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The interactive methods in teaching spoken English as a foreign language

Content

Introduction.

I chapter. Teaching spoken english as a foreign language

1.1. The specific principles of methodology in teaching the english language.

1.2 Motivating games in increasing pupils activeness and using them in teaching english.

II chapter. The innovative methods in teaching EFL.

2.1 The importance of audiolingual method in teaching english.

2.2 The importance of cross-cultural communication approach in teaching process.

III chapter. The examples for interactive methods in teaching spoken english as a foreign language

a)"Quiz games**", "**Funny riddles" ,"Talking to foreigners", "Guess who?" , "Broken telephone" , "Ordering food", "John 's Menu" ,"Vegetables & Things", "The lines quiz" , "What time is it MR. Wolf?"

b)The useful ways and examples for pedogogical games and exercises which is used during the lesson.

IV chapter. Conclusion.

VI chapter.Bibliography.

Introduction.

It's well- known for everybody that our President Islom Abduganiyevich Karimov pays great attention for educational system and describes the word "education" like this: "Education proffers the activeness of creativity to uzbek people's spiritual life. All the best chances of young generation are appeared in education and it helps to develop all skills constantly. In education, the advice and qualifications of our ancestors are comprehended and they appear in yuong generation's mind." [1]

International relations, in the fields of politics, science, technology, economics and education between different foreign countries and Uzbekistan are developing year by year. Thus, the status of foreign languages in Uzbekistan is increasing. The above requirements lead to search for new approaches, technologies and teaching aids of language teachers' training. Taking into consideration this practice, our President Islam Karimov signed a decree "On measures for further enhancement of the system of learning of foreign languages (PD №1875 Issued in December, 2012)".

It is emphasized that in the frame of reference of the Law of the Republic of Uzbekistan "On Education" and the National Program for training in the country, an exhaustive foreign languages' teaching system, intended to creating harmoniously developed, well educated, modern-thinking young generation, further integration of the country to the world community, has been created. According to this decree, learning foreign languages have been organizing in our educational system even kindergardens.Not only our republic, but also all over the world have been paying increasing attention to learn the English language as a Foreign Language (EFL), or English as a second language.

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[1] I.A. Karimov. "Uzbekistan along the road of Independence and progress'" Toshkent 1994, 78

This great attention demands to work even harder than early years both learners and teachers. New methods and approaches are created by scientists in teaching English as a foreign language. For us, as a teacher stepping into a new educational system, it is important to inform ourselves of our students'needs and attitudes towards learning English so that from the beginning we can play an effective role in our classroom. Firstly, we should help our students to assess the importance, purpose and benefits of learning English.The English language are thought according to 4 skills: reading,listening, writing and speaking.In communication, all our skills is important, especially speking. Some learners can do the tasks about reading, listening and writing also, but most learners' problem is speaking. They can not speak fluently,they can not give their thoughts clearly,they don't know how to use the language in communication. In order to increase our students' speaking skill,we should inform them about spoken English. Speaking a foreign language is a major part of communicating in that language. Spoken English has received the same attention in teaching as the writing of English, and in the national tests today spoken English is considered 1/5 of the test grade.However, students in many cases find it more difficult to speak English than to write it and some teachers still focus more on writing and grammar than on speaking.

Aim of the work:

My aim in this work is to examine what strategies the students can use during learning spoken English in order to understand and how teachers can help the students to do their best. I am also trying to show how a group of students who are rather fluent in English overcome linguistic difficulties when speaking English. And also thinking independently,to prepare specialists who can easily find different solutions in a problematic situations, to introduce the foremost modern methods of teaching, to develop students mind and knowledge by the help of interactive methods.

Rational of the theme. Because of decreasing the importance and activeness of traditional method, learning new innovational-pedogogical technology and using them in educational system is being very important day by day. Traditional method has already lost it's effectiveness .

Instead of traditional method, it's more beneficial and preferable to use "Informational-practical teaching" system in the educational and pedogogical process. This was also emphasized in our president's decision.

In order to increase our educational system, we need some specialists who learnt science and new types of technology in theoretical-practical way. This kind of specialists should know how to differenciate necessary information from the stream of baseless information and also they should know to use them in the educational-pedogogical process correctly.

The object of the work. The object of this work is to develop learners speaking skills and give them more acceptable motion by the help of audiolingual and audiovisual methods in teaching foreign language. And, to introduce learners with the educational system, literature, culture, art, sport, industry and economical system of a country which we are learning it's native language as a second(L2) or foreign language (EFL).

After Independence of our Republic, there has been many changes in social-political, economical, spiritual and cultural life. And also many successful goals are achieved after Independence. The most important thing to say is - our people's mind, knowledge and their worldview changed too, our people united on the way of peace and development of a country, abundance of nation. As a main task of development of Uzbekistan, it has been paying great attention to young generation's education. The Law of the Republic of Uzbekistan "On Education" and the National Program for training in the country was created. Many scientists all over the world acknowledge these as one of the best models of the world.

These laws and programs are being put into practice step by step.

The main confession is directed to train competent specialists who has an ability to do their tasks without difficulties, who can give their thought independently,who has professional culture.

One of the main tasks of putting into practice the National Program for training is to continue developing material-technical and informational communication base of educational foundation, provide teaching process with mehodical handbooks,textbooks in a high quality, and also provide with progressive innovational-pedagogical technologies.

On the occasion of our president's great attention to this field, many books and handbooks are printed in uzbek language in order to introduce our learners with progressive pedagogical technology and their theoretical and practical bases. Nowadays, these materials are widely used in pedagogy. What is pedagogy?

Pedagogy has been defined as '"the study of methods and styles of teaching and the principles, practice or profession of teaching"[2] . A more recent definition of pedagogy refers to the relationships, social contexts and "hidden agendas" of teaching and learning: Pedagogy is about the processes and dynamics of teaching and learning, including the purposes, management, underlying philosophy, relationships, curriculum,instructional methods, environment and social context of learning. (Sanguinetti, Waterhouse et al. 2004) Brown's book Teaching by Principles, (2001) brings current pedagogical thinking into the context of EFL and ESL thinking. Brown provides one of the best-known contemporary accounts of the pedagogical principles and methods of second language learning and acquisition in all their complexity.

It's said by scientists that nowadays many teachers can't differentiate methodology from technology.

Methodology - is the set of recommendation of organizing and controlling the teaching process.

[2] Hedge & Whitney, 1996, p. 121

The aim of the methodology is to copy the topical theories to a certain occurrence.

Firstly, let's explain the conception of "Pedogogic technology" . This conception includes 2 words- " craft " and " science ",it means "The science of craft".

In each field, there are many special technologies which is suitable to one field. For example, industial technology, agricultural technology.

As a future teacher, we can connect the conception "technology" with pedagogical process. When we connect these two conception, it's mean change to create new rules of education with the help of old ones. General aim of pedagogical technology is to train young generation as a owner of positive manner.

In recent years, new conceptions are appeared in press, scientific books, many meetings and forums, also in official documents like "New pedagogical technology" , " Progressive pedagogical technology " , "Teaching technology", "Educational technology" , " Traditional pedagogical technology", "Untraditional pedagogical technology" , "Innovational pedagogical technology"

The conception of pedagogical technology is widely used in pedagogical literatures. So, some kind of definitions , ideas, and thoughts are given by many different scientists.

Followings are example for them:

"Pedagogical technology − consists of systematizing the education or systematizing teaching in classroom and using these ideas in pedagogy ". (T.Sokomoto)

" The teachnology of teaching − consists of solving the practical problems and using them systematically. " (T.Golbright)

" Pedagogical technology − is a process of effecting the learners with means of teaching in a certain condition and to develop the charecters of person which is given beforehand as a result of opposite effect". (N. Saidahmedov)

" Pedagogical technology – is planning or expressing the process of training learners who can give guarantee to their success without teachers expertise ".(B.P. Bespalko)

According to V.Fefelov's conception : " To form, develop and train the model of graduate person in a certain educational step and the systems of interconnected and effective block is called as pedogogical technology ".

UNESCO collect all the conception and give definition to pedogogical technology like this: " Pedagogical technology – is the systematical ways of making,using and determining a process of teaching and conculate the types of educational system which is connected with technical and personal chances ".

As we see all the conceptions, approaches in educational system is definetly different from other approaches and it marks the characters of pedagogical technology. The most important peculiarities and signs of pedagogical technology are: to make clear aims of teaching, to design teaching process, to guarantee pedagogical success. In addition, we should add the peculiarity of repititionality to the row of this signs.

In condition, if we count aim and content to didactic problem, we'll add form, means, and methods to the way of doing.

 Firstly, we should differentiate pedagogical system and pedagogical technology in this system.

Pedagogical technology - is an innovative approach in educational process. It's also teaching social engeniring and thinking, and also standardize the process of training in a certain degree.

Including, pedagogical technology - is to use technological means and computers instead of lectures, oral information and just copying. In this method learners are attended as a manager of knowing, as an organizer of process, as an adviser. When it comes to the teachers, they are attended as just an observer. They must conduct the lesson, control all the learners and show the clear direction to the learners at the same time.

Definetely, training specialists who are proper to world's leader countries' models requests and using new approaches and methods in teaching are neccessity of our century.

In consequence of organising the process of teaching with the help of pedagogical technology, the new aims of teaching are created, positive changes are guaranteed, repitional period of teaching process are formed, quick answering is developed in communication, necessary corrections are used in teaching.

Pedagogical technology – is the set of building interconnected part of teaching process, defining the necessity of using approaches, providing the aims according to chances or renewing proffessional activity of the teachers and creating the treatments which mark the last result.

Technology is different from methodology with it's profitability, stability of it's result, necessity of planning beforehand.

We can divide the pedagogical technologies which we are using in practice into 12 types.

1. According to level of usage (general-pedagogical,particular-   objective, localy,narrow pedagogical)

2. According to philosophical base (materialism, idealism, dialectician, metephysician, humanitary, antroposophia, teosophia, pragmatism, ekzistensialism, sionism)

3. According to main factors of mental development
 (biogene,sociogene,psychogene,idealistic)

4. According to the conception of assimilation (associative, reflectory, suggestive)

5. According to directivity of personal structure (informational-operational, ethical)

6. According to the character of structure and content (educational,worldly and religious,general education and professional education, humanitarian and technocratic)

7. According to organizational form (class-lesson, counterbalanced, academic, individually, with group)

8. According to organising and conducting types of knowing (lectural-classical teaching,teaching with audiovisual means, teaching with the help of books, "tutor string", "systematic teaching")

9. According to coming up to learner (authoritar, didactocentral, partnership technology, individual teaching technology)

10. According to prior methods (reproductive, explanation, demonstration,developmental teaching, problematic teaching, creative-systematic teaching, self-study, teaching with dialogue and games, informational teaching)

11. According to renewing the direction of traditional systems
(to activate and speed up learners activeness,to develop conducting, using didactic materials, connect the theme with reality)

12. According to learners ability and their knowledge
(general technology,technology working with passive learners, technology working with active learners)

New methods and approaches are used widely, in some countries like USA, England, Germany and Korea. They achieve many goals in educational system, learnars knowledge and worldview are increased day by day.

For example, 75% of learners from 50 thousands, who were thought with new pedagogical technology, learnt the subjects easily and finished learning with good results in South Korea. Only the cleverest learners can achieve and show such good results.

Using new innovative pedagogical technology in our Republic supports the development of teaching process. And also, it help to increase the quality of education like other leader countries' model and train experienced specialists.

Nowadays, the durable bases of traditional uzbek pedagogy which are suitable for our national ideology and mentality, have being created. Some of them has already used in teaching. The effects of using these technology has

seen in learners interest to education. The rates of interest to learning foreign languages has being increased rapidly among young people day by day. What is the reason for this? Evebody can answer easily to this question: because our government create free atmospere, our president offer much opportunity to young generation.

I chapter.Teaching spoken english as a foreign language.

Speaking - is giving an account of our thoughts in oral way, which appeared in our mind. When it comes to speak about the psychological meaning of speaking, we should note " thought" as a derivative of speaking, whereas it's expressed to ponder in oral way as a type of speech activity.(This term is called as "utterance" in English, "enunciado" in spanish," aussage" in the german language, " e' nonce'   " in french, " высказывание" in russian) . In ordinary,we may add (1) the proccess of pondering, (2) telling, (3) conversation, (4) manifesting thoughts to the row of the methodical concept of " speaking". As the outcome of the speaking thoughts are told, and the intention or wish (internal nudge) to speak become a cause of speaking. It doesn't matter,is this speech will be one short answer or the whole monologue, they are considered as "narration of thoughts ".

Instead of "Speaking", the term "oral speech" or "speech " were used (in linguistic dictionaries "speech" is expressed like this: "discourse" in english, " habla", "discurso" in spanish, "rede" , "sprechen" in german, "речь" in russian).

According to theoretical generalization of psychologists of teaching foreign languages, "speech" neither a process of conversation, nor speaking. "Speech" is a way of realizing and expessing of thoughts during one activity.

Speaking consists of using   lexical, grammatical and pronunciational occurrences in order to demonstrate our ideas in a selected language.

Teaching spoken english for learners is practical interval aim, in other words during the initial periods of education or learning (approximately 3 years)they learn speaking and listening, reading and writing are used as means of teaching. Reading nd writing will become the main aim of teaching in superior schools, speaking will become means of teaching. That's to say, ther

are 3 function of speaking: means of communication, means of teaching and the practical aim of teaching (listening and reading is also used like this, but writing isn't aim, it's function is only means of teaching).

In methodology, there are many scientific terms pertaining to speak in foreign language.

Fluent and perfect speech is called as "spontaneous speech (happening or done in a natural, often sudden way, without any planning or without being forced). The gist of the matter, we can call as "free discourse". When the speech are subordinate to other person's speech, it's called as "imitative discourse". To speak some part of the texts misunderstandably is expressed as "assotciative discourse" or "unthoughtful discourse". Unfortunately, it mostly appears in practise.

The term of "prepared\ unprepared discourse" was seen in old methodical books. Unprepared discourse is to speak something without earlier planning or preparation. Prepared discourse is to be ready for speaking beforehand with the help of some materials which is suitable for the certain theme.

Speaking in a foreign language is divided into 3 parts. Firstly, we need motivation for speaking. If we have inclination and motivation to speak, then we can begin to inform something, to answer some questions. The only thing which is done in this part of speaking is to materialize the intention.

The next part is to demonstrate our thoughts, in this part we analyze and synthesize the thoughts. To keep in mind is help us to analyze and synthesize. There are two types of relation: paradigmatic and sintagmatic . Internal connections, comparison of words according to their different sides are observed in paradigmatic connection: pronunciation of words are same, there is some difference in their written form " sit – seat" ,antonyms "thin- fat", synonyms " increase - develop". The importance of sintagmatic relation is great in learning speaking, word combinations are learnt in sintagmatic relation.

Speaker choose the words or grammatical unit which have already ready in memory, usually the occurrences of native language were ready in mind. Therefore, interference is appeared , for instance the difference between native language and target language's word order .

The third part of speaking is to execute , give an account of thoughts, to pronounce the words. Using these three parts help us to speak. The problems of creating speech is illustrated perfectly in modern psycholinguistic researches (in the work of A.A .Leontev, I. A. Zimnyaya and other researchers).

Teaching spoken English is organized with writing, listening and reading.

In oral way, thoughts are expressed in two types: monologue and dialogue. Teaching monologue and dialogue in foreign language is the main object of teaching system. Therefore, teachers must know both types of speech. For instance, using full sentences and their constant system is important for monologue, while ready sentences and ellipsis are used mostly in dialogue. Comparative analysis of occurrence in native and target language is taken an account too.

When definite oral mechanisms are composed, learners can speak in foreign language.

1.1 The main principles of methodology in teaching foreign languages.

To choose acceptable content, method and means of teaching and organize learning language by using this content, method and means.

If the content and aim indicate "Why?" and "What?" should be thought, principles indicate " how should it be done?"

The concept of "principle" is seen in every field. The word "principle" is derived from latin "principum" – it means rules, requests, and ways of doing something. Particularly, many methodologists gave their opinions about

principles in teaching foreign languages. In sum, E. I.Passov wrote: "if the teaching process was a building, principles would be it's foundation".

J.J.Jalolov expressed this term like this "principle- is an methodological occurrence which expresses educational process ".

In this section of the literature review I am going to briefly summarize Brown's Twelve Principles of second language learning that underpin effective ESL or EFL

Teaching practice. These principles form the core of an approach to language teaching and are considered to be foundational in many EFL teacher-training contexts. They are also included as a framework for describing the teaching that I observed as part of this study. Brown divides the twelve principles into three sets of principles: Cognitive Principles, Affective Principles and Linguistic Principles. However, as he himself points out, all twelve principles have somewhat porous cognitive, affective and linguistic boundaries.[3]

Principle 1: Automacity . [4]

'Automaticity' is the spontaneous and subconscious acquisition of any language to which a child or an adult is exposed. Automaticity takes place in a communication rich environment.

Children learning a foreign language tend to acquire that language subconsciously and naturally when it is delivered to them. This could be true of all learners living in SL/FL cultural and linguistic environments. Children often acquire the new language inductively and effortlessly, unlike adult FL learners. Adults tend to focus on parts of the language trying to comprehend how the new language works and how it is different from their mother tongue. They often tend to analyze language forms. This, however, may impact negatively on their speed of language acquisition and, due to this, the adult learner might take more time to move away from focusing on forms of language to the purposes of the

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[3] Brown 2001, p. 55.
[4] Brown, 2001, p. 69

language. This principle suggests a learning-rich environment with low levels of anxiety for automatic acquisition to take place for adult learners.

Principle 2: Meaningful Learning.[5]

'Meaningful Learning' is about the language or language content in EFL teaching and of that learning having meaning and relevance to learners' interests and lives. This principle is closely related to the automaticity principle. According to Brown, "Meaningful learning will lead to better long-term retention than rote learning".

The classroom, however, has not always been the best place for meaningful learning. In the days when the audio-lingual method was popular, rote learning was the dominant mode of classroom teaching where students were drilled in order to 'over learn' language forms. The principle of meaningful learning does not say that all aural-oral drilling is harmful - it may be useful for some language aspects such as rhythm, stress and intonation, but should not be the dominant technique.

Principle 3: Anticipation of Reward [6]

'Anticipation of Reward' is about one's expectation of an incentive or some sort of praise after achieving a certain goal. Human beings are universally driven to act, or behave by the "anticipation of some sort of reward. This reflects Skinner's argument (1957, cited in Brown, 2001, p. 58) that 'the anticipation of reward is the most powerful factor in directing one's behavior'. The implications of anticipation and reward for the classroom are clear through the immediate praise to students' appropriate behavior or correct response. Such praise is considered as the teachers'

recognition of a good job from students. This could be in the form of verbal praise or grades or scores for good assignments. Rewarding students for successful and desirable work has remarkable effects on long-term goals in

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[5] Brown, 2001 p. 57
[6] Brown, 2001 p.58

learning a language, L2 or FL. The Reward Principle may be useful for low-motivated classes in order to help them perceive their language development.

Principle 4: Intrinsic Motivation [7]

'Intrinsic motivation' is about the drive to achieve certain objectives and goals. If the classroom techniques are designed in such a way that takes account of students' intrinsic motivation, then students will perform the task because it is intrinsically fun, interesting or useful and not because of the possibility of reward from the teachers. The development of intrinsic motivation involves affective processing, which stems from students' desires and needs.

Principle 5: Strategic Investment (Brown, 2001, p. 59)[8]

'Strategic Investment' is about the notion of student-centered activity and the role the learners play in the teaching and learning process. A decade ago, the language learning profession was concerned with the 'delivery' of language. Textbooks and

teaching methods were regarded as the primary factors in successful learning. However, in recent years, the focus has shifted from language teachers to the role of the learner and the methods that the learners employ to internalize and perform in the language. For teachers, the pedagogical implications of this principle lie in the importance of recognizing and dealing with a range of styles and strategies that learners bring to the learning process and the need for attention to every individual in the classroom; their preferences and styles of learning, for example individual versus group work. However, in large classrooms, teachers face a dilemma in attending to each student.

In applying principle of strategic investment, the aim is to provide as much attention as you can to individual students and their specific needs and learning characteristics.

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[7] Brown, 2001, p. 59
[8] Brown, 2001, p. 59

Principle 6: Language Ego [9]

'Language Ego' is about having an awareness of how the learner's ego is nurtured and expressed in L2. Learners in the early stages of language learning are fragile and need support from their teachers to nurture their developing sense of who they are in their new language. The teacher should therefore exercise patience and empathy in order to maximize the development of their 'language ego'; their developing sense of identity as speakers of the target .

Principle 7:Self-Confidence [10]

'Self –Confidence' is related to 'language ego' and can be defined as the student's self-belief in his or her ability to achieve what she or he wants to achieve and it is the power inside any one to reach success. This principle stems from the fact that self-esteem is the key to successful learning experience. If a person believes in his/ her ability to accomplish a task, then he or she will successfully achieve this goal. The teacher's role is therefore to assure students of their ability to achieve the tasks assigned to them. In order to sustain self-confidence, the teacher should start from doing easy tasks to those which are more difficult. Classroom activities would

logically start with simpler techniques and concepts, and teachers should try to exclude any activities which will give students a sense of failure.

Principle 8: Risk-Taking [11]

All learners of a foreign language are challenged to take risks in their learning. This principle is interlinked with the two principles mentioned above. It is important to encourage learners to take risks in their attempts to use the new language both productively and receptively. Self-confidence and strong language ego lay the ground for risk-taking. If learners recognize their own ego and develop a firm belief in their ability that they feel they can do it, so they are

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[9] Brown, 2001, p. 60
[10] Brown, 2001, p. 62
[11] Brown, 2001, p.63

ready to take risks. They thus will feel ready to try out their acquired language, risking making mistakes or by asking questions. The SL-FL teacher can reflect on this principle in his or her classroom by, for example creating an atmosphere in the classroom that encourages students to try out the new language. Providing reasonable challenges in the classroom techniques and using different types of exercises such as reading aloud, giving presentations and role plays would enable them to challenge themselves and use their language skills.

Therefore, responding positively to students' risky attempts by praising them for trying lay the path for more risk taking and success.

Principle 9: The Language-Culture Connection .[12]

The 'Language–Culture Connection' is about the linkage between the language and its culture. It is about the connotations that the language carries about its cultural system. One aspect of this principle is that whenever a teacher teaches a language, he or she also teaches a system of cultural customs, values and ways of thinking. The other aspect of the language-culture connection is the process of acculturation that may affect the students' learning the new language (Schumann, 1978).

Learners of ESL differ from learners of EFL as a result of the different contexts and goals of learning. ESL learners are likely to be more successful in adapting to the new culture than are EFL learners, unless the latter are very highly motivated. The teacher's role is to enhance interaction between learning about culture and language learning itself, and how learners deal with the complexities of the linguistic system

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[12] Brown, 2001 p.64

Principle 10: The Native Language Effect .[13]

'The Native language Effect' is about the interference of the mother tongue in the second or foreign language, causing errors of the internalized language. The most observable effect on learning a second or foreign language (L2/FL) is interference. This causes the majority of learners' errors in L2 or FL, particularly in the beginning levels. An approach to minimizing learners' L1 interference is to consider learners' errors as important signals of language development. The teacher should treat learners' errors as part of their learning process and give feedback when necessary. The teachers should also encourage students to think in the L2 language as well as to pay attention to its functional and socio-linguistic aspects. Teachers should ensure that every student gets an opportunity to gain fluency in English without worrying unduly about their mistakes. They should try to cultivate fluency, not accuracy only

Principle 11: Inter-Language (Brown, 2001, p.[14]

'Inter-language' is the gradual developmental system in L2 or FL learners' minds as they internalize its rules and lexis. Second language learners tend to go through a systematic or quasi-systematic developmental process as they progress to full competence in the target language. Inter-language is what a L2/ FL learners internalize of the language, such as chunks of language, vocabulary and grammar structures, either in the classroom or outside as they gradually build a system of the language in his/ her mind. Error feedback is a necessary part of inter-language development. The process is similar to that of children developing their native inter-language. They develop the progression of acquisition of the parts of the language gradually and systematically. The students improve their inter-language by hearing and comprehending what they are exposed to in the class, as well as learning from the teacher's feedback.

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[13] Brown, 2001, p.65
[14] Brown, 2001, p

Principle 12: Communicative Competence . [15]

'Communicative Competence' is about language use, fluency, authentic language in context and the students' needs to apply classroom learning to the real world. Communicative competence consists of organizational competence, pragmatic competence, strategic competence and psychomotor skills (Bachman 1990, Canale & Swain, 1980, cited in Brown, 2001, p.68). 'Communicative Competence' combines a number of linguistic principles of learning and teaching (Brown, 2001 p. 68). By using authentic materials as much possible, by exposing students to real-life and genuine language and by helping them to meet their L2 language needs outside the classroom teachers can foster various aspects of their students' communicative competence.

Thus, principles are very important in methodology and they serve as a support column of educational process.

1.2 Motivating games and using them in teaching spoken English as a foreign language.

Playing games - demands attention, opportunity, being sensitive, clever and strong. It teaches to decide not depending on others' thoughts. Wishes for victory and will of players quicken the activeness of learners. If we use English while playing games, learners motivation increase and they can learn English not boring way. In fact, using games in teaching process gives good results. So, motivating games are widely used in teaching English.

If English games are interesting occupation for learners, for teachers they help to teach and improve learners listening, speaking, writing skills and also they help to assimilate language materials. Learners play the games with interest, they try to do their best and use all their knowledge in order to be winner. They

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[15] Brown, 2001, p. 69

proud of their ability when they can speak in English, then they want to learn more. Teachers should encourage them during the game.

Methodology comment on the games as positional exercises. They help to solve following problems:1) they organize learner's speech psychologically; 2) games create natural atmosphere to use language materials; 3) learners use to speak any situation without preparedness.

Nowadays, such kind of games are called as "role plays" and learners play this game with group. It help learners to be more active during the lesson and communicate with each other. Learners act the role of doctors, teachers, foreigner, translator, journalist, pupils. While playing role they increase their vocabulary range. Lexical, grammatical, phonetic games are used in order to activate using language materials. Besides them, there are creative games, imitative games and meaningful games. Games are organized as competition.

Lexical games: learning new vocabulary with different game. For instance, teachers show the pictures of things and learners' task to find English name of these things (especially it's used with young learners).

Grammatical games is used in order to teach structures and constructions.

Phonetic games is used to teach pronunciation rules, and use them in conversation. Such kind of games we may use poems. Learners should learn by heart poems beforehand and then teacher measure them according to their pronunciation. There are many types of phonetic games:

A)   Find words which begin with [ə] as many as possible and pronounce them correctly. (between 2 pupils)

B)   Find words which has the sound [æ], and pronounce them correctly.

C)   Teacher give certain sound and learners should find words from text which this sound is seen.

Motivating games are widely used in shools, colleges, universities.Playing games is diveded into two steps at schools.

 1-Step. Games for 1-5- classes.

MICKEY MOUSE LOOKS HAPPY

For 1-5-classes:

Aim of this game : To practice describing descriptions of something using "looks," ex: "Mickey Mouse looks happy."

Organizational part:

The teacher stands in the front of the class showing a picture of "Mickey Mouse" and asks "Who is this?" as a warm up for the students' listening.

After showing the picture, the teacher will say "Mickey Mouse looks happy." After repeating the sentence 3 times, the teacher will put the parts of the sentence on the different colored construction paper up on the blackboard one by one having the students repeat the parts of the sentence out loud as a class 3 times. The same process will be repeated with other picture but this time the sentence under other picture will be "he looks sad." emphasizing the words "looks" and "sad".

After repeating the sentences as a class the sentences will be taken off the board while the Mickey Mouse and other pictures remain. Sponge Bob's picture will be introduced and this time the teacher will change the word "looks" to "look" to demonstrate the third person plural conjunction. The teacher will ask if any students heard a variance from the original sentence pattern. The same will be done with the other sad Dragon Ball character. The pieces of construction paper will be held on the blackboard with magnets and the class will repeat both sentences three times a piece. From here the teacher will begin an explanation of how in English "look" can have different meaning depending on the context. From this point a worksheet will be handed out for the students to practice.

LET'S DRAW A MONSTER!

For 1-5-classes:

Aim of this game: To practice writing simple sentences using third person pronouns (he/ she/ it) with various verbs.

Also review body parts, plurals and numbers.

Organizational part:

1. Review body parts and check they remember the plural forms.

2. Tell the students they are going to be drawing a monster and introducing it.

3. Show them my example monster, introduce it, and check they understand what the sentences mean. For example: This is Alex. He is 14 years old. He has 4 eyes, 5 ears, 2 legs, 10 arms and 1 nose. He likes apples and oranges. He does not like carrots. He plays the piano and soccer.

4. Hand out the worksheet and explain that they will draw their monsters at the same time. After announce a body part, they have 30 seconds to draw as many (or as few) of the body part on their monster template as they wish.

5. Draw and announce the different body parts out a hat, and have them draw their monsters, one body part at a time. Continue until you run out of body parts.

6. Explain they need to introduce their monster. They can make up all the information except for the number of body parts they have drawn. Encourage them to be creative.

7. Walk around and help the students.

Materials and Preparation:

• Large sheet of paper with a pre-drawn monster on it. This is to be used as an example of what they will be drawing. Use the same body outline as the one on the worksheet.

• A4 sheets of paper (with magnets on the back) with various body parts drawn on them. This is used to review the body parts.

• Small strips of paper with various body parts written on them. This is placed in hat or small container and drawn out at random for the students to draw their monsters.

• Worksheet with monster template (outline of a body and head), and space (with lines) for writing
a description of their monster.
• Timer to keep track of time, especially when drawing the monsters.

BLIND SNAP

For 1-5-classes:

Aim of this game: To practice listening and speaking of numbers and letters.

Organizational part: Divide cards into equal amounts for each player. Players close their eyes and take turns putting cards out on the table (card pile).Teacher reads each number/letter out loud. When players hear the same number/letter called out, they "snap" the card pile. The first player to correctly "snap" earns the card pile while incorrect "snaps" give the pile to the opponents. Play until one player has all cards. First to lose all their cards must read for the next game.

Materials and Preparation:

For numbers: A deck of cards with picture cards removed

For letters: A deck of alphabet cards - can be either upper or lower case depending on focus.

Suggestions and Advice:

A practice round with eyes open helps students to figure out how to play the game and the order. Things get confusing if there are too many players as it becomes hard to distinguish whose turn it is. Try and avoid playing with more than 5 players and a reader in a group.

MARIO KART BOARD GAME

For 1-5-classes:

Aim of this game:

The goal of this activity is to promote oral and written skills in English within a group, in a competition based atmosphere, offering prizes as incentives to work hard.

Organizational part: Instructions for Mario Kart board game activity. The activity is a blackboard based game, playable for any amount of time, but I find that the optimal time is one 50 minute session. Students are divided into groups, usually of six students each, but this depends on total class numbers. Before the class, the teacher will draw a race track of small squares in any design on the board. A variation on this is to allow students that have played the game before to design the track themselves. At the front of the class, magnet-backed character cut outs are placed on a table, and one student from each group is then invited to come and choose their group's character. These students then place the character they have chosen on the starting grid of the race track. One A4 piece of paper is given to each group, and from this point the game begins. Each round of the game begins with the teacher asking a question in English, questions being adjusted to the class ability level, and then telling the students that they have a certain amount of time, usually 30 seconds, to answer the question in their groups. Before starting the answer time for each round, multiple choice answers, usually three, are written on the board, of which only one is of course correct. Students must write down their answer in English on the paper provided, in the allotted time. Here then we can see two of the educational aspects of the game, students practice reading the possible answers from the board, discuss these answers orally in their groups, and practice writing in English at the time of submitting their answers. Questions are usually tailored to the material that students have covered in class, but also

include more interesting, popular culture related questions from video games, sports teams, popular music, movies, and anime. This concludes the first stage of each round. Once the time is up, one student from each group submits the team's answer to the front and then the correct answer is called out by the teacher.

In the second stage of each round, the teams with the correct answers send a representative to the front, and the teams that answered incorrectly are out of play until the next round begins. Students at the front then roll a dice (I downloaded a digital iPhone dice app so as to bring a little modern technology into the classroom), and the number they roll represents the number of spaces they advance on the board. Each group that answered correctly advances on the board after rolling the dice and passes to stage three, staying at the front.

In stage three students get to compete for the chance to get a special power up card. The one remaining winner then gets to choose one of a selection of face-down cards. I chose to make cards that have varying degrees of utility, some effecting the player negatively, for example causing them to go back spaces, others advance the player forward squares, and others can be used to attack the other players sending them backwards. These cards are very specific to each teacher, and I will outline my own personal choice of cards in the advice section below. Stage three ends when the winner has taken their card and used its effects. The game returns to stage one again using different questions for each subsequent round.

BROKEN TELEPHONE

Aim of this game: To practice listening and speaking skills for any particular grammar point.

Organizational part: Each row of students is a group, meaning there are will most likely be 6 groups in your class.

One of the teachers take the last student in each row into the hallway and has them memorize a word, phrase or sentence (WPS). It should be based on the grammar point currently being studied, or it could also be some type of review WPS. When the teacher shouts "Go!" students race to whisper the WPS to the next student in line. They can repeat it as many times as needed, keeping in mind the 'whisper' part so that other teams can't hear.

When the WPS has reached the last student, you can have the student either write the WPS down on a scratch piece of paper or have them come and whisper it into a teacher's ear. If they are correct their team receives points. Points are awarded for speed: 5pts, 4pts 3pts, 2pts, while the last two groups receive 1pt. If a WSP is incorrect, the person must go back to their group and figure out they went wrong. Each telephone line rotates so there is a new 'last person' and the game is repeated.

2-step.Games for 7-8-9-classes.
We must pay attention learners level and age while choosing games.

WORD ASSOCIATIONS
DESCRIPTION
Decide on a topic for any kind of word association, e.g. WINTER, SPRING, SUMMER, AUTUMN.
You say a word associated with one of the seasons (e.g. swimming). A student should answer, "SUMMER." This can be played using many examples and applying them to a sentence or grammar pattern.
Example: "Do you go skiing in the winter?"
"What do you do in the summer?"
OPTIONS
For high level students, you can give the topic (e.g. WINTER) and each student must give a word related to that season.
The topic can be changed for each row of students.

SCRAMBLED WORDS

DESCRIPTION

This is a spelling game in which the students are given lists of words, but with the letters scrambled. The students must rearrange them to find the original word. If the class has been working on a certain category of vocabulary items, such as food, furniture, or parts of the body, or a season or holiday is coming up, you may want to concentrate on this area for review purposes.

Example: Parts of the Body:

KALEN (ankle) THRAE (heart) GIRENF (finger)

STRIW (wrist) WOBLE (elbow) CHOMATS (stomach)

RULEHODS (shoulder) WEREBOY (eyebrow) SITAW (waist)

SCRAMBLED SENTENCES:

me the in works shop girl for flower.

The girl in the flower shop works for me.

REMARKS

Fun to use as a review. Good to use many times. Adapt vocabulary to make it relevant to the text.

IMITATE THE PICTURE/PHOTO

DESCRIPTION:

Split the students into teams. Choose the appropriate number of students from one of the teams as are in the picture, and send them to the front of the room. Then show the picture to the remaining

students on the team and have them give instructions to the students in front so that the students in front are in the same pose as the picture. Do not allow the advising students to describe or show the picture to the rest of the students, or to go to the front and touch or move the posing students. Just have them advise the

students in front how to pose. Give prizes to teams for closest pose; can be quite humorous when students learn photo is of animals!

MATERIALS:

Photos of a group of people or animals from a magazine.

DRAW A PICTURE/WRITE A STORY

DESCRIPTION:

Draw a humorous picture on the board (or have a student draw one). Each row of students is one team. Each student, in turn, writes a sentence about the picture and then passes the paper to the

student sitting behind him. Each row must write a story about the picture, (i.e. they must read the sentences written by the previous students and build on them so it is not just a series of unconnected sentences)! The first row to finish wins - also be sure to reward creativity and logical story-lines.

MATERIALS:

Blackboard & chalk, or a prepared picture, paper & pencil

II The innovative methods in teaching EFL.

2.1 The importance of audio-lingual method in teaching English as a foreign language.

The audio-lingual method is widely used in teaching foreign languages. This method of teaching had it's origins during World War II. In that period it was called as "Army Method". Nowadays, it is called Aural oral approach, too. It is connected with structural view of language and behaviorist theory of language learning. The founders of this method were Charles Fritz and Robert Lado . According to their conceptions foreign languages are learnt in practical and educational aim.

The audio-lingual method has many similarities with direct method. Both were known as a reaction against the shortcomings of the Grammar Translation method, both reject the use of the mother tongue and both stress speaking and listening competences preceded reading and writing competence. Even though, there are some differences. The direct method illustrated vocabulary, while the audio-lingual method learnt grammar drills.

The aim of audio-lingual method is to correct and teach accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of enough vocabulary which is used with grammar patterns. It was known that learning structure was the beginning point for learners. There are some specific characteristics of the method:

• Learning language is habit-formation

• Mistakes are bad and should be corrected, as they are considered bad habits

• Language skills are learned more effectively if they are presented orally first, then in written form

- The meaning of words can be learned only in a linguistic and cultural context

The main activities include reading dialogues in a loud voice, repetitions of model sentences, and drilling. Key structures from the dialogue serve as the basis for pattern drills of different kinds. Lessons in the classroom focus on the correct imitation of the teacher by the students. Not only are students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical instruction is given. It is taught inductively. Furthermore, the target language is the only language to be used in the classroom. There are some advantages of audio-lingual method:

- It aims at developing listening and speaking skills which is a step away from the grammar translation method
- The use of visual aids has proven its effectiveness in vocabulary teaching.

Disadvantages:

- The method is based on false assumption about language. The study of language doesn't amount to studying the "parole" , the observable data. Mastering a language relies on acquiring the rules underlying language performance
- The behaviorist approach to learning is now discredited. Many scholars have proven its weakness. Noam Chomsky has written a strong criticism of the principles of the theory.

The order of learning the types of speech process is like that:

Listening – speaking – reading – writing

Spoken language is learnt as a means of communication, while written language is used as a material of speech.

It's considered that some rules of audio-lingual method isn't suitable for our condition. There are 3 practical methods in teaching foreign languages –getting information, doing exercises and using. The task of the learners in learning is to get information about language materials, to do exercises in order to be experienced and using language while giving their opinion. The task for teachers is to organize teaching process.

Charles Fritz developed his conception and illustrated the main aims of teaching foreign languages in his article " Some problems of teaching foreign languages ". He informed that the main aims of teaching foreign languages included general educational aim, communicative aim, developmental aim.

Four main aims are introduced in teaching:

1)   **Practical aim**:

Through this aim learners practice their experiences with language materials. They improve their speaking, reading, writing skills.

2)   **Upbringing aim:**
This aim consider that learning languages is an esthetic process. Students learn to analyze the meanings of texts with language materials.

3)   **Developmental aim:**

This aim helps to develop pupils' personal skills, English learning, motivational skills, develop pupils' self educational skills, analyzing and systematizing skills of knowledge, develop to report own ideas, communicative skills.

4)   Educational aim:

Improve pupils' knowledge, experience. Teach pupils new rules, words and improve their all skills , too.

4 aims which were mentioned above fill out each other.

2.2 Cross- cultural communication approach in teaching spoken English as a foreign language.

Cross- cultural communication is a conversation about the system of different nations' mentality, lifestyle, traditions and national character. In this process teachers should bring up learners to respect and understand other countries' culture. Every English lesson is considered as practice of cross-cultural communication. Because, every word in foreign language represents foreign culture and foreign mentality. The task of the teachers is to help learners to communicate with each other. In order to achieve good results teachers should know the new methods of teaching foreign language.

In cross- cultural communication we must not make social-cultural mistakes. For instance, "Tea or coffee?" - we can answer such kind of questions in mother tongue, - " Tea." But in English such kind of answer isn't suitable for communicational etiquette. In English, we can answer: "Tea, please."

According to our tradition, we greet every people when we meet even they are strange to us, the English men greet with only known people. Making words, sentences and dialogues systematically help us to communicate easily. Words connect people with each other.

As I mentioned above, the most important problem in teaching foreign English is to improve students speaking skill with communication. Thus, certain conversational atmosphere, natural situation must be created in practice.

Consistency must be connected with theory and practice in different ways. In order to connect we need followings:

a)   Teaching the connection of knowledge and personal experience;

b)   Connect teaching with nature;

c)   Connect theory with practice with the help of historical excursion;

d)   Solving different theoretical and practical problems, in order communicate learners need base and reason. Communication will be more easier when we use all skills equally: listening, speaking, reading and writing. Before appearing communicative method, listening considered as less important skill. With the help of communicative method, the importance of listening was increased. In communicative method, slowly and carefully new systematical tasks suggested in order to improve listening and understanding.

In new step of communicative- cognitive method of teaching foreign language, using natural speech situation took first place in listening. For example: speeches in transports, announcements in stations, advertisements in radio and TV, conversations on phones and others.

While listening and receiving information the aims may be changed. According to the aim of listening, such kind of tasks can be given:

•   Understanding only main features of text, not all features

•   When the certain information is necessary, pay attention only this information (time of leaving or arriving of train or plane, necessary numbers and names of places)

•   Understanding all the words when it's necessary (for example: recipe of meals)

Nowadays, scientific- technical process give many new opportunities for people. Because of learners' high interest in different nations' culture, cross-cultural communication is being used widely in science, especially in teaching foreign languages.

The purpose of modern technology is to assign learners as a main participant of teaching. Teachers task is to organize well-planned teaching process, create free psychological atmosphere, give advice and encourage learners. And also, teachers should give an opportunity to improve learners' ability and assimilate all language materials. Teachers should pay attention to learners' thoughts, ideas, opinions and hypothesis and develop their cross-cultural communication during the lessons.

Nowadays, the term "competency" and "competently" is widely used in educational system. These terms is derived from latin - " competentia". It means "an important skill that is needed to do a job". Competency is too important in both teaching and learning. In this work I tried to advance about developing spoken language competency.

The plans and purposes of communication. There were 2 types of approaches in teaching didactics and methodology of foreign language in 1970s:

A)   Pragmatic hypothesis
B)   Pedagogical hypothesis

Pragmatic formation of foreign language lessons. The need of accounting pragmatic purpose in teaching foreign languages was appeared from developing political field of society.

As we know, old greek and latin languages are learned as " book language" , while modern foreign languages are learnt in order to communicate as a tourist or merchant, watch programs, listen radio programs, read newspapers or get necessary information from books.

Such kind of aim is called as pragmatic purpose, in other words language is learnt to use in daily communication.

Main obstacles of pragmatic approach:

1.　Can we say , when, where or how our learners can use foreign language in real life? Some learners assimilate foreign language at schools, some of them improve their speech while travelling abroad or after graduating. Unfortunately, some learners never use foreign language.

2.　"Teaching daily communication " – is the only need for learning? Is it enough to organize our lesson? Does it help to develop students knowledge and worldview?

III. Examples of pedagogical games and exercises which are used during the lesson.

Teaching learners bases on modern pedagogic and informational technologies, interactive methods became important task of period. The term "technology " is derived from greek, " techne" – "skill" and "logos" – "concept". "Educational technology " means "teach with the highest experience" or "the art of teaching ". Modern pedagogical technology is to organize teaching process correctly.

It is confirmed that modern interactive methods are more useful and preferable than traditional method in teaching process. The term "interactive" is derived from latin and it describes a system or computer program which is designed to involve the user in the exchange of information or involving communication between people . The difference between traditional and interactive methods: in interactive method learners work individually, give their opinions freely, they work with teacher as a partner. In interactive method the partnership is created between teacher (organizer, observer and controller of teaching process) and student (reader, learner, inquirer in teaching process). Firstly, teachers should know the main purpose and main objects of teaching , then they should manage the class and activate learners.

Teaching with modern technologies demands following consistency:

1. Lesson process are planned by learners.
2. Learners work on the certain planned theme themselves.
3. Learners subject to discussion the theme
4. Learners can participate as a partner to choose teaching methods
5. Learners are provided with experience of sharing ideas.

In modern technological approaches learners reach a conclusion themselves and measure each others. Certainly, we can't do all these at once, we may use all of in practice day by day. The only unforgettable and important task as a teacher is

– to teach learners thinking independently during English lessons. In order to get good result in teaching process, we may use following methods:

1. **Value of thoughts.** This method is intended for senior classes' pupils, it gives an opportunity for pupils to declare their thoughts and ideas freely. This method is used for senior classes' pupils after the lessons.

2. **Funny riddles.** Using riddles in teaching spoken English is important because, while learning riddles pupils try to find unknown words' meanings and then they find answers of riddles.

3. **Quiz games.** We may use quiz games after finishing a certain theme. In this games questions mustn't given beforehand. Questions are written on cards. Pupils should divide into two groups. When the 1- group read the questions, 2- group should find answers. For example:

   Animals

   a) From which animal does beef come?

   b) From which animal does wool come?

   c) What animal does Harry Potter keep?

   d) What animal is black and white and eats bamboo?

   e) What animal is large, gray, and has a long nose?

   f) What is the tallest animal in the world? biggest?

   Answers: a) cow; b) sheep; c) owl; d) panda; e) elephant; f) giraffe, blue whale

   Sports

   a) What game has 4 bases, a pitcher and catcher, a ball and a bat?

   b) What game is played with long sticks with nets on the end of them, small balls and a field?

   c) What game uses a flat disk which is thrown from person to person?

   d) What sport uses snowy mountains?

   e) What sport uses heavy weights and chalk?

   Answers: a) baseball; b) lacrosse; c) frisbee; d) skiing, snowboarding; e) weightlifting;

The main purpose of using this game is- to improve learners' listening skill. Through this game pupils learn to make questions. Using quiz cards make the learners to think, to get and give information, to work together. Mainly, the result of this game will be good.

4. TALKING TO FOREIGNERS

In this game pupils divide into some small groups. Then a "talking to foreigners" board game begin. Students play in turn by throwing a ball. Another student act the role of "foreigner" and asks the question landed on.

MATERIALS:

Make up a simple board game with the following questions:

1.What kind of food is served at an Uzbek or English restaurant?

2.Do you eat any kind of special food at New Year?

3.What is pizza made from?

4.What is special food in your country?

5.What is soup made from?

6.What is bacon?

7.Where can I buy presents?

8.How fast does the bullet train go?

9.What is special about your town?

10.What can I see if I go to Central Park?

11.Do I have to take my shoes off in a restaurant?

12.What do English people do on New Year's Day?

13.What is the specialty food in your family?

14.What kind of souvenirs should I buy?

15.What is the national sport of England?

16.What do people do at a birthday party?

17.When do people wear traditional clothes?

18.What do people do at Christmas time in London?

19.What kind of food is served at Christmas ?

20.Should I take a gift to the host of the party?

5. Making sentences. In this game pupils work in pair. Teacher wrote a letter on cards, pairs task is - to choose one card and make up sentence, each words of the sentence begin with same letter which is shown on card.

Example: Sarah sat on the seat silently.

6. WHISPER RELAY

Aim of this game:

To practice three sides of communication (speaking, understanding, writing) in a fun and competitive way.

Organizational part:

Sentences are written on slips of paper, and put face down on a desk/table in the back of the room. The students are put into small groups (lunch groups, for example) and then stand in a line. The student in the back of the line runs to take a random slip of paper. They read the sentence, give the slip to a teacher, and then whisper it to the student in front of them. That student then whispers it to the next, and so on. The last student must write the sentence on the board to the best of their ability. The teacher checks the sentence, and awards a point if it's correct. Then the last student moves to the end of the line. The game ends

when all students have rotated and everyone has written on the board, when there are no more slips, or after a preset time limit.

Materials and Preparation:

A blackboard and chalk, slips of paper with sentences written on them.

7. ORDERING FOOD

Aim of the game:

The ultimate goal of this lesson is to enable students to order food in English in a familiar setting.

Organizational part:

Begin with a warm up activity: Divide students into groups of 4-5 students. Give students 1 minute to write down as many English food names as possible. Ask groups to read out their list to the class, and write the food names on the board. The group with the most items wins. Next, explain to the students that we will be practicing how to order food from a menu. Give each student a menu, and a script sheet. Explain unfamiliar items on the menu. Give a demonstration role play with the teacher, using the worksheets. The teacher will be the waiter, while the others will be the customer. As the conversation progresses, the waiter chooses several items off the menu and the teacher will take notes, writing down what was ordered and its price. At the end, the teacher will repeat everything that was ordered and tell the pupils how much the final cost is. Now it is the students turn to practice in pairs. Once students have finished, they can change pairs. Once the students have completed the exercise a few times, they can try it without taking notes.

Warm up exercise

1_____   16_____

2_____   17_____

3_____   18_____

4_____   19_____

5_____   20_____

6_____   21_____

7_____   22_____

8_____   23_____

9_____   24_____

10_____   25_____

11_____   26_____

12_____   27_____

13_____   28_____

14_____   29_____

15_____   30_____

John 's Menu

Burgers	Price
Big Mac	$5.00
Cheese Burger	$2.00
Serious Lamb Burger	$6.50
Mc Chicken	$4.50
Fillet O' Fish	$3.50

Sides	
Apple Pie	$2.00
Chicken Nuggets	$3.00
Caesar Salad	$3.00
Fries	$2.00

Drinks	
Coca Cola	$2.00
Orange Fanta	$2.00
Lemonade	$2.00
Coffee	$2.50
Water	$0.00

Conversation worksheet

Waiter: Good afternoon, are you ready to order?

Customer: Yes, could I get a _____, please?

Waiter: Sure, would you like anything else with that?

Customer: Yes, I'd like (a) _____ please .   or   No thanks.

Waiter: Would you like anything to drink?

Customer: I'll have a _____, please.

Waiter: Would you like to eat in or take away?

Customer: _____, please.

Waiter: Ok, that will be $_____.

Customer: Here you are.

8. YOUR WEEKLY PLAN

Aim of this game:

To practice asking someone about their weekly plans and to practice telling someone about your weekly plans using the following key expressions: "What are you doing on (Sunday)?", "I'm going to………."

Organizational part:

The students are given a worksheet with a 'weekly plan' grid. Under each day of the week, students write an activity, for example, a student could write the following: Monday - go to a movie; Tuesday - go surfing; Wednesday - take photographs. Once all the students have completed their weekly plan, they are given the key expressions that they must use during this activity: A. Are you doing anything this (Sunday)? B. I'm going to (~). Students write these sentences on their worksheet and then repeat the sentences after the ALT. All of the students must then stand up with their classmates for A and B roles. Underneath their own weekly plan, A-student must write B student's name and plan. For example: (A. Are you doing anything this Monday? B. I'm going to bake some cookies. A-student would then write 'bake some cookies' and B-student's name under Monday. To get the students moving around the classroom and talking to different people, they are told before starting the activity that they must write down the weekly plans of three girls, three boys, and the teacher.

Materials and Preparation:

Weekly plan grid - this can be drawn by hand or made using Word Processor. A copy of this weekly plan is then given to every student Blackboard – to write the key phrases that the students must use during the activity. Additional Preparation – it is helpful, but not compulsory, to have revised days of the week and to have covered basic weekly plans before using this activity.

Make your weekly plan

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
My plan							
Friend's name.							
Plan							

9. WORD ASSOCIATIONS

Decide on a topic for any kind of word association, e.g. WINTER, SPRING, SUMMER, AUTUMN. You say a word associated with one of the seasons (e.g. swimming). A student should answer, "SUMMER." This can be played using many examples and applying them to a sentence or grammar pattern. Example: "Do you go skiing in the winter?"

"What do you do in the summer?"

OPTIONS

For high level students, you can give the topic (e.g. WINTER) and each student must give a word related to that season. The topic can be changed for each row of students.

10. VEGETABLES & THINGS

Have each student draw a box (see below) and a name or word with four different letters written across the top, one letter per box. The entire class uses the same letter across the top. Down the left side are four categories: fruits, vegetables, flowers and animals. The students fill in the boxes with words that begin with the letters at the top and are in the same class of nouns indicated on the left.

	C	A	R	T
Fruits	cherry	apple	raspberry	tangerine
Vegetables	carrot	artichoke	radish	tomato
Flowers	carnation	azalea	rose	tulip
Animals	cat	ape	rat	tiger

11 THE LINES QUIZ

Aim of this game: Questions and vocabulary practice

1. Split the class into two groups. One lines up on the left side, one on the right.

2. The ALT asks the front kid in each group a question.

3. The first one to answer correctly gets to sit down. The other goes to the back of his/her team.

4. The winning team is the first where everyone is sitting down!

Make sure the questions come thick and fast. Examples include "What's your name?", "How old are you?", "What's this?", "What color is this?", etc.

12 .WHAT TIME IS IT MR. WOLF?

We need open space to play this game in.

1. Introduce and practice with the kids the phrase "What time is it?"

2. Practice the responses "It's 1 o'clock,","2 o'clock," etc.

3. Introduce the name of the game. This gives a chance to introduce the cultural point of "Mr. ...."

4. All the kids line up against one wall of the gym.

5. One kid is selected as Mr. Wolf, and walks to the middle of the gym.

6. The students' objective is to reach the far wall. Mr. Wolf's objective is to eat the other kids.

7. The kids shout out "What time is it Mr. Wolf?" in a big, loud voice.

8. Mr. Wolf then shouts back the time. The time can be anything from 1 to 12 o'clock, e.g. "It's seven o'clock."

9. The kids then take the corresponding number of steps forward. For example, three steps for 3 o'clock.

10. Repeat from step 7.

11. When Mr. Wolf decides that the other kids have got near enough to the far wall then instead of saying "It's ..... o'clock" he says "It's Dinner Time!!!!!"

12. All the kids then run back towards the wall they came from. But if Mr. Wolf tags (touches) them before they reach the wall, they become the new Mr. Wolf!

13. Play Again!

You can either have Mr. Wolf be replaced one at a time, or have several Mr. Wolfs (e.g. if the first Mr. Wolf tagged three kids there would be three new wolves).Make sure the kids only take large steps, and not the massive huge jumping leaps that some of them will be tempted to do. It is good for about 20 minutes, which is usually enough time to let everyone be the wolf.

13. Cross-Cultural Teaching Games

The following games played by participants when they were children may not have any deep "international understanding" itinerary, but provide students with a chance to meet and play with participant during their school visit assignments. However, most can be changed slightly to

include a more "international" angle if desired, and in fact many of the descriptions anticipate these adaptations.

The students and/or teachers will quickly pick up on similarities or differences between these and the childhood games played by Japanese; most likely they will be considered "American," "Irish," "Australian," "Brazilian" or whatever based on the nationality of the participant leading the game.

14. DESCRIBING ATTRIBUTES

Aim of this game:

To practice using the phrases "he has," "she has," and "they have."

Organizational part:

PREPARATION:

➢This simple activity can be done with color photographs of famous people or characters from popular anime. Be sure that the subjects that you use are people or characters that are already familiar to your students.

➢Make a list of descriptive attributes for each person or character.

ACTIVITY:

➢ Begin the activity by explaining to the class that you want them to guess who this person is simply by describing him or her using the phrases, "he has" and "she has". For example, "He has a wand. He has a scar. He has many friends." (The students should guess Harry Potter.)

➢You can turn it into a competitive game by challenging the students to try to be the first to guess

the person correctly (this encourages them listen to the English vocabulary very closely, Giving small prizes will also reinforce this.) They may compete individually or you can have them form teams to assist one another.

➢ When a student guesses correctly, show the class a colour photograph of the person. This allows them to visually verify the attributes that were just described using "he has" or "she has".

Be sure that all of the descriptive clues are visible in the photograph.

➢The difficulty may be adjusted according to the vocabulary used, but the use of the phrases "he has" / "she has" should remain consistent. The initial clues should be the most obscure, while the

subsequent clues should become increasingly obvious if they are having difficulty guessing the correct answer.

➢Example:

President Obama

1) He wears a suit.

2) He is very famous.

3) He makes many important decisions.

4) Yes, he can.

5) He is the President of the United States.

➢You can increase the difficulty by introducing the phrase "they have" and make the students guess about groups of people. (For example, "They have gloves." "They are a baseball team", etc.). If you do this, be sure to

continually alternate between "he/she has" and "they have" so the students are forced to listen carefully for the difference and guess accordingly.

Materials and Preparation:

➤Access to a color printer

➤ This activity should be performed after teaching the necessary grammar for "he has" / "she has" and "they have". (Suggested personalities for 1st year students could include celebrities like Lady Gaga, Michael Jackson…..

Images can easily be found on the internet, downloaded and printed out.)

15. 'GUESS WHO!'

Aim of this activity:

To review questions and vocabulary that are commonly used in everyday English communication

Organizational part:

After the activity has been explained to the students, each team in each group selects which character they are for the game, but does not tell the other team which character they selected. The other team must 'guess who' the character they selected is. That is the goal of the game. The students can only answer 'yes' or 'no' , if asked a question about their character. Any question that can be answered with a yes/no answer is permitted during the game. Each team member takes turns in asking the questions about the other teams' character. Each team takes turns asking questions of each other, in the order of one question at a time each time. Examples of questions that can be used include, 'Are you a boy?' 'Do you play soccer?' 'Can I see a ball?' etc.). If the answer to a question is 'no,' then the team that asked the question crosses out all of the characters that the 'no' applies to. If the answer to a question is 'yes,' then the team that asked the question crosses out all of the characters

that the 'yes' does not apply to. The final question is 'Are you [Character's name]?' The team that guesses the correct character of the opposing team first/the fastest wins the game. In order to decide which team gets to ask the first question, the teams conduct 'Rock, paper, scissors with the winning team allowed to ask the first question.

Materials and Preparation:

Students are separated into groups of four, made up of two teams consisting of two students each. Each team will be provided with one 'Guess Who!' game board to share between team members.

The boards can either be laminated and a black marker and a cloth used, or the students may write on the paper and use an eraser and a pencil. Original boards can be created by teacher. boards are given to the students to use for the game. I like to use this particular game board (SPORTS) as it incorporates English vocabulary already learnt by the students, and combines this with a number of foreign names for people from various countries around the world. This allows for the activity to be broad based, be able to used for many levels of students , and incorporates both internationalisation and English language communication components (reading, writing, listening, and speaking).

Suggestions and Advice:

In order to make the activity run smoothly it is useful to include the katakana pronunciation of the characters' names on the game boards before handing the game boards to the students. Translation of the sports and their pronunciations may also be provided to the students before handing them the boards too, if the students have not yet learnt how to pronounce the sports. Explaining how to play the game in English and Japanese before beginning the activity will help facilitate the smooth running of the game. Students should be supervised to make sure that they are only using English to ask each other questions.

This activity takes about 20 minutes to complete. This includes the explanation of the activity, pronunciation practice, and time for two games to be played. The timing of each game with a stopwatch is recommended so that students and teachers are aware of how much time they have left to complete each game. This activity is a good activity to show students that English can be fun to learn, and that it is fun, interesting and easy to speak "everyday English" in "real-life" situations. It is also a good activity as it demonstrates to many students how much English they have already learnt, without being aware of it. This gives them more confidence in using English everyday and in motivating them to continue to study English and communicating in English. It is a great way to review a lesson or a series of lessons, and the students always enjoy playing the game.

Conclusion

International relations, in the fields of politics, science, technology, economics and education between different foreign countries and Uzbekistan are developing year by year. Thus, the status of foreign languages in Uzbekistan is increasing. The above requirements lead to search for new approaches, technologies and teaching aids of language teachers' training. Taking into the consideration this practice our President Islam Abduganievich Karimov signed a decree "On measures for further enhancement of the system of teaching of foreign languages (PD №1875 Issued in December, 2012)". It is emphasized that in the frame of reference of the Law of the Republic of Uzbekistan "On Education" and the National Program for training in the country, an exhaustive foreign languages' teaching system, intended to creating harmoniously developed, well educated, modern-thinking young generation, further integration of the country to the world community, has been created.

The request for creating new modern methods in teaching foreign languages and using them in teaching process are increased. As an answer for this requests, modern pedagogic technologies, methods and approaches are reaserched by many scientists, metodologists and experienced teachers.

We may add to the row of modern pedagogical technologies which is used in teaching process:

- ➢ Project technology
- ➢ Modular teaching technology
- ➢ Partnership teaching technology
- ➢ Didactic games technology
- ➢ Chain drill
- ➢ Insert
- ➢ 6/6/6 method
- ➢ 3/3 , 4/4 , 5/5 method

- ➢ Classter
- ➢ Brainstorming

I mentioned above about didactic games which help us to get good results during teaching process.

I want to emphasize that the importance of lingvodidactic games is great in developing learners activeness and their interest.

The main purpose of teaching English with interactive methods is to activate students internal motivation in teaching process, improve their skills, give interesting and necessary information as much as possible. This also help to students to be more creative, they learn how to use theoretical knowledge in practice.

While using interesting games, we must pay attention the steps of teaching. In primary schools, we may use phonetic and lexical games, in secondary schools it's useful to use lexical, grammatical and simple games for speaking, it's suitable to use more speaking activities (when it's necessary we may use lexical and grammatical games,too) for high school learners. Another important thing is - to choose suitable activities and games to learners age, ability, interest, and knowledges. If we can't choose activities correctly, we can't motivate our learners. Without motivation we can't get good results in teaching process. Interesting games make the students be active, help each other, and also they teach to listen their partners opinions attentively. When the teachers organize the teaching process with games, they demand to choose necessary linguistic materials from players.

During the game, participants learn how can they begin the conversation, how can they continue the others speech and they develop some elements of communication like: to show their agreements and disagreements to the certain situation or others ideas when it's necessary, to listen the others opinion and

thoughts attentively and give them some questions according to their information. Playing games demand to be sensitive,attentive, clever and strong.

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