



## USING COMMUNICATIVE METHOD OF TEACHING SPEECH

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### Annotation

Language came into life as a means of communication. It exists and is alive only through speech. When we speak about teaching a foreign language, we first of all have in mind teaching it as a means of communication.

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### Introduction

In teaching speech, the teacher has to cope with two tasks. They are: to teach his student to understand the foreign language and to teach them to speak the language. So, speech is a bilateral process. It includes hearing, on the one hand, and speaking, on the other. When we say "hearing" we mean auding or listening and comprehension. Auding or listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Student can easily and naturally do this in their own language and they cannot do this in a foreign language when they start learning the language. Student are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding.

When auding a foreign language student should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the student can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting. This is possible on condition that he will take into consideration the following three main factors which can ensure success in developing student' skills in auding: (1) linguistic material for auding; (2) the content of the material suggested for listening and comprehension; (3) conditions in which the material is presented.

1. Comprehension of the text by the ear can be ensured when the teacher uses the material which has already been assimilated by student. However this does not completely eliminate the difficulties in auding. Student need practice in listening and





comprehension in the target language to be able to overcome three kinds of difficulties: phonetic, lexical, and grammatical.[4]

Phonetic difficulties appear because the phonic system of English and Russian differ greatly. The hearer often interprets the sounds of a foreign language as if they were of his own language which usually results in misunderstanding. The following opposites present much trouble to beginners in learning English:

⊖ — s tr — tʃ A — o s — z a: — o

⊖ — f dr — dg d — z t — tʃ o: — ə:

w — v d — v n — rj ae — e

Student also find it difficult to discriminate such opposites as: o: — o, a — A, i: — i, u: — u.

They can hardly differentiate the following words by ear: *worked — walked; first — fast — forced; lion — line; tired — tide; bought — boat — board.*

The difference in intonation often prevents student from comprehending a communication. For example, *Good 'morning* (when meeting); *Good ,morning* (at parting).

The teacher, therefore, should develop his student' ear for English sounds and intonation.

Lexical difficulties are closely connected with the phonetic ones. Student often misunderstand words because they hear them wrong. For example: *The horse is slipping. The horse is sleeping. They worked till night. They walked till night.*

The opposites are often misunderstood, for the learners often take one word for another. For example: *east— west, take — put; ask — answer.* The most difficult words for auding are the verbs with postpositions, such as: *put on, put off, put down, take off, see off, go in for, etc.*

Grammatical difficulties are mostly connected with the analytic structure of the English language, and with the extensive use of infinitive and participle constructions. Besides, English is rich in grammatical homonyms, for example: *to work — work; to answer — answer; -ed* as the suffix of the Past Indefinite and the Past Participle.

This is difficult for student when they aud.

2. The content of the material also influences comprehension. The following factors should be taken into consideration when selecting the material for auding:

The topic of communication: whether it is within the ability of the student to understand, and what difficulties student will come across (proper names, geographical names, terminology, etc).

The type of communication: whether it is a description or a narration. Description as a type of communication is less emotional and interesting, that is why it is difficult for



the teacher to arouse student' interest in auding such a text. Narration is more interesting for auding. Consequently, this type of communication should be used for listening comprehension.

The context and student' readiness (intellectual and situational) to understand it. The way the narrative progresses: whether the passage is taken from the beginning of a story, the nucleus of the story, the progress of the action or, finally, the end of the story. The title of the story may be helpful in comprehending the main idea of the text. The simpler the narrative progresses, the better it is for developing student' skills in auding.

The form of communication: whether the text is a dialogue or a monologue. Monologic speech is easier for the learners, therefore, it is preferable for developing student' ability to aud.

3. Conditions of presenting the material are of great importance for teaching auding, namely:

The speed of the speech the students is auding. The hearer cannot change the speed of the speaker.

There are different points of view on the problem of the speed of speech in teaching auding a foreign language. The most convincing is the approach suggested by N. V. Elukhina. She believes that in teaching auding the tempo should be slower than the normal speed of authentic speech. However, this slowness is not gained at the expense of the time required for producing words (that might result in violating the intonation pattern of an utterance), but of the time required for pauses which are so necessary for a students to grasp the information of each portion between the pauses. Gradually the teacher shortens the pauses and the tempo of speech becomes normal or approximately normal, which is about 150 words per minute. According to the investigation carried out by L. Tzesarsky the average speed for teaching auding should be 120 words per minute; the slow speed – 90 words per minute.

The number of times of presenting the material for auding: whether the student should listen to the text once, twice, three times or more. Student should be taught to listen to the text once and this must become a habit. However, they sometimes can grasp only 50% of the information and even less, so a second presentation may be helpful. In case the student cannot grasp most of the information, practice proves that manifold repetitions when hearing do not help much. It is necessary to help student in comprehension by using a "feedback" established through a dialogue between the teacher and the class 1 which takes as much time as it is required for the repetitive presentation of the material. [2]



The presence or the absence of the speaker. The most favorable condition is when student can see the speaker as is the case when the teacher speaks to them in a foreign language. The most unfavorable condition for auding is listening and comprehending a dialogue, when student cannot see the speakers and do not take part in the conversation.

Visual "props" which may be of two kinds, objects and motions. Student find it difficult to aud without visual props. The eye should help the ear to grasp a text when dealing with beginners.

The voice of the speaker also influences student' comprehension. Student who get used to the teacher's voice can easily understand him, but they cannot understand other people speaking the same language.

Consequently, in teaching listening comprehension the teacher should bear in mind all the difficulties student encounter when auding in a foreign language.

Speaking a foreign language is the most difficult part in language learning because student need ample practice in speaking to be able to say a few words of their own in connection with a situation. This work is time-consuming and student rarely feel any real necessity to make themselves understood during the whole period of learning a new language in school. The stimuli the teacher can use are often feeble and artificial. The students repeats the sentence he hears, he completes sentences that are in the book, he constructs sentences on the pattern of a given one. These mechanical drill exercises are, of course, necessary; however, when they go on year after year without any other real language practice they are deadening. There must be occasions when the student feels the necessity to inform someone of something, to explain something, and to prove something to someone. This is a psychological factor which must be taken into account when teaching student to speak a foreign language.

Another factor of no less importance is a psycho-linguistic one; the students needs words, phrases, sentence patterns, and grammatical forms and structures stored up in his memory ready to be used for expressing any thought he wants to. In teaching speaking, therefore, the teacher should stimulate his student' speech by supplying them with the subject and by teaching them the words and grammar they need to speak about the suggested topic or situation. The teacher should lead his student to unprepared speaking through prepared speaking. [5]

Having made our work we come to conclusion, that auding or listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Student can easily and naturally do this in their own language and they cannot do this in a foreign language when they start learning the





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Speech is a process of communication by means of language. Oral exercises are quite indispensable to developing speech. However, they only prepare students' for speaking and cannot be considered to be "speech" as some teachers are apt to think and who are often satisfied with oral exercises which students' perform following the model; they seldom use stimuli for developing students' auditing and speaking in the target language.

In conclusion it should be said that prepared and unprepared speech must be developed simultaneously from the very beginning. The relationship between prepared and unprepared speech should very depending on the stage of learning the language. In the junior stage prepared speech takes the lead, while in the senior stage unprepared speech should prevail.

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