12-21-2019

IMPROVING THE EFFECTIVENESS OF THE ENGLISH LANGUAGE LESSONS

Lobar Usmanova Researcher
UzSWLU

Follow this and additional works at: https://uzjournals.edu.uz/philolm

Part of the English Language and Literature Commons, Language Interpretation and Translation Commons, Linguistics Commons, Other Languages, Societies, and Cultures Commons, and the Reading and Language Commons

Lobar Usmanova

Researcher, UzSWLU

IMPROVING THE EFFECTIVENESS OF THE ENGLISH LANGUAGE LESSONS

ANNOTATION

The author of the article considers one of the most topical issues of our time – teaching of a foreign language at school. The author underlines a lot of opportunities for increasing the effectiveness of foreign language lessons where the process of linguistic, cognitive, social and creative factors is at play. Students need to master the skills of academic writing not only for acquiring the knowledge, but also for their further education. It is also significant for teachers to know who their students are, what they think and how teachers can best assist them. This study examines the last-year schoolchildren at specialized schools. A questionnaire and interviews were used to collect data about students' level of speaking and listening awareness, their attitudes toward, expectations for, assumptions about and motivation for learning foreign languages. The preliminary results of the research show that students from different classes initially have different concepts about the input and output process with different learning styles. The conclusion can also be drawn about those students' level for academic purpose is increasing on a daily basis. Following the analysis of preliminary research results, some recommendations for language teaching will also be presented. Expanding knowledge about the cultural heritage of their native country they become familiar with the culture of the countries of the studied language and the key to students' successful speech activity is non-traditional forms of the English language lessons.

Key words: teaching a foreign language, speech activity, a culture of communication, the culture of the country of the studied language, content of a lesson, the organization and conduct of the lesson, successful speech, academic purpose.

Лобар Усманова

ЎзДЖТУ докторанти

ИНГЛИЗ ТИЛИ ДАРСЛАРИНИ САМАРАДОРЛИГИНИ ОШИРИШ

АННОТАЦИЯ

Мақолада ҳозирги даврнинг энг долзарб масалаларидан бири – мактабда чет тилини ўқитиш борасида фикр юритилган. Унда чет тили дарсларининг самарадорлигини оширишга йўналтирилган замонавий усулларни татбиқ этишга бағишланган чора тадбирлар ҳақида сўз боради. Талабалар академик ёзувни нафақат ўз билим олиш, балки уларни қўллаш қобилиятига ҳам эга бўлишлари керак. Шунингдек, ўқитувчилар ўз ўқувчиларининг кимлигини, қандай фикрда эканликларини ва қандай қилиб уларга ёрдам бериш мумкинлигини билишлари муҳим. Талабаларнинг қарашлари, режаларини ўрганиш, чет тилларини ўзлаштириш учун мотивация ҳақида маълумот тўплаш мақсадида сўровнома ва интервьюлар ўтказилган. Тадқиқотнинг дастлабки натижалари шуни кўрсатадики, талабалар таълим ва услублар ҳақида турли тушунчаларга эга. Дастлабки тадқиқот натижаларини таҳлил қилиб, тилни ўргатиш бўйича баъзи тавсиялар ҳам тақдим этилди. Ўз мамлакатининг маданий мероси ҳақидаги билимларни кенгайтириш, ўрганилаётган тиллардаги мамлакатлар маданияти билан танишиш инглиз тили дарсларининг ноанъанавий шакллари ҳисобланади.

Калит сўзлар: чет тилини ўргатиш, нутқ фаолияти, мулоқот маданияти, ўрганилаётган тил мамлакат маданияти, дарс мазмуни, дарсни ташкил қилиш ва ўтказиш, муваффақиятли нутқ, илмий мақсад

INTRODUCTION

Currently, the problem of teaching a foreign language at school becomes topical. Foreign language teachers face the task of forming an identity that will enable learners to participate in intercultural communication. It is important to form a communicative competence that includes both linguistic and sociocultural competences. Knowledge of the sociocultural background is very significant, since without it one cannot form a communicative competence within limited background. Therefore, it is necessary to have an idea about the sociocultural features of the country of the studied language. The study of culture and language carries not only general educational ideas, but also ensures the development of individuals, supports the motivation of trainees. Teachers face the task of forming a positive motivation, it is necessary to connect it with the cognitive interests of students, the need to master new knowledge and skills.

As English is universally used as a means of communication, especially in the Internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community. Because of the significant role of speaking in action, Bailey and Goh detailed how to enhance the development of speaking by means of syllabus design, principles of teaching, types of tasks and materials, and speaking assessment. In the Thai context of learning English as a Foreign Language, instructors regularly ask the question why the majority of students are unable to speak English confidently, especially for communication in real situations with international speakers. One among many reasons to be taken into consideration might be a lack of confidence in terms of anxiety about making errors as stated by Trent and in other related studies. Basically, most Thai undergraduate students have studied English for approximately 8-10 years before entering the tertiary level. Based on the question of how to increase the speaking confidence and competence of undergraduate students, an initial informal interview was conducted with a group of EFL students on the factors expected to enhance their language skills.

Aim and function: Those who are engaged in learning a foreign language should have good communication skills. In order to stimulate the development of these skills, it is necessary to choose the forms of the lesson that will be most conducive to this. Studies and experience of innovative teachers have shown that the use of non-traditional forms of conducting classes, for example, such as a video lesson, a lesson-discussion, a lesson-performance, a lesson-excursion, etc., are successful in maintaining the fruitful and effective activity of students.

While reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. Of all the four macro English skills, speaking seems to be the most important skill required for communication. [Zaremba, 2006]

Effective communication by means of speaking usually creates a number of benefits for speakers. For example, effective speaking skills result in achievements during ceremonial speaking activities. Students who study English as a foreign lan-

guage (EFL) usually have limited opportunities to speak English outside the class-room [Zhang, 2009] and also limited exposure to English speakers. This might be one reason for teachers to provide more situations and activities for students to strengthen their speaking competence.

The fact is that such forms of classes support students' interest in the subject and increase the motivation for learning. During such lessons, students' horizons expand, plus with increasing information about the culture of the country, the language being studied, the sociocultural competence of students has improved. Why do we say that it is necessary to apply these teaching methods? The point is that in time, for example, a video lesson is introduced to the culture of the countries of the studied language by immersing them in the atmosphere of the relationship between native speakers and demonstrating the features of their facial expressions and gestures.

METHODS

The content, organization and conduct of a foreign language lesson determine the impact of students on the educational process.

There are many opportunities to increase the effectiveness of the foreign language lesson in modern conditions. The first of them can be attributed to teaching students the methods of teaching, ways of learning a foreign language, so necessary for the rational independent work of students to master it. Mastering any subject in general, and a foreign language – to a greater extent, is possible only if the performances of each student is active, involving them in the speech activity itself. The lack of a natural need in schoolchildren and the need to use the language being studied for communicative purposes creates great difficulties for both the teacher and themselves. The need can arise only under the condition of such organization of educational activity of students, which is capable to cause high motivation, providing not only their activity at the lesson, but also retaining its force of influence and in after-hour time. Interest in the subject, the desire to master it depends more on what kind of teaching technology is used, as teachers teach, and how schoolchildren learn from them. Careful preparation for a foreign language lesson is another opportunity to increase its effectiveness.

Mastery of the language is carried out, first of all, at the lesson. A modern lesson of a foreign language is a complex education. Preparing and holding it requires a great deal of creative effort from a teacher.

First, at the lesson, multidisciplinary tasks are solved. At each lesson, students must receive a "boost" to the practical knowledge of the language they are studying. It can be expressed in a better understanding of speech by hearing through the assimilation of new words, a new grammatical form, structure; in acquiring knowledge about the culture of the country of the studied language in the field of literature, music, history, that is, students immerse themselves in the national culture and national psychology of the country of the studied language. The material of the lesson and the means for its activation should be used for educational purposes. A teacher decides what specifically should be taught to students at this lesson, using techniques and methods for their emotional and intellectual development.

Secondly, teachers use different organizational forms of work: group, pair, individual. To involve everyone and all, you need to develop and improve your organizational skills to prepare a kind of lesson scenario.

Thirdly, a lesson should be provided with the means of instruction appropriate to the tasks to be accomplished.

Fourth, teachers' use of components of a training methodology complex and other teaching aids should be brought to the degree of free manipulation with them. This is possible only if a teacher regularly uses them and keeps them constantly in working conditions.

Fifthly, an important factor is the creation of a positive motivation in the study of a foreign language with a profound knowledge of a teacher's personality. This is achieved through the use of techniques that cause a personal interest in the performance of tasks. These include: speech tasks, problem assignments. Thus, a lesson like a complex education plays a decisive role in mastering a foreign language by students. The lesson of a foreign language requires particularly a careful preparation. Speech skills are developed while students try to communicate. A profound understanding of what children expect from a teacher should be seen as another opportunity to increase the effectiveness of foreign language lessons. In the eyes of schoolchildren, teachers are primarily the carriers of the foreign language taught by them. Therefore, the first thing that students expect from a teacher is a good practical knowledge of the taught language. A pupil perceives a teacher of a foreign language as a philologically educated person who is familiar with a foreign culture, an interesting interlocutor in her native language. A teacher "acquaints" schoolchildren with the culture of the peoples of countries of the studied language, introduces them to traditions, cultural monuments, outstanding figures, writers, artists. Teachers educate and develop students. They inspire schoolchildren to study a foreign language, organize the process of mastering it; teachers create the atmosphere of a foreign language, the conditions for mastering it, providing tangible advancement of schoolchildren ahead.

Today, more and more attention is paid to a person as his/her consciousness, spirituality, culture, morality, and also highly developed intellect and intellectual potential play an important role.

Accordingly, there is no doubt that it is extremely important, the urgent need for such training of the younger generation, in which educated intellectuals who possess knowledge of the fundamentals of science, a common culture, the ability to think independently and flexibly, initiatively and creatively to solve vital and professional issues, would graduate from a high school. At schools, there must be a constant search, the goal of which is to find new forms and methods that enable the work on development and education of students at all stages of education to merge into a single process.

RESULTS AND CONCLUSION

The staff of school teachers needs to realize a concept that presupposes the need to provide students with a solid knowledge of the material of the program while

simultaneously implementing a multidimensional development and the formation of the personality of each trainee, taking into account his/her individual abilities and capabilities. The ways and means of implementing these principles should be, to a significant extent, creative, non-traditional and at the same time effective. Unconventional forms of an English lesson are usually implemented after studying a topic or several topics, performing the functions of training control. [Bailey, K.M. 2005; p.52]

The findings in this section were obtained from the recordings of one speaking task and the information was categorized in terms of content, pronunciation, and language use.

The findings in *factors enhancing the development of EFL students' speaking skills* were derived from interviews conducted with the course participants. Building up confidence in speaking to an audience was mainly reported as a factor that strengthened speaking performance. The tasks based on speaking for special communication in a variety of situations designed into the course also helped participants to prepare for speaking, and once each speaking task was well-prepared, this preparation became an effective strategy to minimize anxiety, and thus maximize speaking confidence.

When speaking English in an EFL context was taken into consideration, it was not surprising that the study revealed that confidence played an important role. Promoting speaking confidence, together with appropriate task design, was recommended for the English skills development of EFL/ESL learners. [Bailey, 2005; Nunan, 2006; Patil, 2008; Trent, 2009; Zhang, 2009] Other out-of-class factors that enhanced participants' speaking included frequent listening to English materials, such as listening to music, watching movies, listening to the radio, watching television programs, and accessing multimedia websites.

Previous studies supported the finding that speaking and listening skills were usually intertwined in terms of language learning and development. [Noon-ura, 2008] In addition, suggestions for learners' speaking improvement included a variety of course activities, encouragement for more exposure to listening through media, and seeking opportunities to speak in real situations.

Moreover, practice and exposure to both listening and speaking activities in real world situations appeared to be a practical method to promote speaking confidence. [Songsiri, 2007; p.10]

Examples of the verbatim reported factors are displayed in Table 1.

Table 1. Factors enhancing speaking development

Participants	Factors №.
№ 1	Confidence should be developed first; more confidence is very important to make students gain confidence to speak.
№ 2	I love to watch foreign movies. Listening to songs – help pronunciation; confidence is the most important in speaking English.
№ 3	The course helps me to be confident, listen to more news, songs and watch TV programs.

The findings in *strengths and weaknesses of speaking performance* were obtained from the recordings of one speaking task and the information was categorized in terms of content, pronunciation, and language use.

Examples of strengths and weaknesses are displayed in Table 2.

Table 2. Speaking strengths and weaknesses

Strengths	Examples	Weaknesses	Examples
Creativity of topics	A speaker's role as the Asian first-lady of the 55th US President, a museum tour guide and curator, a flight attendant, a golf trainer, an emcee of TV programs, a PR of a business organization, etc.	Pronunciation	Word stress: errors encourage, faculty, etc. Final sounds: no final sound, such as /z/ in always, themselves, confuse and /s/ in arts, students, etc.
A wide range of vocabulary	Particular words related to the topics such as curator, apprentice, commencement day, comprehensive, etc.	Grammatical structure	Errors found in the use of the past tense when talking about the past events: 'I graduate from this faculty in 1999.'

This action research was qualitatively conducted to investigate the factors enhancing the development of speaking skills of Uzbek schoolchildren. A confidence factor was gradually developed during the 15 weeks of a regular listening and speaking course. A task-based pedagogical design provided opportunities for the course participants to speak in different situations, which helped to make 'passive' vocabulary 'active' and also expanded the English lexicon derived from varied speaking topics.

Creativity of topics was considered to be a speaking strength, and errors in pronunciation and grammatical structure were categorized as weaknesses of the research findings. Suggestions for speaking improvement for learners mainly covered listening skills, which included listening to music, watching movies, and frequent practice of listening and speaking skills from multimedia websites.

The task-based learning design in this qualitative action research could be applied to promote a particular skill or integrated-skill pedagogy in language learning contexts.

Such lessons take place in an unusual, unconventional setting. Such a change in the habitual situation is advisable, since it creates a holiday atmosphere when summing up the results of the work done, removes the psychic barrier that arises in traditional conditions due to the fear of making a mistake.

Non-traditional forms of a foreign language lesson are carried out with the obligatory participation of all students of the group/class, and also implemented with the indispensable use of auditory and visual aids at such lessons. It is possible to achieve a variety of goals of a methodological, pedagogical and psychological nature, which can be summarized as follows:

• knowledge, skills and abilities are monitored, students are taught on a particu-

lar topic;

• provides a business, working atmosphere, a serious attitude of students to the lesson;

• minimal teacher's participation at the lesson is provided. Methodically highly effective, implementing non-traditional forms of teaching, development and education, lesson-holiday, video lesson, lesson-excursion, lesson-interview and other forms of employment. Here we will look at the application of the project method.

The method of projects is gaining more and more supporters lately. It is aimed at developing the child's active independent thinking and teaching him/her not only to memorize and reproduce the knowledge that the school gives him/her, but also to be able to apply them in practice. The project methodology is characterized by the cooperative nature of the tasks performed when working on the project; the activities carried out are, in essence, creative and learner-centered. It assumes a high level of individual and collective responsibility for the fulfillment of each task for the development of the project. The joint work of a group of students on the project is inseparable from the active communicative interaction of students.

Mc Glynn and Angela considered that project methodology to be one of the forms of organization of research cognitive activity, in which students take an active subjective position. [Faculty of Arts, 2004; p.24] The topic of the project may be related to one subject area or be of an interdisciplinary nature. When selecting the theme of the project, a teacher should guide students' interests and needs, their opportunities and personal significance of the forthcoming work, the practical significance of the results of the work on the project. The completed project can be presented in a variety of forms: an article, recommendations, an album, a collage and many others. Various forms of the presentation of the project are diverse: a report, a conference, a contest, a holiday, a play. The main result of the work on the project will be the usage of existing and acquisition of new knowledge, skills and abilities and their creative application in new conditions. Work on the project is carried out in several stages and usually goes beyond the scope of the training activities in the classroom: the choice of the topic or problem of the project; formation of a group of performers; working out the action plan on the project, definition of terms; distribution of tasks among students; execution of tasks, discussion in the group of the results of each task; registration of the joint result; project report; evaluation of project implementation. Work on the project methodology requires students to have a high degree of independence of search activity, coordination of their actions, active research, implementation and communication.

CONCLUSION

The role of a teacher is to train students for the work on the project, to choose the topic, to help students in planning the work, in monitoring and counseling students during the project as an accomplice. So, the main idea of the project method is to shift the emphasis from various types of exercises to the active mental activity of students in the course of joint creative work.

According to Silberman and Mel theories the effectiveness of the educational

process depends, to a large extent, on a teacher's ability to organize a lesson correctly and choose the right form of the training. [Goh, C. 2007; p.35] Untraditional forms of conducting lessons provide an opportunity not only to raise students' interest in the subject, but also to develop their creative independence, to train them to work with various sources of knowledge. Such forms of conducting classes "take off" the tradition of the lesson, enliven the idea. However, it should be noted that too often resorting to such forms of organization of the educational process is inexpedient, since the non-traditional can quickly become traditional, which, in the final analysis, will lead to a drop in the interest of students in the subject. The potential of non-traditional forms of the lesson can be characterized by defining the following learning objectives:

• forming students' interest and respect for the culture of the country of the studied language;

• the development of a culture of communication and the need for practical use of the language in various fields of activity;

• development of linguistic, intellectual and cognitive abilities, development of value orientations, feelings and emotions of students. As we have already said, the goal of teaching a foreign language at school is to create intercultural competence of students, which is implemented in the ability to communicate with each other. The key to students' successful speech activity is non-traditional forms of the English language lessons, during which students become familiar with the culture of the countries of the studied language, and also expand knowledge about the cultural heritage of their native country, which enable students to take an active part in the dialogue of cultures.

REFERENCES

1. Bailey, K.M. (2005). Practical English Language Teaching: Speaking. New York: McGraw-Hill.
2. Faculty of Arts, (2004).Undergraduate catalog. Nakhon Pathom, Thailand: Silpakorn University Press.
3. Goh, C. (2007). Teaching speaking in the language classroom. Singapore: SEAMEO Regional Language Centre.
4. Koshy, V. (2005). Action research for improving practice: a practical guide. London: SAGE.
5. Lucas, S. E. (2001). The art of public speaking. (7th Ed.). Singapore: McGraw-Hill.
6. Morrison-Shetlar, Alison/Mary Marwitz, Teaching Creatively: Ideas in Action. Outernet: Eden Prairie, 2001.
7. Mc Glynn, Angela, Successful Beginnings for College Teaching. Atwood: Madison, 2001.
8. Noon-ura, S. (2008). Teaching listening speaking skills to Thai students with low English proficiency.
9. Asian EFL Journal. 10(4). 173-192. Retrieved from http://www.asian-efl-journal.com/December_08_sna.php
10. Nunan, D. (2006). Task-based language teaching in the Asia context: Defining 'task'. Asian EFL Journal, 8 (3),12-18. Retrieved from http://asian-efl- journal.com/Sept_06_dn.php
11. Osborn, S., Osborn, M., & Osborn, R. (2008). Public speaking guidebook. Boston: Pearson.
12. Patil, Z.N. (2008). Rethinking the objectives of teaching English in Asia. Asian EFL Journal.10 (4), 227-240. Retrieved from http://www.asianefl-journal.com/December_08_zn.php
13. Silberman, Mel. Active Learning: 101 Strategies to Teach Any Subject. Allyn and Bacon:

Boston, 1996.

14. Shumin, K. (1997). Factors to consider: Developing adult EFL students' speaking abilities. English Teaching Forum. 35 (3), 8. Retrieved from http://eca.state.gov/forum/vols/vol35/no3/p8.htm

15. Songsiri, M. (2007). An action research study of promoting students' confidence in speaking English. (Dissertation of Doctor of Education Degree), School of Arts, Education and Human Development, Victoria University, Australia. Retrieved from eprints.vu.edu.au/1492/1/Songsiri.pdf

16. Tam, M. (1997). Building fluency: a course for non-native speakers of English. English Teaching Forum, 35(1), 26. Retrieved from http://eca.state.gov/forum/vols/vol35/no1/p26.htm

17. Trent, J. (2009). Enhancing oral participation across the curriculum: Some lessons from the EAP classroom. Asian EFL Journal, 11(1), 256-270. Retrieved from http://www.asian-efl-journal.com/March_09-jt.php

18. Wei,Y. & Zhou, Y. (2002). Insights into English pronunciation problems of Thai students. Paper presented at the Annual Meeting of the Quadruple Helix (8th, April 6, 2002). 12 p. ERIC (ED476746).

19. Zaremba, A. J. (2006). Speaking professionally. Canada: Thompson South-Western.

20. Zhang, Y. (2009). Reading to speak: Integrating oral communication skills. English Teaching Forum,47(1), 32-34. Retrieved from http://exchanges.state.gov/englishteaching/forum/archives/2009/09-47-1.html