

DEVELOPING SPEAKING SKILLS OF EFL STUDENTS USING THE TECHNIQUE "TEACH THEM SIGNALS"

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Annotatsiya

Til – bu har qanday ma’ruzachiga mazmunli jumlar ishlab chiqarishga imkon beradigan shakllar tizimidir. Nutq esa, haqiqiy vaziyatda kommunikativ maqsadlarda til tizimidan foydalanadigan faoliyat hisoblanadi. Ushbu maqolada «teach them signals» metodologiyasidan foydalangan holda EFL talabalarida, ogʻzaki nutqining rivojlanishi yoritilgan.

Kalit soʻzlar

ingliz tili, ogʻzaki nutq, "teach them signals", pedagogik mahorat, zamonaviy ta'lim.

The native language of those who are going to engage in such training is usually English, but for some of them English is a foreign language that they may or may not know. But in any case, they find themselves in a job they don't know. They rarely receive special training to teach English as a living language and as a means of direct communication. If their EFL students already know a little English, the teacher most often resorts to reading books and forces his EFL students to read - with or without translation. Or, if the goal is to speak a spoken language, they are content to continue «talking» with their EFL students. In the latter case, such teachers are confused.

The various methods of teaching through conversation are usually unknown to them, and, like veterans who have previously worked in this field, they use the technique of oral learning through a trial and error process. Learning can be a challenging prospect, especially when it's a monolingual group and you don't know anything about their language, or it's a multilingual group and the only common language is English, which you're tasked with teaching them. However, not only is it possible to teach beginners only through English, but it can also be one of the most useful levels of learning.

It is known that communication involves the use of four language skills: listening and speaking in oral speech, reading and writing in written communication. The addressee uses speaking or writing skills to transmit information, and the addressee uses listening or reading skills to interpret the message[1]. The skills used by the sender are productive, and those used by

the recipient are receptive. Usually EFL students master receptive skills faster than productive ones.

A high level of language proficiency suggests that a EFL student's not only understands a foreign language, but can also speak himself. Language is primarily a means of communication. When we talk about teaching English as a foreign language, we mean teaching the means of communication. Language is a system of forms that any speaker possesses, allowing him to produce meaningful sentences. Speech is an activity using a language system for communicative purposes in a real situation. Teachers should look for methods of teaching communication through language.

Swiss psychologist Jean Piaget and his colleagues have demonstrated that EFL student's are usually at a specific operational stage of cognitive development. This means that they learn through experience and through manipulation of objects in the environment[2]. EFL student's in the education system usually learn by practice. If this principle were extended to teaching English, it would mean that EFL student in language classes should be active, not passive; they should participate in activities of which the language is a part.; they have to work on meaningful tasks and use the language to accomplish those tasks.

Therefore, when a teacher wants to teach EFL student to speak, he must not only show them how to do it, but also give them assignments and practical exercises. This principle, suggests that EFL student's need not only practical or direct experience, but also experience when they interact and learn from others, both adults and other EFL student's. From the point of view of language classes, it is implied that EFL student's should use a new language with each other and with the teacher[3]. Another conclusion may be that a teacher, as someone who knows English more than EFL student, should interact with EFL student's in English, using a language that is directly related to the activities that EFL student's are engaged in.

Therefore, when a teacher wants EFL student to talk, he should use not only the method of asking questions, but also such methods of group work in pairs to teach them to talk to each other in informal situations. Language acquisition involves cognitive work on the creative construction of language rules. Therefore, a teacher should not be afraid of EFL student's mistakes when they speak and experiment with a new language, this is a natural and inevitable part of language learning.

Language acquisition occurs through social interaction, through the use of language with others in authentic communication conditions. Language develops as speakers try out the language they find in situations with others and how others respond to their efforts. The interlocutors work together to be understood and understand each other. Therefore, one of the methods of teaching speaking is to give EFL student tasks to talk to each other more than with a teacher.

These principles suggest a communicative approach to language teaching, which is focused on involving couples and small groups of EFL student's in authentic communicative situa-

tions and in problem solving and information activities. They propose an approach in which the teacher uses English both to represent and control activities and to talk to EFL student's when they work together[4]. Thus, these principles help a teacher who wants his EFL student to speak English to focus on a communicative approach in teaching.

The problem with most teachers is that when speech is based on classroom activities, the technique "teach them signals" emphasis is on production rather than on the accuracy of grammar or pronunciation. We must keep in mind the needs of the learner, starting with a linguistic emphasis on accuracy and ending with a communicative emphasis on interaction, meaning and fluency. This means that when performing an activity or game, make sure that you have a goal that focuses on giving EFL student's the opportunity to develop their speech skills[5]. Keep in mind, however, every strategy or technique you use, make it meaningful to the child and useful for their development of fluency and accuracy. Ultimately, it is well known that when two people who do not know each other's language find themselves in daily contact with the need to communicate through speech, each of them soon becomes able to use the other's language with sufficient skill. For this purpose, we believe that the topic of the article is one of the main topics of teaching English, because it is very important to teach oral English at the very beginning of lessons in order to continue learning without difficult problems.

It is known that during the period of developing academic mobility, more and more modern trends in education are becoming widespread. The traditional teacher-oriented approach is giving way to the methodology of an active strategy for teaching foreign languages, including the work of EFL student's themselves. The methods centered on the teacher focused on the fulfillment of the tasks assigned to the EFL student's. Methods based on results put the cognitive interests of the EFL student in the center of attention.

Before starting a conversation about communication strategies, we consider it necessary to touch upon the issue of communication, interpreted as a model of the communication process and as a technology for teaching communication[6]. Genuine communicativeness, in the technique "teach them signals" the following characteristics:

- EFL student motivation;
- purposefulness;
- attitude of personal interest;
- personal meaning;
- speech-thinking activity;
- communication connection;
- interaction of communicating;
- contact in three planes (emotional, semantic and personal);

- situativeness in communication;
- the functionality of the process of mastering speech material;
- heuristics;
- content, informativeness and problemativeness of educational materials;
- novelty and expressiveness in the use of verbal and non-verbal means of communication.

The technique of “teach them signals” includes the idea of planning the next action, which means that communication itself is strategic. Strategies for learning a foreign language are certain combinations of intellectual techniques and efforts used by EFL student’s in order to understand, remember and assimilate educational material.

When teaching foreign languages, strategies are used technique of “teach them signals” consist in acquiring knowledge and skills, as well as strategies for preserving educational material in both short-term and long-term memory.

The communication strategy arises during communication and corresponds to the psychological plan used by each participant. The main goal of communication is to achieve unity of meaning. The technique “teach them signals” (various ways of learning new things, its systematization, training and application), together with communicative strategies, form the basis of strategic (compensatory) competence of teaching[7]. For example, if a foreign EFL student does not speak enough Uzbek, he is able to attract all the knowledge, skills and abilities available to him to resolve any awkwardness in communication.

A technique is always a choice from a variety of possible language options within the framework of the goal. Technique for learning a foreign language are certain combinations of intellectual techniques and efforts used by EFL students. In this regard, the role of dialogue is huge, since dialogues usually represent spoken language in context and, therefore, are usually longer than exercises. In our case, the technique “teach them signals” are motivating ways of conducting a dialogue.

The use of dialogues is numerous, they are mainly used to provide conversational practice, but they can also develop listening comprehension. Dialogues can be used to represent and put into practice the function, structure of a language or vocabulary, as well as to illustrate the degrees of politeness, levels of formality, values and attitudes of the target culture. Dialogues are useful for listening and practicing pronunciation, intonation and other phonological functions[8]. Like trainings, they are usually materials for language practice. Dialogues can be combined with writing, EFL students can create comics with pictures and pop-up dialog boxes to fill in. Longer dialogues can help stimulate problem solving and topic discussion. Dialogues are like educational wheels that carry EFL students, and with the help of which EFL students can have a conversation with others.

Dialogues give EFL students the opportunity to practice speaking in English and introduce options for responding to various real-life scenarios that they may encounter in English-speaking countries without having to quickly come up with words themselves. The key to choosing the right speech strategy is planning the result of the dialogue. So, "speech strategy is the planning and implementation of the main tasks of speech influence in the right direction for the speaker" [9].

Development and adaptation of standard dialogs. Standard printed dialogues can be found in many textbooks. However, it often happens that the textbook dialogue is not suitable for some reason. For example, the expressions used are British, not what is heard in your study record, the language used does not sound natural or authentic, or the dialogue contains too many complex structures or complex words. You can decide to use a situation that is not in your textbook, or compose a dialogue according to the needs and interests of your EFL students. In these cases, you should adapt or write your own dialogues. There are several methods the technique "teach them signals" for EFL students.

1. Use as much "natural" language as possible. Include exclamations and expressions where appropriate. Avoid a strict question-answer-question sequence.
2. Keep the dialogues short enough so that EFL students can easily remember them, but long enough to provide context. For dialogues used for conversational practice, two or three exchanges of replicas are enough.
3. Depict situations in the dialogue that are relevant and useful for the EFL student. This may include setting up a dialogue in a place that EFL students know, that is, using familiar place names.
4. Keep the real situation in the dialogue. EFL students should not be expected to say something that they would not say in the «real world». Create characters that are «realistic in the sense that they have a certain personality and are somehow connected to the EFL student's experience.»
5. Determine what problems you will discuss, provide EFL students with cultural information, grammar questions, vocabulary.
6. Try a dialogue with a colleague before using it with EFL students. Here are a few different ways to present dialogs:
 - EFL students look at a picture that provides the context of the dialogue. Ask EFL students what they think people are saying.
 - EFL students listen to the dialogue and report what they hear.
 - EFL students receive the text of the dialogue. Let them listen to the dialogue again, this time reading it in printed form.

- EFL students repeat the dialogue in unison. You can divide the class into two halves for further practice.

The formation of effective communication skills occurs more thoroughly when all the structural elements of speech strategies are used in the dialogue: tactics, moves and language markers. If the strategy is implemented with the help of one or more tactics, then the tactic «takes its form with the help of a technique» [10].

All the main strategies for conducting a dialogue in English are reduced to the problem of neutralizing the barrier, fear. This may be due to the traditions of the old school, which still remain in the arsenal of some educational institutions. EFL students are brought up in respect for the teacher, which practically means that they are not accustomed to ask questions or doubt the words of the teacher, speak out loud in the audience until they are asked and express their own opinion if it does not coincide with the opinion of the teacher. For effective learning, in the technique "teach them signals", it is necessary to provide a level of comfort that would encourage EFL students to start talking and speak more freely.

Use pair work. Pair work helps to calm the EFL students. Inactive EFL students are usually not in the spotlight. Guide them so they can speak in a controlled way. For example: give them a short, simple sentence and then ask them to read it back. Have EFL students write down what they are going to say before they say it. This removes the element of risk, which requires a spontaneous response. Once these basic skills are acquired, you can start asking them simple questions about what they have read. Psychologically, they are more likely to answer questions than to ask questions themselves.

Act and read aloud. Acting out scripted dialogues encourages calm EFL students. You should work with EFL students as a drama teacher or acting coach. Explain pronunciation, intonation, accent, and emotions before you begin. If you can manage the process effectively, you will get EFL student cooperation, and the result will sound good. This means that your EFL students will get great satisfaction and increase their self-confidence.

Role-playing game. Quiet EFL students tend to speak more fluently when they are playing a role. They don't have to play themselves. They should be able to reincarnate, gain a new identity and behave uncharacteristically. Role-playing allows EFL students to communicate with other personalities and, therefore, reduce personal risk.

Use audio recordings. If possible, ask your EFL students to write down what they would like to say at home. This gives them privacy in which they can record and re-record with fear until they are satisfied with the result. This is a positive interactive process that increases self-esteem and motivation.

Another important strategic technique in teaching dialogic speech is the technique of «holding a pause» or «hesitation remarks». Pauses that inevitably occur in places where replicas are interrupted. In general, they form the general format of the dialogue in the natural language environment. Imitation of such strategies, correctly chosen goals and attitudes can

significantly neutralize the differences between educational and authentic dialogues, and therefore become another step in achieving EFL students' language competence.

The need to use communication strategies, as a rule, is the reason for planning any activity, developing specific solutions. It is especially important to strive to perform the planned action as efficiently as possible. To master communication strategies, it is necessary to train in performing special exercises. The use of communicative strategies in speech communication determines the success of communication.

To master the technique "teach them signals", it is necessary to train in performing special exercises. The use of communicative techniques in speech communication determines the success of communication.

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