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THE IMPORTANCE OF SPOKEN INTERACTION IN EFL CLASSROOMS

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Annotation: This article provides a brief overview of EFL students' ability to speak and use interactive methods.

Keywords: Speech, thought, competence, EFL students, receptive.

Speech is one of the basics that needs to be mastered English learners. Nunan (2003, p. 40) states that “speaking is the ability to express an idea, thought, or verbal thought; it consists of creating a structured speech to speak in words to convey meaning so that it can be understood by the people we are”. Therefore, in language learning, the ability to speak is important for expressing thoughts, ideas, and feelings to others. Nowadays, the ability to speak a foreign language is one of them. It is becoming one of the most important requirements of modern life. As Richard emphasizes, the goal of education is to provide students with communicative competence and classroom. We need to take activities that develop students' ability to express themselves through speech. Therefore, students should be actively involved in the teaching and learning process, especially in speech. Through speech, students become familiar with the sentences used. Learning to speak English fluently and clearly is always a big task when learning a foreign language. This provides benefits for students. Professional vocabulary can increase, especially when we communicate with other people. Learning harmer states that encourage them to speak or use the language they have in EFL classes is an important part of teacher work. The people EFL students need are interns, not teachers. From this statement, it can be concluded that the teacher is focused on developing students' speaking skills. However, this cannot be denied. English teachers face difficulties in teaching speech, especially to EFL students.

Nowadays, mastering speech is generally considered to be the most basic skill. From the beginning of the communicative era, it is seen as a challenge. The ultimate goal of language teaching and its proper development has been the focus on both teachers and students. However, this also acknowledged the fact that achieving the ability to speak a common foreign language is not an easy task in a classroom setting. Even advanced students often speak outside the classroom with confidence that they are not ready enough for a language course. According to Tarone, speech is usually considered “the most complex and difficult skill to master”. So the main idea in any oral communication is that. However, any misproduction in such verbal communication can lead to inconsistencies and misunderstandings, lack of target language, knowledge and socio-cultural diversity that may result from background differences. Thus, to ensure that it is interpreted correctly by the listener, Harmer listed some of the elements needed to produce speech. According to him, the ability to speak fluently means not only knowledge of language features, but also the ability to process information and language “on the spot”. Similarly, Selce-Murcia and Olshtain suggested many conditions for speaking another language, i.e., vocabulary knowledge, syntax, and the ability to use speech combinations.

It is important for EFL students to learn vocabulary, but it is more important to memorize phrases and fixed expressions. In fact, in English they are many. By memorizing the basics, you can easily communicate with native speakers and take the time to mentally compose phrases and sentences. Practice shows that knowing individual words does not improve the quality of oral speech, and a person makes many mistakes and tries to put words into the text.

Question-answer exercises are used to enhance students' speech, improve memory, and repeat them. New words from the text are memorized. Questions and answers develop the ability to repeat those words in memory and to use them in speech. In addition, a variety of games in the classroom will increase the student's interest in learning the language and increase the speed of learning. In the Hot Ball game, students form a circle and say one of the new words to each other on the ball. Participants do not repeat each other's words, are expelled from the game if they repeat or stop speaking. That's the way to play. These techniques will also be useful for EFL students.

Independent study at a high level plays a special role, especially in foreign languages for EFL students. The requirements for this course are different from those of the previous stages. The lesson is no

longer based on oral speech, because at this stage most of the language material is studied passively (receptively). That is, reading comprehension plays a key role. Texts are also large in size, and language material is complex. Reading, speaking, listening exercises are held regularly. When organizing a lesson, a separate day is set for Reading, a separate day for Speaking, and a separate day for Listening. Homework is also more complex than previous steps. Speaking lessons include a 2-minute talk with a topic. Alternatively, text cards will be distributed to students. Each student gives their opinion on the topic on the card of their choice. The speech requires the use of previous combinations, phrases, introductions, new words, synonyms.

One can draw the conclusion that oral proficiency activities seem to be used very often in the four teachers' EFL classrooms, especially oral interaction activities. The activities used for practicing the students' fluency, pronunciation, interaction and ability to put the language into context. Moreover, the oral proficiency activities often seemed to be used to get the students activated and engaged in a certain project. This might make the teachers prioritise assessment of the students' writings over their speaking since the written assignments are easily stored and accessed. Only one of the teachers mentioned that he usually records the students' oral production and interaction so that he easily could go back and listen to them several times. If more teachers did so, perhaps oral proficiency would seem more valuable, both amongst students and teachers.

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MODERN METHODS OF TEACHING FOREIGN LANGUAGES AT THE UNIVERSITIES

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Abstract: The article shows various methods and approaches in teaching students, their use and the use of computer programs to achieve a good result in learning

Key words: the method of 'community', the method of 'quiet' learning, the method of relying on physical actions, the suggestopedic method

Аннотация: В статье показаны различные методы и подходы в обучении студентов, их применение и использование компьютерных программ для достижения успешного результата в обучении

Ключевые слова: метод «общины», метод «тихого» обучения, методу полного физического отклика, метод опоры на физические действия, суггестопедический метод

Annotaciya: maqolada o'quvchilarni o'qitishda turli usul va yondashuvlar, ulardan foydalanish va o'rganishda yaxshi natijaga erishish uchun kompyuter dasturlaridan foydalanish ko'rsatilgan

Tayanch so'zlar: «jamo» usuli, «jim» o'rganish usuli, jismoniy harakatlarga tayanish usuli, suggestopedik usuli

The concept of the 'community' method – the 'adviser' method was introduced by the American psychologist Ch. Curran, which is based on the humanistic approach to learning and the psychological theory of the 'adviser'. The essence of this theory is that people need the help of an adviser-psychologist and his participation is desirable in any kind of social activity of a person, including in education [Curran:1972];[Curran:1976].

The specified 'community' method is defined by the following features: