

There is no official training. In order to do this, teachers should provide students with opportunities. In today's digital world, the exchange of information between institutions and universities further enhances their effectiveness.

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Zulfizar Javloniy, Student of UzSWLU 430th group,

WHAT ARE SOME EFFECTIVE WAYS TO TEACH ENGLISH SPEAKING SKILLS FOR LARGE CLASSES?

Z. Javloniy

Abstract: The article deals with giving information about some effective ways to teach English speaking skills for large classes. Through the article you can learn, what is large class, how you can do your best in large classes, what kind of techniques and activities can involve the students in large classes, which strategies are most helpful and what can you achieve teaching in large classes.

Keywords: large class, challenges, possible solution, strategy, advantages, activities.

What we label a 'large class' depends mostly on context and expectations. Teachers working in private language schools in Europe may expect classes of 10 to 15; for them 20 is often seen as too large. Yet for many primary and secondary teachers around the world who teach 30 or 40 pupils, a class of 20 would be a welcome relief. Not surprisingly, therefore, different writers have different opinions about how large is large, although recent definitions range from about 30 to about 50 students.

Large classes are not unique to low-income countries. They can be found in almost any country in the world, from free English lessons for immigrants in the USA, to classes for children in refugee camps in the Middle East. And in most countries, students in university lectures can find themselves learning with many more than 40 classmates.

As an advantage side of working in a large class I can say that, when there are many children in a class they can share many different ideas and interesting life experiences. This stimulates the children and enlivens those parts of your lesson where children can discuss and learn from each other. Besides that during project work, children can learn to share responsibility and help each other. This also brings variety and speeds up the work.

The challenges of working in large classes

We can divide the challenges into two general areas:

1. The challenges of Teaching Large Classes in general (TLC challenges)
2. The challenges specific to (English) language teaching in large classes (TELC challenges)

TLC challenges include the following:

1. *Classroom management*: This includes the general challenges of organising the learning and the learners. Giving instructions, maintaining control and discipline, and organising group work can all take more time and energy in a large class.

2. *Whole-class teaching*: This refers to when you are addressing the whole class together, for example when you are explaining a new concept, asking for answers to reading comprehension questions, or drilling new vocabulary. In a large class, it can be difficult to make sure that all learners can hear you, read your board work and feel involved.

3. *Working with mixed abilities*: We often find a wide range of abilities in large classes, from learners who learn quickly to those who need more help. This brings challenges, for example when one or two of the faster learners dominate group work, or get bored when we explain something they already know. Conversely, weaker learners may sometimes feel humiliated if they can't answer a question, and sometimes misbehave out of frustration.

4. *Exam time*: Most teachers find preparing learners for exams, and conducting and marking the exams, hard work. But carrying out these tasks is even more work when classes are large – especially in terms of ensuring every student is ready, and marking all the exam papers.

5. *(Often) limited resources*: Because large classes are often found in low-income countries, many teachers of large classes also face this additional challenge. For example, they may not have enough textbooks, or other materials to make lessons more interesting.

While TLC challenges are shared with teachers of all subjects (including English language), TELC challenges relate specifically to teaching and learning languages. They can be divided into two groups:

1. *Practising language skills*: We all know that to learn a language, we need to use it. However, in large classes, it can be a real challenge just getting learners to speak English.

2. *Providing feedback to learners*: To improve and learn from their mistakes, language learners need feedback, and this becomes more challenging in large classes.

Examples of possible solutions for teaching English in large classes

What follows are a few ideas from different fields that may help you teach English in large classes effectively. They are given as examples to inspire your creativity rather than offer definitive solutions. They include an approach, a strategy and an activity.

A local solution: activity-based learning

Activity-based learning (ABL) was first developed in large classes in India, where it continues to be used in some states today, making it a context-specific solution to the challenge of working with large classes. Within activity-based learning, each child learns at their own speed through units of a syllabus, completing specific activities and then a self-assessment task (supported by the teacher) at the end of each unit.

A strategy for whole-class teaching: think, pair, share

While learner-centred approaches such as ABL have dominated attempts to improve learning in large classes over the last 30 years, we should also remember that carefully structured, teacher-fronted lessons can also be effective, both in mainstream education, and language teaching, where research into large classes emphasises the importance of students being 'mentally engaged'.

One whole-class teaching strategy often used by effective mainstream teachers, but not so well known in ELT is called 'think, pair, share'. It can be useful when checking comprehension of reading and listening texts, and also when checking understanding of new vocabulary or grammatical concepts.

An activity for writing practice: back translation

Although translation activities were ignored in Western teaching methodology for much of the 20th century, they have often been used in large classes in many parts of the world. Today they are once more enjoying a revival in popularity in the West.

Many teachers of large classes often speak their learners' first language. This means they can use translation not only for checking understanding, but also for language practice, writing and even speaking.

Advantages of Teaching Large Classes

- **High Energy**: Classes with many students may be noisy, but they are also fun and exciting.

- **Timing**: Classes go by quickly in a large class, and you will rarely catch yourself looking at the clock. You will regularly find yourself with extra activities that you did not complete that you can save and use in your next class.

- **Participation:** There is always someone who is willing to answer questions even if they are just guessing. Make sure to take answers from a variety of students.

- **Fillers:** Teachers have less need for fillers since core activities and lessons take longer to complete.

Challenges of Teaching Large Classes

- **Intimacy:** Remembering student's names can take a while. Teachers may feel that they do not get to know their students as well as they would like to.

- **Anxiety:** Some teachers feel anxious being so outnumbered by the students. In addition, some students are afraid to ask questions or participate in a large class.

- **Student needs:** Meeting individual needs can be difficult or impossible when class size is very large.

- **Marking:** Grading assignments and tests can be very time consuming, and your pay will generally be the same for a smaller class.

- **Distractions:** There are more distractions for teachers in large classes, such as latecomers and people chatting while you are teaching.

- **Monitoring students:** Teachers may find it difficult to keep students on task as they monitor pair and group work.

Strategies for Coping with Large Classes

- **Spread out:** Find another space that your class can use for energetic whole group activities. Find a lobby or spare classroom in the building that your students can spread out into when they are preparing a project or performance. Take students outside if there is no indoor space available.

- **Encourage competition:** Establish a fun and competitive atmosphere within the class, by dividing the class into teams. You may change the teams once in a while or leave them the same throughout a semester.

- **Establish trust:** Learn unique ways to remember names and do your best to get to know something about each of your students.

- **Reduce marking and preparation time:** Design quizzes and tests in a way so that you can reduce the amount of marking. Use peer evaluations when possible.

Activities to Use in Large Classes

- **Small group discussions:** Use topics related to a theme, or ask students to submit topic suggestions.

- **Who Am I?:** Tape the name of a famous person to the back of each student. Students go around the room asking questions and trying to identify themselves. Once they guess who they are they can place their nametag on the front and continue helping other students identify themselves.

- **Team spelling contests:** Each student who gets the spelling correct gets a point for their team.

- **Balderdash:** Large class can be split into teams. Teacher calls out a word and students have to write down the part of speech and definition. Each student to get both correct gets a point for her team.

- **Write the question:** Large class can be split into teams. The teacher calls out an answer and the students have to write the question. (ex. "Lynn") Each student to write the correct question gets a point. (ex. answer: What's your middle name?")

- **Questionnaires:** Students circulate around the room asking each other questions. Students can create their own questions on a given topic or theme, or you can provide the questionnaire handout. Follow up by asking each student to report the most interesting answer they received.

- **Categories:** The teacher calls out a category, such as fruit, and each student has to name a fruit when it is his turn. If a student hesitates for more than five seconds, he or she has to choose a new category and sit out the rest of the game. The last person to get out wins.

The key to teaching large groups speaking skills is to maximize speaking time in the classroom, as well as making use of extracurricular practice time. The class can be divided into smaller groups and the students in each group can be given different topics. Then each group can talk together on the topic and then share it with other groups.

The key of success in learning speaking is a direct experience through performance. group work, pair work or discussion groups are some of the suitable form of management to accommodate this. engaging learners in a group may develop their skill since the use the target language technically as a means of communication. additionally, in a large class it would be easy for you to monitor your students if they are divided into groups.

In my classes, I have tried to divide the students in to groups (5 or 6 students) in each group. One of the students is the leader. She asks some questions from the members of the group about the topic that they have studied before and prepared for the class. The members of each group sit together. I walk among them and try to listen to their discussion. Sometimes I go to each group and sit beside them and try to take part in their discussion. In this way all of the students are active in my class. Another strategy is role playing. One of the students play a role (for example a famous soccer player) and other students ask some questions and she answers.

While I agree with the idea of increasing student talk time by utilizing pair and small group tasks, there is still more to consider. In a large class, it is difficult for the teacher to monitor all of the students closely. Thus, it may not simply be a case of dividing them into groups and giving them a topic. The instructor needs to frame the discussion, to make the connection to the

rest of the class and course. They also need to give the students enough individual preparation time before the discussion. This allows them to consider the topic and look up any needed vocabulary. You can also support the students by modelling the activity and by providing materials like role cards or realia. Next, one needs to make the instructions clear and more importantly to state the desired outcomes. Finally, the task should have a clear “end game”.

The ability to measure the effectiveness of the speaking activity is closely tied to the specificity of the desired outcomes. If the students understand what they need to achieve during the activity, then it becomes their responsibility to produce. It is up to the instructor to “connect” this output to another instructional activity, like a presentation, writing assignment, web page creation, plays, or videos/audios.

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Feruzha Khayitova, Teacher of Termez State University,
Faculty of Foreign languages,
PRINCIPLES OF TOPONYMS (PLACE NAMES)
F. Khayitova

Abstract: Toponyms (place names) represent language units denoting elements of topographic environment. The relevance of the study is caused by the need to develop the theory of toponymy and to systematize all the existing toponymic classifications. Place names have a complicated (multidimensional) nature, which should be taken into account while classifying them.

Keywords: toponym, place name, toponymy, classification, principle, nickname

This research is an attempt to highlight various principles according to which it is possible to group the place names. The research is based on 15000 British and 17000 American toponyms, received from toponymic