

THE METHODS OF EFFECTIVE COMMUNICATION IN TEACHING

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Knowing the principles of communicative activities, it is now easier to distinguish certain types of this spoken interaction. Many authors list such activities according to various characteristics, for example in relation to their popularity or completely accidentally. The activities below are not enumerated in accordance to their popularity.

According to Brown oral communication divides into five basic types:

- “Imitative” that means copying someone or something, especially in a way that shows that person does not have any ideas of his or her own;
- “Intensive” that means involving a lot of activity, effort, or careful attention in a short period of time;
- “Responsive” that means reacting quickly, in a positive way;
- “Interactive” that means involving talking and working together;
- “Extensive” that means containing or dealing with a lot of information and details.

These basic types of oral communication are important to create new kinds of techniques in EFL teaching.

Oral communication is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. Many linguists and language teachers agree that students learn communication skills best through “interacting”. Teachers should try to use “real” situations that require communication and collaboration (working together) between students.

Discussions. After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Discussion can be reaching a consensus, moral dilemma and involving opinions.

Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like “people learn best when they read vs. people learn best when they travel”. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups.

Role Play. One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and...". This technique involves students taking on a role and carrying out a discussion with each person playing their role.

Simulations. Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do

not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap. In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language. Each student in the group has some information required to complete the task or activity; the aim is to share the information and to complete the task. Students don't know what the others are going to say; and as such it imitates real life conversation.

An example being: Students work in pairs; student A has a simple picture which (s)he doesn't show to B; student B has a blank piece of paper. Student A describes the picture; student B listens and draws it. Finally, students compare what B drew with the original.

Brainstorming. On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling. Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews. Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

Story completion. This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting. Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Picture describing. One way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Debates. This technique involves choosing a controversial topic; one speaker presents one point of view on the topic and second speaker presents a different opinion. However, this can be led only advanced level classrooms.

Find the difference. For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football

and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Communication is the process of exchanging information. Information is conveyed as words, tone of voice, and body language. To be effective communicators, team members must be aware of these forms, how to use them effectively, and barriers to the communications process.

The following actions have been observed in speech with effective communications skills:

- Acknowledge communications.
- Provide information in accordance with others.
- Provide information when asked.
- Repeat, as necessary, to ensure communication is accurately received.
- Use standard terminology when communicating information.
- Request and provide clarification when needed.
- Ensure statements are direct and unambiguous.
- Inform the appropriate individuals when the mission or plans change.
- Communicate all information needed by those individuals or teams external to the team.
- Use nonverbal communication appropriately.
- Use proper order when communicating information.

The study then made conclusion as follows:

First, all the classroom activities including discussion, dialogues, drama, oral narratives, songs, tongue twisters, debate, poem recitation, story-telling and role play can be used during lessons but with different frequencies. For example, discussion can be used more across schools than oral drills. This could bring imbalance in the contribution of these classroom activities to the learner.

Second, the teachers should endeavour to teach using the target language (vocabulary, grammar, difficult concept which will encourage their learners to speak using the target language. The students should also be made to know the importance of attaining communicative competence in English language for instance job

interviews, attainment of decent jobs and positive attitudes towards English language. These will increase motivation for learners. There are several causes that make students to have low proficiency in English language for instance teachers' lack language awareness thus learners lack models to emulate; learners are passive; teacher centered methodology; lack of motivation by learners and students think in mother tongue and then translate to English language.

Third, teachers prefer teaching classroom activities singly not integratively. English language teachers tended to integrate the various classroom activities differently with those in national schools doing it better than those in provincial and district schools. Together these observations could be responsible for low communicative competence of secondary school graduates.

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