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NURTURING COMMUNICATIVE SKILLS IN EFL CLASSROOM

Rajabov Hurshidbek
student

UzSWLU

Scientific advisor: Begizova M.

Senior teacher

UzSWLU

Abstract

This paper explores strategies for fostering communicative skills in English as a Foreign Language (EFL) classrooms. Effective communication lies at the heart of language learning, facilitating not only linguistic competence but also social interaction and cultural understanding. The paper synthesizes a range of techniques aimed at enhancing speaking proficiency, drawing from various pedagogical approaches and activities.

Key words: communicative techniques: debates; role play; group discussions; public speaking; impromptu speaking

Developing communicative skills is paramount in the journey of learning a foreign language. Beyond mere vocabulary and grammar, the ability to effectively communicate ideas, thoughts, and emotions in a foreign language fosters deeper connections and understanding across cultures. Communication lies at the heart of language acquisition, enabling individuals to engage in meaningful interactions, exchange information, and navigate real-life situations confidently. Proficiency in communicative skills enhances one's capacity for global communication, promotes cultural awareness, and opens doors to new opportunities in academia, career advancement, and personal growth. Moreover, it cultivates empathy and bridges cultural divides, fostering mutual understanding and collaboration in an increasingly interconnected world.



Learning to speak a foreign language, presupposes acquisition of the 2 forms of communication: dialogic and monologue. Both forms are important, but nevertheless, a particular attention is paid to the dialogic form, since it is more communicatively directed. The dialogue form of communication is most characteristic of the communicative function of a language. Its mastering implies not only the ability to compose the appropriate answer to the interlocutor's question as well as to ask him/her correct question. This is important, but in addition to this, one must be able to express agreement/disagreement, express regret, apology, delight and joy, displeasure, etc. The knowledge of the material of the topic (vocabulary, speech patterns, grammar information) and the ability to work with visual aids are also necessary.

As for the monologue form of communication, the units of learning a monologue utterance are sentences, super-phrase unity, and a coherent text. At the first level (reproductive), speech creativity of students is not supposed, therefore language design and content are determined by the teacher. The second level (reproductive and productive) implies some elements of 'independence and creativity in the statements. The third level is the level of productive monologue speech. At this stage, the learner can, on the basis of his own linguistic and speech experience, express his attitude to events and facts, give an assessment, build his own statement according to his own intention. At the same time, students should learn the language material by ear and while reading, the ability to consciously carry out work on the text heard or read in order to capture its main content: answer questions on the text or, using means of visual clarity, independently compose questions, highlight essential language reference points in the form of reference words, phrases, titles to pictures, plan, etc.

Speaking, especially in monologue form, is of great difficulty for students in both native and foreign languages. It is connected with the choice of content and form of what needs to be said. The formation of speaking should proceed with the help of lexical and structural supports, which can be associated either with the content or the presentation form, as well as simultaneously with both.



To develop both forms of interaction there have been created various techniques of communicative teaching. According to R. Gower, D. Philips, S. Walters, their aim is to encourage purposeful and meaningful interaction between students. Communicative tasks are designed so that students have a reason or a purpose for speaking: they are bridging an information or opinion gap; they are asking for or giving real information or finding out about the opinions of their fellow students. Not only are these activities motivating in the classroom, but they offer a challenge which mirrors real-life interaction”.

Among activities that stimulate speaking skills, methodologists have identified several main types of them, Some are given below:

1. Debates: What students do: Research the topic, construct arguments, prepare rebuttals, listen actively to opponents, and articulate their points clearly and persuasively. What they achieve: Improved critical thinking, the ability to construct coherent arguments, confidence in public speaking, and the capacity to engage in respectful discourse.

2. Role-Playing: What students do: Assume different personas or scenarios, engage in dialogue, actively listen to others, improvise responses, and adapt communication style to fit the role. What they achieve: Enhanced empathy, better understanding of diverse perspectives, improved improvisation skills, and increased confidence in verbal communication.

3. Public Speaking: What students do: Research and organize content, practice delivery, use effective body language and vocal variety, engage the audience, and manage nervousness. What they achieve: Increased confidence in speaking in front of an audience, improved organization and clarity of thought, enhanced persuasion skills, and refined articulation.

4. Group Discussions: What students do: Listen actively, contribute ideas, ask questions, build on others’ contributions, respect diverse opinions, and seek consensus or understanding. What they achieve: Improved listening skills, ability to articulate



thoughts in a group setting, practice in respectful communication, and development of collaborative problem-solving skills.

5. **Storytelling:** What students do: Develop engaging narratives, use descriptive language and imagery, structure stories effectively, practice pacing and tone, and captivate the audience. What they achieve: Enhanced creativity, improved narrative structure, the ability to connect with an audience emotionally, and honed verbal expression skills.

6. **Interviews:** What students do: Prepare responses to common questions, practice active listening, demonstrate confidence and professionalism, ask insightful questions, and adapt to the interviewer's style. What they achieve: Improved self-presentation skills, better understanding of interview dynamics, enhanced ability to communicate qualifications and experiences, and increased confidence in interpersonal interactions.

7. **Speech Training Exercises:** What students do: Practice tongue twisters, work on voice projection and modulation, focus on pronunciation and enunciation, and improve overall clarity of speech. What they achieve: Enhanced articulation, clearer pronunciation, improved vocal control, and increased confidence in verbal communication.

8. **Language Exchanges:** What students do: Engage in conversations in a target language, practice speaking and listening skills, provide and receive feedback, and immerse themselves in the language. What they achieve: Increased fluency, expanded vocabulary, improved comprehension, cultural awareness, and confidence in speaking a foreign language.

9. **Impromptu Speaking:** What students do: Think quickly on their feet, organize thoughts rapidly, deliver coherent responses, use persuasive language, and maintain composure under pressure. What they achieve: Improved spontaneity, enhanced ability to think critically and express ideas succinctly, confidence in impromptu situations, and sharpened communication skills.



To sum up, speaking skills are the skills which are both the most difficult to possess, but, yet, they are also in the highest demand since people's biggest desire nowadays is the ability to speak English the target language appropriately. Without the ability to communicate in different languages the world simply could not have been able to function and that is why developing speaking skills should be of great importance at schools.

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GLOBALIZATION AND LANGUAGE CHANGE

Jabbarova Saida
student

Uzbek State World Languages University
Scientific advisor: Mukhamedova N.A.

teacher

Uzbek State World Languages University

Abstract

This article dives deep into the concept of globalization, its effects on different fields, especially on languages. Since the concept of globalization and English language has become interconnected, neither of them can be discussed without mentioning the other one. That is how it becomes clear that English is undoubtedly the most popular and powerful language that shapes the society that decides how the businesses and transaction's function. Apart from its advantages in terms of globalization and development of communication, it clearly has cons when it comes to the degradation and understatement of other non-English languages. This article also argues that it is important to take into consideration the value of local languages that are threatened by the