



IMPROVEMENT OF SPEECH OF STUDENTS IN ENGLISH AT LEVEL C 1.

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Annotation

The level of English C 1 is the fifth level of knowledge of the language in the Pan-European CEFR system, a system for determining various language levels compiled by the Council of Europe. In everyday speech, this level can be called "advanced," the same description is used in EF SET. Students who know the language at this level can speak unaided and with great accuracy on a wide range of issues, as well as speak in almost any situation without any prior training.

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Introduction

Knowledge of a language at a certain level can be very different for different languages. It is not surprising, because all languages are different - one has a developed system of grammatical times, but words do not change. In the other - only three times, but over the cases and inclinations you will have to sweat. In the third, grammar is primitive, but each word is not a set of letters, but a unique picture (hieroglyph). For each of them, "I know this language at the middle level" will mean a completely different set of skills and skills.

The level of English C1 allows you to perform a wide variety of academic and professional tasks. The C1 level allows you to fully communicate autonomously in a country where the native language of residents is English.

According to the official instructions of CEFR, a person who speaks English at the C1 level:

Can understand a wide range of complex volumetric texts, recognizing hidden meaning. He can express ideas spontaneously and fluently, without experiencing difficulties in choosing words and expressions.

Can use language flexibly and effectively in social, scientific and professional activities. Can create accurate, well-structured and detailed text on complex topics, demonstrating mastery of different models of text formation.

First things first, unless you moved to an English-speaking country before the age of about four years old, you will not sound like a native speaker when you speak English. That is okay!





What happened before the CEFR scale arrived? In each country, the determination of the levels of knowledge of the local language, as a rule, was carried out by a separate organization (usually the most respected in the study of languages) - this is the Cervantes Institute in Spain, the Goethe Institute in Germany, Cambridge in the UK. Textbooks and courses, tests and exams, respectively, were developed for these levels, individual for each country and each language. At the same time, it was almost impossible to compare knowledge of English at the intermediate level, German at the Mittelstufe level and Chinese at the "jongdeng" (中等) level.

And so, in 1991 in Switzerland (which is not accidental - this is a country with 4 state languages) at a scientific symposium it was decided to develop a universal scale that can be used to assess the levels of knowledge of any language. Whether for a long time, briefly (science is a case of unprecedented), by 2003 a pilot project of such a scale was launched, and in 2007 the final version of the CEFR scale was officially presented at a conference in Cambridge. In the following years, virtually all courses and examinations of all European languages (and some non-European) were brought into line with the new scale.

The CEFR scale consists of 3 large levels of knowledge of the language: A, B and C - they are called, respectively:

Basic user ("basic language user," you can understand and use some simple elements of the language)

Independent user ("independent user of the language," at this level you can communicate "without a dictionary"; is it good or bad, but can convey almost any idea)

Proficient user ("free user," at this level you are already approaching native speakers; you can not only talk about anything, but also do it "beautifully," it becomes nice to listen to you).

Each of these levels is divided into two more, which are already indicated by letters - resulting in A1, A2, B1, B2, C1, C2 - a total of 6 levels. This number of levels was not chosen by chance: in order, on the one hand, to be sufficiently detailed and show different gradations in knowledge of the language, on the other, the levels should not be too close to distinguish them from each other.

Just because somebody is a native speaker does not automatically make them a *perfect* speaker, anyway. Just because somebody does not sound native, does not mean they speak English badly. The most important thing about English pronunciation is that you are well-understood by the people with whom you converse.

Since you are at the advanced level of English proficiency, I am sure people already understand you pretty easily. Now it is time to perfect your English accent!





Keep listening to native speaker pronunciation. Listen to the pronunciation of friends who have a higher level of English than you. When you hear pronunciation like this, try to mimic it. Pay attention and try to figure out exactly what mouth shape and tongue positions are necessary to keep improving.

Language develops as speakers try out the language they are figuring out in situations with others, and as others respond to their efforts. Interlocutors work together both to be understood and to understand each other. So one of the methods of teaching speaking is to give children tasks to speak to each other more than to speak to teacher. These principles suggest a communicative approach to language teaching, which focuses on involving pairs and small groups of learners in authentic communicative situations and in problem-solving and information-gap activities. They suggest an approach in which the teacher uses English both to introduce and oversee the activities and to talk with children as they work together. So these principles help teacher, who wants his children to speak English, to be focused on the communicative approach in teaching.

Primary class teachers are only too aware of their responsibility in this area of foreign language acquisition and are anxious at all times that their pronunciation, intonation and rhythm are accurate, if only to ensure that the results of their teaching programs are validated and approved of by their secondary modern language specialist colleagues. Speaking is demanding of teacher and pupil alike. For the child it means discriminating between different speech sounds and being able to produce them correctly, building up new pronunciation habits and overcoming the bias of the first language, feeling the different stress patterns in the new language, having the confidence to hear themselves express their personality in a «foreign» medium, being content to inhabit a new persona. In their own language they can express emotions, communicate intentions and reactions, explore the language and have fun with it. If teachers succeed in creating the right ethos and atmosphere, this is what the child will reasonably expect to be able to do in the foreign language as well. However, these expectations can be fulfilled (or thwarted) by the teacher. Constancy of practice, a non-judge mental response to «errors», and an acceptance of the child's use of the mother tongue will contribute to a more creative, less circumscribed use of the foreign language.

In the foreign language, as in the mother tongue, the child will speak spontaneously only when they perceive the need, what Margaret Donaldson calls the «intention to-say-so-and-so». Teachers can teach formulaic expressions and these will make up a substantial portion of the child's repertoire contributing to their growing sense of achievement.





There is infinite range of activities – the context, which the teacher, or the teacher and pupils jointly set up, will determine the activity – which will encourage learners to engage emotionally and physically in the language learning process and which will develop techniques to build up a powerful visual and auditory memory and will make them feel able to risk making mistakes. Language is associated with sound, music, movement, colour, drama and thereby impregnated with meaning. There are memory games, songs, rhymes, poems, stories which they will hear and want to adapt, make their own. There will be opportunities for dramatization which will exploit the child's sense of theatre and appreciation of audience, their awareness of register.

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