the material. We considered two vocabulary skills to be very important.

First, encourage the students to begin using the glossary at the back of the speaking material to understand new words. The glossary defines all the vocabulary.

Also, there were some speaking tasks as :

- Guess the special topic vocabulary

¹В. Д. Аракин. Методика работы надпрактическим курсом английского языка. –М., 1984 с. 28.
(the information is translated from Russian)

- check for speaking comprehension (the teacher asked simple YES/NO questions; the teacher used the questions in the text and added his own to them- students were permitted to find the answer and speak about . This way helped to make the text clearer than it was in reading process)

- speak what you can;
- do not hesitate what you are speaking;
- have eye contact with the listener or observer;
- ask questions if you do not what to talk about
- be spontaneous

Summing up our observations we can say that in speaking there are extralinguistic and linguistic problems: extralinguistic problems are the following:

1. there is no good condition for speaking
2. the rate of speaking speed
3. the plot may not be interesting
4. the student has no anticipating ability beforehand
5. the language material may not be worked out beforehand
6. the amount of new words may be extra than expected
7. unfamiliar text contents

Linguistic problems are:

1. phonetic difficulties in speaking
2. lexical difficulties
3. grammatical difficulties
4. complex construction and set expressions
5. realia words
6. mispronunciation of words

The teachers tried to find solutions to such problems using integrated, modern and traditional and pedagogical approaches in the course of classes.

While working at the gist of the topic with the help of lingual-methodic approach

We think to develop speaking skills using English novels and other types of authentic materials can be used in the 2,3,4th years because as professor V.D. Arakin stated the 2nd year students can be given 30-40 pages in a 2 hour lesson, the 3rd year up to 70 pages, and fourth year students may be given material in up to 90 pages.² If reading material is much for one lesson it may be divided into two according to the length of the topic.

During our observations we paid attention to the usage of vocabulary in speech, the connection of classes with each other, the language of the material whether it was adapted or non-adapted. (four cells mean four courses)

	PRESETT/g				traditional/g			
Fiction, adapted								
Fiction, non-adapted								
Non-fiction, adapted								
Non-fiction, non-adapted								

The grid supports that using original materials in speaking is not frequent. In our opinion, as our students are going to get a diploma of English philology it is relevant to include original-non-adapted materials more for speaking classes

As we intended to connect English literature with speaking classes we have worked out some activities which could be useful. and If we take the first two

² I. Yoqubov. Amaliy ingliz tili metodikasi.-Toshkent, 2009, 199 bet.

years of bachelor's degree in the example of any novel or story from English or American literature, the following activities and methods can be used:

1. working at phrases and word combinations which can be problematic(difficult) to understand commenting tasks, characterizing the images, answering the questions and so on.

2. in the third year to criticize the images; find the best or the worst character, in images can be given as tasks of activities.

In the examples of W.Scott's works:

V FINAL REFLECTION

The main goal of my study was to enhance oral presentation for B1 level students. The entire work based on skills strategies in study process.

At the beginning the hypothesis was practical exploration of two lesson processes. At the end of the course I discovered that my hypothesis was right.

Honestly, the study process was not easy, and there were some variables which could influence the results. All the time, I was trying to prevent the study of different factors which could influence on the result. While observing the Group A I discovered the members are able to sit still for longer periods and don't need as much activity changing, in addition they are becoming aware of what is acceptable and unacceptable classroom behaviors, they are also becoming aware that there are clearly defined rules for language and are starting to be more concerned about making mistakes, they are more flexible in their learning styles and like to learn both conceptually and experimentally; I discovered that the members emphasize higher order thinking skills, active and collaborative learning, and diversity experiences more than Group B.

-The Group B members are often innovative in language forms but still have a great many inhibitions. They are focused on what this new language can actually be used for here and now. They are good at sensing language that is not authentic.

The learning process was also interesting; I was in contact with each student for two months observing their progress. I was afraid if someone could not attend the lesson, all my fears were unfounded. None of the students left, and the study was successful completed. I also tried to create friendly atmosphere with students in both groups, which would help the students avoid psychological pressure, fear, tension and anxiety. In my opinion, while teaching we must pay attention to students' attitude for learning process. If they feel some negation for learning, none of the methods or approaches can help to improve their English. During my study, I understood that each teacher should understand each student with different ages. Because as we know young and grow influence on personal wish and inner

motivation. The teacher should understand each student's "own world", whether she or he, and try to be not only good teacher but a good psychologist and friend as well. We must pay attention to each student separately. Sometimes, when students do not get enough attention from their teachers' side, they are unmotivated- they think they are not making progress, and they never can speak English. As good teachers we must encourage and support learners' interests; teach well organized lessons, which are interesting and engaging for students.

The goal of my paper was to find the process if it works using speaking activities for improving oral presentation. I achieved my goal and found out that it will be very useful, even important tool for both teachers and students in their future works in language field. I hope my work can be helpful for some who is really wanted to do some work in skills proficiency in English.

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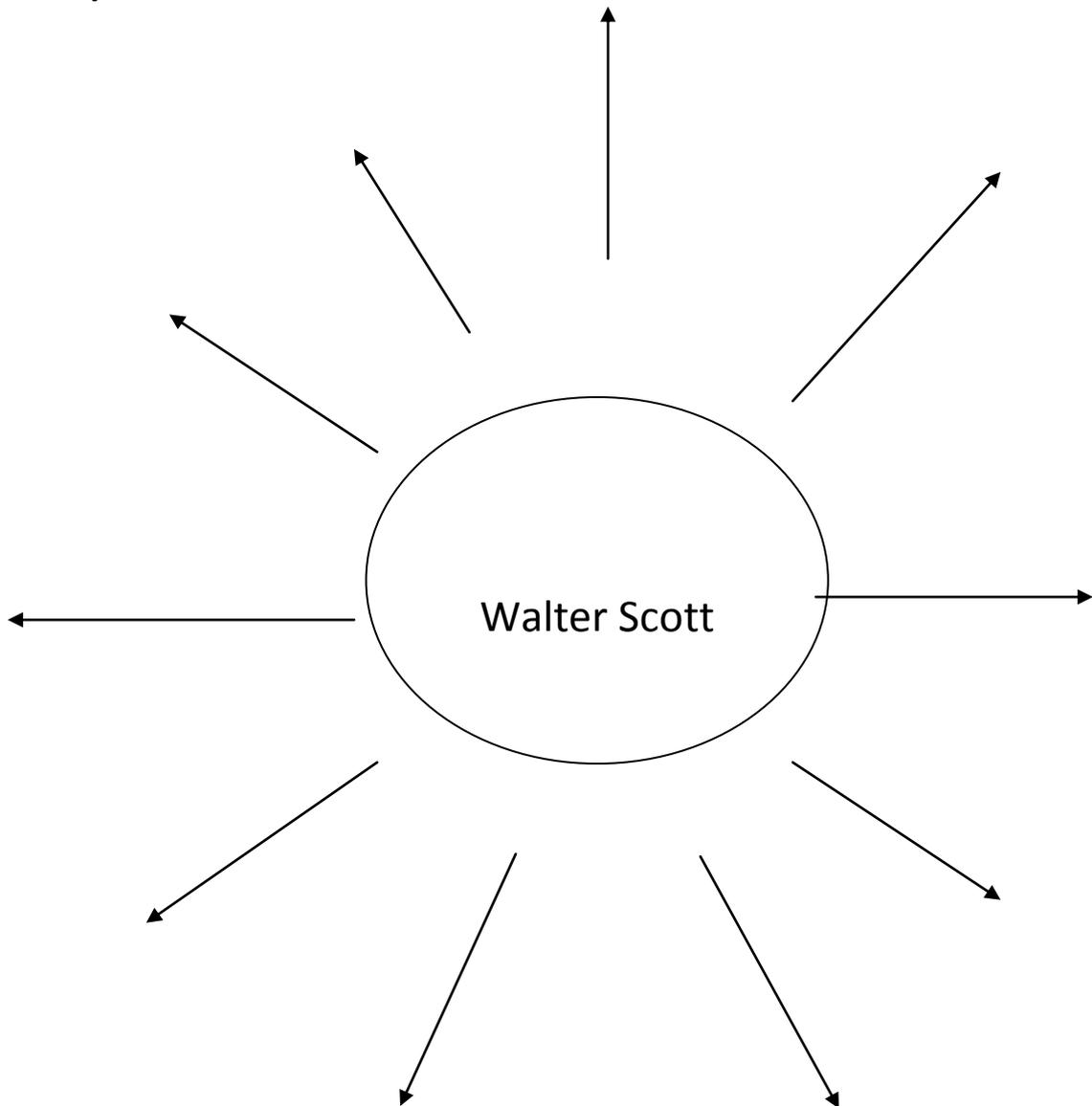
VIII. APPENDIX

Activity # 1

Make presentation about Walter Scott's life and present it in the class.

Activity # 2

Try to fill the cluster revealing W. Scott's creation, write down the novels of Scott you know.



Activity #3

Gathering all information make a full and organize speech about Scott.

ERNEST HEMINGWAY CAT LOVER NECKLACE

A beautiful cat charm necklace presented on a postcard print of Ernest Hemingway's famous cat lovers quote. This necklace is a fun and unique gift for a loved one, friend or cat lady! An unusual literary themed gift that is suitable for any occasion including birthdays and Mother's Day. This cat necklace is handmade using a delicate silver plated trace chain and a silver coloured charm. This quirky necklace is presented on a postcard print of Ernest Hemingway's quote which reads: 'One cat just leads to another.' This unique necklace comes carefully wrapped in brown paper and string ready to give as a gift.

LOVE OF LIFE by J. London.

They limped painfully down the bank, and once the foremost of the two men staggered among the rough-strewn rocks. They were tired and weak, and their faces had the drawn expression of patience which comes of hardship long endured. They were heavily burdened with blanket packs which were strapped to their shoulders. Head-straps, passing across the forehead, helped support these packs. Each man carried a rifle. They walked in a stooped posture, the shoulders well forward, the head still farther forward, the eyes bent upon the ground. "I wish we had just about two of them cartridges that's layin' in that cache of ours," said the second man. His voice was utterly and drearily expressionless. He spoke without enthusiasm; and the first man, limping into the milky stream that foamed over the rocks, vouchsafed no reply. The other man followed at his heels. They did not remove their foot-gear, though the water was icy cold -- so cold that their ankles ached and their feet went numb. In places the water dashed against their knees, and

both men staggered for footing. The man who followed slipped on a smooth boulder, nearly fell, but recovered himself with a violent effort, at the same time uttering a sharp exclamation of pain. He seemed faint and dizzy and put out his free hand while he reeled, as though seeking support against the air. When he had steadied himself he stepped forward, but reeled again and nearly fell. Then he stood still and looked at the other man, who had never turned his head. The man stood still for fully a minute, as though debating with himself. Then he called out:

"I say, Bill, I've sprained my ankle."

Bill staggered on through the milky water. He did not look around. The man watched him go, and though his face was expressionless as ever, his eyes were like the eyes of a wounded deer. The other man limped up the farther bank and continued straight on without looking back. The man in the stream watched him. His lips trembled a little, so that the rough thatch of brown hair which covered them was visibly agitated. His tongue even strayed out to moisten them. "Bill!" he cried out. It was the pleading cry of a strong man in distress, but Bill's head did not turn. The man watched him go, limping grotesquely and lurching forward with stammering gait up the slow slope toward the soft sky-line of the low-lying hill. He watched him go till he passed over the crest and disappeared. Then he turned his gaze and slowly took in the circle of the world that remained to him now that Bill was gone. Near the horizon the sun was smouldering dimly, almost obscured by formless mists and vapors, which gave an impression of mass and density without outline or tangibility. The man pulled out his watch, the while resting his weight on one leg. It was four o'clock, and as the season was near the last of July or first of August, -- he did not know the precise date within a week or two, -- he knew that the sun roughly marked the northwest. He looked to the south and knew that somewhere beyond those bleak hills lay the Great Bear Lake; also, he knew that in that direction the Arctic Circle cut its forbidding way across the Canadian Barrens. This stream in which he stood was a feeder to the Coppermine River, which in turn flowed north and emptied into Coronation Gulf and the Arctic Ocean. He had

never been there, but he had seen it, once, on a Hudson Bay Company chart. Again his gaze completed the circle of the world about him. It was not a heartening spectacle. Everywhere was soft sky-line. The hills were all low-lying. There were no trees, no shrubs, no grasses -- naught but a tremendous and terrible desolation that sent fear swiftly dawning into his eyes. "Bill!" he whispered, once and twice; "Bill!"

He cowered in the midst of the milky water, as though the vastness were pressing in upon him with overwhelming force, brutally crushing him with its complacent awfulness. He began to shake as with an ague-fit, till the gun fell from his hand with a splash. This served to rouse him. He fought with his fear and pulled himself together, groping in the water and recovering the weapon. He hitched his pack farther over on his left shoulder, so as to take a portion of its weight from off the injured ankle. Then he proceeded, slowly and carefully, wincing with pain, to the bank. He did not stop. With a desperation that was madness, unmindful of the pain, he hurried up the slope to the crest of the hill over which his comrade had disappeared -- more grotesque and comical by far than that limping, jerking comrade. But at the crest he saw a shallow valley, empty of life. He fought with his fear again, overcame it, hitched the pack still farther over on his left shoulder, and lurched on down the slope. The bottom of the valley was soggy with water, which the thick moss held, sponge like, close to the surface. This water squirted out from under his feet at every step, and each time he lifted a foot the action culminated in a sucking sound as the wet moss reluctantly released its grip. He picked his way from muskeg to muskeg, and followed the other man's footsteps along and across the rocky ledges which thrust like islets through the sea of moss. Though alone, he was not lost. Farther on he knew he would come to where dead spruce and fir, very small and weazened, bordered the shore of a little lake, the *titchin-nichilie*, in the tongue of the country, the "land of little sticks." And into that lake flowed a small stream, the water of which was not milky. There was rush-grass on that stream -- this he remembered well -- but no timber, and he would follow it till its first trickle

ceased at a divide. He would cross this divide to the first trickle of another stream, flowing to the west, which he would follow until it emptied into the river Dease, and here he would find a cache under an upturned canoe and piled over with many rocks. And in this cache would be ammunition for his empty gun, fish-hooks and lines, a small net -- all the utilities for the killing and snaring of food. Also, he would find flour, -- not much, -- a piece of bacon, and some beans. Bill would be waiting for him there, and they would paddle away south down the Dease to the Great Bear Lake. And south across the lake they would go, ever south, till they gained the Mackenzie. And south, still south, they would go, while the winter raced vainly after them, and the ice formed in the eddies, and the days grew chill and crisp, south to some warm Hudson Bay Company post, where timber grew tall and generous and there was grub without end.

