

**FORMS AND METHODS OF WORK ON THE FORMATION OF SPEAKING
SKILLS BASED ON THE CREDIT-MODULAR SYSTEM**

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ANNOTATION

When quantitatively comparing the methods of the classroom work block with the blocks of independent and self-guided work, it becomes obvious that the number is almost the same, despite the fact that fewer hours are allotted for classroom work. We believe that in such a situation, the methods of classroom work should also be varied in order to motivate students to be active in the classroom.

Key words: *vocabulary, Milling Activity, pair work, compilation of dialogs, Information Gap Activity, Fill in the Gaps, jigsaw activity, role-playing games.*

According to the model of teaching the speaking of pedagogy bachelors at the initial stage, based on the credit-modular system of form and working techniques, are divided into three blocks: an auditorial work unit, a student of independent work and a block of controlled independent work of students.

Thus, all methods will be divided according to these blocks [5]:

1. The block of auditorial work includes the following methods:

- dictations on thematic vocabulary;
- compilation of dialogs on paper (Paper Conversation);
- Search for answers to the question (Milling Activity);
- work with cards, pictures, supporting words;
- compilation of dialogs;
- pair work (Open \ Closed Pair Work);
- tasks for clarifying the missing information (Information Gap Activity);
- Filling spaces in the text (Fill in the Gaps);
- repeat tasks (jigsaw activity);
- Guessing Games;
- role-playing games;
- staging;
- Simulation of communication;
- discussion and debate;
- Oral performance.

2. The following methods includes the following methods:

- performing training exercises;
- memorization of poetry (CHANTS);
- completing tasks in writing;
- listening and recording of authentic statements;
- filling in spaces;
- Research (Surveys);
- project work;
- Preparation for discussions, debate, staging.

3. The block of controlled independent work of students includes:

- performing training exercises;
- Search for answers to the question (Milling Activities);
- Modeling conversation through the Internet (Computer-Mediated Chat);
- Copying (REWRITING);
- reading aloud;
- pair work (Open \ Closed Pairwork);
- work with cards, pictures, supporting words;

Let's consider each method separately in more detail.

The implementation of training exercises involves the purposeful development of a speech action, its repeated reproduction in order to memorize the linguistic phenomenon and automate the skill. As training exercises, imitative-reproductive substitution, transformational exercises with individual words and sentences can be performed.

Learning by heart (chants) – in this case, this is one of the varieties of training exercises, and since chants are small educational humorous verses, memorization is easier.

Completing tasks in writing is one of the important methods for developing speaking skills at the initial stage, as it allows you to smooth the moment of transition from memorization to speaking. The student first completes the task in writing and then reads the result. In the future, the stage of writing is omitted.

The task of finding answers to the question (milling activities) is one of the most productive methods of work. Students ask questions, completing the task of the teacher, and write down the results in tablets. Such work allows not only to work out the skill of the question, but also to diversify the lesson, since students communicate not only with those who are next to them, but with the whole group.

Dictations on thematic vocabulary allow both the teacher and the students to track their progress in the study of thematic vocabulary.

Listening and recording authentic statements allows students to form a "sense of language", to form further spontaneity and authenticity of statements.

Fill in the gaps in authentic statements (fill in the gaps) – students are provided with the text of an authentic statement with a gap in the statement. The gap is hidden, students need to find this gap in the statement and fill it with the necessary phrases.

Drawing up a dialogue on paper (paper conversation) – an imitation of a dialogue, but in writing. Students work in pairs, each writes his line on a common sheet of paper, the resulting dialogues are read out. While students write, the teacher gets the opportunity to control the correctness of the assignment and writing.

Modeling a conversation via the Internet (computer-mediated chat) is possible only with sufficient technical support for the learning process - this task can be performed as an independent and classroom work. Students exchange short messages via e-mail. You can check these messages later. This “slow communication” allows learners to more clearly form the statement before writing and sending it.

Modification of the source text (rewriting) – students are given the task of modifying, adapting, improving the dialogue or monologue proposed by the teacher. The proposed option is presented to students either on the board, or each student receives an individual option. Students can receive the following options for this task:

- make the statement more/less formal;
- increase the length of replicas;
- use an ellipse;

- use more means of logical connection;
- make the statement more idiomatic.

Reading aloud improves intonation and pausing skills. At the initial stage of learning, this is especially important, since the greatest number of errors in speaking is associated not only with grammar, but also with pronunciation.

Drawing up dialogues is one of the most ancient methods of teaching speaking, since in general the process of speaking is an exchange of remarks. Students can present the dialogue alone or with the teacher.

Pair work (open/closed pair work) is an organizational form of team work, during which students in pairs carry out joint activities aimed at solving the problem. There are two types of pair work: open (open pair) and closed (closed pair). Work in open pairs precedes work in closed pairs. Closed pairs are not fully controlled by the teacher. Participants of open pairs can change, they can be in different parts of the audience. Their work is easily controlled by the teacher and serves as a preparation for work in closed pairs without the help of a teacher.

Working with cards, pictures, keywords allow you to model a monologue statement, teach you how to work with keywords or theses of the statement.

The task to clarify the missing information (information gap activity) is an exercise aimed at exchanging information according to the “mosaic” type. Helps students to establish communication with a lack of knowledge on the proposed topic. Helps develop language guessing and the skill of using the means of logical connection.

Tasks for repetition (jigsaw activity) – students need to reproduce the situation in the most detailed way in a short period.

Researches (surveys) – one of the tasks for finding answers to questions (milling activity) - are distinguished by long-term and more clearly prepared action plan. Research can be done in pairs, groups or individually. As a rule, research refers to the independent work of students.

Oral presentation (presentation) – the speech of one of the students in front of the study group with a brief or relatively detailed statement on a specific topic. Oral presentation involves the following construction: 1) a brief introduction, including the main idea and the statement of the purpose of the speech; 2) detailed presentation of information, development of the main idea - justification, clarification, explanation; 3) conclusions and conclusion; 4) invitation to discussion.

In general, by definition, I.A. Zimnyaya and T.E. Sakharova, “a project is a work independently planned and implemented by schoolchildren, in which verbal communication is woven into the intellectual and emotional context of another activity” [60, 10]. It is believed that the preparation and implementation of one's own creative projects is the final stage of a certain cycle of work on the development and improvement of skills in all types of speech activity.

The project is usually designed for a long time, it can be individual or for a small group. The main feature of this method is that the role of the teacher in this case is not the leading one. The project is an independent type of work, therefore it cannot be strictly regulated and controlled by the teacher.

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