

EXERCISES AND ASSIGNMENTS TO DEVELOP STUDENTS' LISTENING AND SPEAKING SKILLS

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Abstract

Professional training in a foreign language, which involves the development of communicative competence, should be carried out on the basis of certain principles, requirements and rules that take into account the needs of the student, the goals and objectives of the educational process. Another important condition for this process is a correctly selected set of exercises and tasks. This article analyzes some types of exercises aimed at the systematic development of speech activity.

Keywords: Exercises and tasks, methodology, listening comprehension, speaking, oral communication, preparatory exercises.

Introduction

In the process of developing speech activities in a foreign language, it is important to select and organize educational material, as well as create a set of exercises and tasks. This problem is one of the most urgent issues in the methodology of teaching foreign languages. It has been considered in detail by many scientists: P. B. Gurvich, M. S. Ilyin, B. A. Lapidus, A. A. Mirolubov, I. E. Passov, I. D. Salistra, V. L. Skalkin, S. F. Shatilova.

Compared to skills such as reading and writing, listening comprehension can be objectively more difficult to develop, as there are several factors involved. These include:

- conversation speed;
 - dialects;
 - "wrong" sounds (native speakers do not always pronounce words as they are given in dictionaries and textbooks, they use abbreviations and shortened forms);
 - poor technology (old audio recordings and headphones, poor internet connection)
- all of which can create additional difficulties in listening to speech.

“Listening comprehension is a complex speech activity, because the listener must be able to quickly absorb the material he hears, understand its content, and retain it in his memory, otherwise there is no source, condition, or means for him to review, read, and understand it.”

[1]

“The purpose of listening can be different: to understand, to remember, to evaluate, to perform. Therefore, the teacher must clearly state the purpose, for example: “Listen to the text and say whether you agree/disagree with the author’s opinion.” Otherwise, the listening process will be ineffective.” [4]

“It is recommended to use preparatory exercises to develop the perceptual foundations of listening, as well as to facilitate the student’s entry into oral communication before directly



presenting the text (especially in the early stages of training). For example, before listening to a new text, give translations of new words and perform simple exercises with this material (translate individual sentences, compose new phrases, replace some words with others).” [5] Examples of preparatory exercises include homework assignments that the student completes independently before the lesson in which the text is studied, which helps to save time spent on preparatory exercises during the lesson.

Listening comprehension exercises can consist of the following tasks:

1. Listen to the text and fill in the blanks with the missing words;
2. Say which of the following expressions is used unchanged in the text;
3. Listen to the text and say what definitions are given to the following words in it.
4. Complete the following sentences.
5. Listen to the text and say what/who it says about.
6. Listen to the text and find the Uzbek/English equivalent of the words in the parallel column.

Dialogue is one of the most effective tools for developing and forming speaking skills in the process of teaching a foreign language.

As material:

- dialogues from textbooks;
- dialogues from plays;
- film scripts;
- dialogues from fiction;
- comics;
- dialogues from videos can be used.

Exercises and tasks that can be performed based on dialogues:

1. Task “Perform”:

Students are given dialogues from a popular movie, book, or play. Roles are assigned and new vocabulary is analyzed. Students are asked to perform the scene and then act out its continuation.

2. Dialogue “Puzzle”:

Each dialoguer's statement is written on separate cards and mixed up. Students are asked to rearrange the cards into a dialogue, read it, and act it out.

3. Make a dialogue:

Students are given a picture of people having a conversation. They are asked to create a dialogue based on the situation and then act it out.

6. Write a play:

Students are given a story in the form of a simple text. They are asked to turn it into a play and stage it.

Educational direction "Folk art: song and dance" is directly related to singing and music, using English songs is one of the most effective ways to develop the English speaking and listening comprehension skills of students in this area.



“The use of song material in the learning process undoubtedly contributes to enhancing the emotional aspect of students' learning activities and creating such moments in them. This encourages students to relax and, as a result, helps to better memorize and master the language material.” [2]

Before performing the song to the audience, it is necessary to use the "Lead in" exercises, first of all, the title of the song is written on the board and the students are asked to guess what the song is about. They are also asked a number of questions within the framework of the topic:

Speaking:

Activity 1. Discuss the following questions in a group:

1. What is the song about?
1. What is the role of music in your life?
2. What kinds of musics do you know?
3. Why do people listen to music?
4. When do you like listening to music?
5. What kind of music is popular in your country?

Answering the above questions will arouse students' interest in the lesson topic. It will also develop students' speaking skills.

Listening:

Activity 2. Fill in the gaps with the words given in the box. Then listen to the song and check your answers. There are some extra words:

reality, believe, darkness, wonder, stream, everything, destination, anything,
something, moments

I HAVE A DREAM

I have a dream, a song to sing	I'll cross the (5) ____ - I have a dream
To help me cope with (1) ____	Oh eah
If you see the (2) ____ of a fairy tale	I have a dream, a fantasy
You can take the future even if you fail	To help me through (6) ____
I believe in angels	And my (7) ____ makes it worth the while
(3) ____ good in (4) ____ I see	Pushing through the (8) ____
I believe in angels	Still another mile
When I know the time is right for me	

Students complete this task by paying attention to the meaning, rhyme, and rhythm of the word, as well as the word family to which the missing word belongs. The task is checked after the teacher plays the song.



Activity 3. Ask your partner about his/her dream and tell the class about it:

What is your dream?

When answering this question, students actively use “Will” and “To be going to”. Therefore, this exercise is especially useful when explaining or repeating the grammatical theme Future simple.

In the process of communication, the lexical situation, conditions, environment, goals and objectives of the conversation often change. Therefore, exercises and tasks should maximally form students' ability to adapt to various natural communication situations. In this regard, V.A. Artyomov emphasizes that “It is important to ensure a variety of speech situations in the process of training. For this purpose, special films with subtitles can be used, and they should be interesting in content, communicative in orientation, and have a methodological character to suit the educational purpose” [3].

In conclusion, it should be said that when compiling a system of exercises, it is necessary to take into account the basic principles, educational objectives, specific features of the educational material, and special terms and terminology. Speech exercises, which are an integral part of the process of teaching a foreign language, including a professional language, help not only to develop speech skills, but also to form communicative competence necessary for further professional activity.

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