THE ROLE OF COMMUNICATION SKILLS AND IMPROVING THESE SKILLS IN TEACHING

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THE ROLE OF COMMUNICATION SKILLS AND IMPROVING THESE SKILLS IN TEACHING

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Abstract: In this article, students are invited to engage in dialogue and communicate with them in the process of training and education, listen to their independent ideas, learn and create an environment of free thinking.

Keywords: communication, critical thinking, active listening, conversation, attract attention, learning process, method, conversational skills.
We are living in the developing society which involves being the best in every sphere of life as well as in teaching. To achieve our goals communication skills help in our social networking, workplace, job interview, our study and career development. Without any hesitations. I can point out these reasons as the importance of communication skills. Improvement in presence of mind and memory enhancement; in social networking communication skills are important for students; they develop professionalism in our students; it enhances development in team work and collaborates attitude besides this communication skills help students in their career development. Having perfect communication skills means the quality being friendly with others. The Importance of English and the communication skills are becoming higher and higher nowadays when we go for higher studies. To be more precise, it is very essential for the students who are about to start their career in graduation [1]. The communication skills are cumulative patches of reading, listening and writing which are very essential in our academics especially in the university days.

There is a desire which is common among the students to learn and communicate in English very fluently not just because of the prestige and it is needed to survive when we go for higher levels of graduation and career. The educational system in a college entirely differs from a school where you want to go with a running notes and high listening skills. The reading skills also vary from the standard of a school to a university life. How can we improve our students’ communication skills in the English language effectively? There are a lot of methods for effectively improving communication. Communication is an important skill for every modern student to master. Advances in digital media, changing career landscapes, and greater competition in colleges and workplaces makes improving student communication skills a must. Cramming tips the night before a big interview won’t do the job if students are trying to make an impression in the collaborative workplaces of the future. When it comes to acquiring indispensable communication skills, there’s no time like the present. As a teacher we can follow these strategies to enhance students’ speaking and writing skills. The most important one is to find teachable moments. Whatever the age group you are working with, maximize on the everyday happenings in the classroom environment. For example, if a student answers a question in a complicated way, you might ask that they rephrase what they said, or challenge the class to ask clarifying questions. If an unfamiliar word appears in a text or on a film, pause in order for the class to search for the word in the dictionary. The next one is offering reflective learning opportunities. Recording students reading selected text or videotaping group presentations is an excellent method for assessing their communication strengths and weaknesses. Students can reflect on their oral performance in small groups. Then, ask each student to critique the others so that they can get used to receiving constructive criticism. The third one is to use tasks and activities that foster critical thinking. Another
A task-based method for improving student communication skills is through critical thinking exercises [2]. These can be done verbally or through written assignments that give students the chance to answer questions creatively using their own words and expressions. The next one is to ask open-ended questions. Because they require more than a one or two-word response, open-ended questions are vital for inspiring discussion and demonstrating that there are multiple ways to perceive and answer a question. You might set a timer for short informal conversations and challenge students to use open-ended questions. For example, you might show children the difference in how much more information they can obtain by asking “What did you like best about the song?” rather than simply “Did you like the song?” The most suitable method which is suitable during the lessons is to offer group work presentations on the topic. Team-building exercises can also help students sharpen both oral and written communication skills. Not only does it offer students the chance to work in small groups, thereby reducing some of the pressure, but it also gives them the opportunity to debate their opinions, take turns, and work together towards a common goal. The following step is to do active listening. Communication isn’t just about speaking; it’s also about listening. Teachers can help their students develop listening skills by reading a selection of text aloud, and then having the class discuss and reflect on the content. Active listening also means listening to understand rather than reply. Reinforce building good listening skills by encouraging students to practice asking clarifying questions to fully understand the speaker’s intended message. During the lessons use technology. From audiobooks to apps, there is a multitude of technological resources you can use for improving student communication skills. Students can listen to or read along with audiobooks to hear how the speaker pronounces and enunciates different words or phrases. Some great free apps that improve student communication skills are Voice Thread (which is suitable for kindergartners through adults) and Paper Telephone. Furthermore watching films that model conversation skills.

Conversation is one of the most basic and essential communication skills. It enables people to share thoughts, opinions, and ideas, and receive them in turn. Although it may appear simple on the surface, effective conversations include a give-and-take exchange that consists of elements such as: body language, eye contact, summarizing, paraphrasing and responding.

A FRAMEWORK FOR LOOKING AT COMMUNICATION

Some experienced teachers are believed to have created a framework for describing good communication skills in different contexts. It divides these skills into four distinct but interlinked strands:

**Physical:** How a speaker uses their body language, facial expressions, and voice.

**Linguistic:** The speaker’s use of language, including their understanding of formality and rhetorical devices.
Cognitive: The content of what a speaker says and their ability to build on, challenge, question, and summarize others’ ideas.

Social and emotional: How well a speaker listens, includes others, and responds to their audience. This framework provides a starting point for working out what exactly constitutes great communication in different situations. But how can a teacher create a classroom culture that values and actively develops students’ communication skills? Start by talking explicitly with your students about what good communication looks like for a given context. While there are plenty of examples of great public speakers to hold up and analyze, it can be harder to find examples of excellent exploratory discussions [3]. One fun way to explore what makes a great discussion is to film a group of teachers having a terrible discussion (fidgeting, going off topic, one person dominating and making irrelevant points while others aren’t listening) and then look at a really strong example (listening, building on or challenging each other’s ideas, working together to reach consensus). Comparing the two discussions, you and your students can start to build a shared understanding of what “good” looks like.

Creating guidelines with your students provides an opportunity to establish a positive culture for talk. It also enables you to dispel any negative, perhaps unspoken, misconceptions students may have about discussion, such as: “She always does well on tests, so I’ll just say what she says,” or “He’s my friend, so I shouldn’t disagree with him.” Of course, creating discussion guidelines alone is unlikely to transform talk in your classroom—your students will need each skill to be explicitly taught, modeled, and praised, at least initially [4]. You can establish the culture by saying things like, “I listened to what X said, and actually it’s made me think differently—I’m starting to change my mind,” or, “I’m not totally sure yet, but I think _____. What do you think?” You’ll also need to explicitly and deliberately teach many communication skills. Take for example the skills involved in summarizing a discussion. Your students need to know what a summary is. They may also need some sentence stems to scaffold summarizing a discussion (“The main points you raised were...,” “In summary, we talked about...”). They may also need practice judging when it’s useful to summarize a discussion. Over time, you can work on each guideline in turn and strengthen your students’ understanding of it.

Having considered all the facts which mentioned above I can say the role of communication skills in teaching is very important and it requires using various methods on a daily basis.

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