GLOBAL
RESEARCH
NETWORK
ONLINE RESEARCH HUB

Examples of Oral Communication Activities for Teaching Speaking

Yakubova Lobar Gulamovna

An English teacher at the Department of Foreign Languages, Karshi engineering - economics institute

ABSTRACT: In this article it is outlined to use reaching consensus activities, discussion, giving instructions, communication games, problem solving, talking about yourself activities and simulation and role play for teaching speaking to the learners. After reading this article you can give examples of oral communicative activities which comply with the six characteristics we said (in this article) were necessary for communicative activities, design your own oral communicative activities based on the ideas in this article.

KEYWORD: To encourage communication, come to an agreement, discussion, perform communication games, stage, role-play, simulate.

Introduction.

Activities for Teaching a Consensus: In these instances, after some deliberation, the students are required to concur. When they do, the mission is finished. We can now examine three instances of consensus exercises that have been particularly successful in developing free and spontaneous language use.

1. Traveling to London - For this activity, students are told they are taking a vacation to London and must choose ten items to pack. They will have to decide on these things as a group.

In the first phase, each student is asked to list the 10 things they would pack if they were planning a two-week visit in Moscow.

In the second phase: After everyone has finished their lists, the students are paired up. A fresh list of ten items must be discussed between each couple. Each partner will have to make some changes to their initial list in order to accomplish this.

Stage 3: Following the completion of the couples' lists, two pairs are combined to negotiate a new list that can be endorsed by all four students.

Stage 4: At this point, groups can be combined and the lists can be renegotiated.

Stage 5: If the teacher determines that the activity has lasted long enough, the entire class participates in a feedback session where each group explains and defends its decisions.

From the elementary level upwards can use this activity. It generates a lot of English and is a lot of fun. The decision to travel to London was, of course, made for no specific purpose. Additional locations may be used.

2. Moral dilemmas: The situation and many ideas for how to react are offered to the students. An illustration is what follows.

Phase 1: Students are informed that they are observing a crucial university exam. They witness a student using notes that were brought into the exam room illegally to cheat. There are four options available to them:

➢ Ignore the incident.

➢ Warn the student that if she or he cheats again she or he will be reported to the authorities.

➢ Ask the student to leave the exam, tear up his or her paper and mark him or her as absent.

➢ Report the student to the authorities, in which case he or she will have to leave the university.

Step 2: The students are divided into smaller groups to come to a decision on this matter.

Step 3: Pairs of groups are united, and they must agree on a course of action to take.

3. Learning decisions: There are numerous additional times when we'll ask groups of children to agree on something they're studying. This type of agreement (students determine jointly which response is accurate) may be required for reading assignments. Choosing the right terms for comprehension exercises or determining which definitions are correct are some of the vocabulary study activities.

Discussion: It is common to hear professors lament the fact that their students "have nothing to say." They gripe, for instance, about their lack of viewpoints and openness to discussion. The way some professors approach conversation as an activity contributes to the issue in part. When challenged (sometimes without prior notice) to speak fluently in a foreign language in front of their classmates about a challenging subject, students may find it difficult to do so.

Naturally, some conversations arise naturally throughout a lecture. Once a student responds to something spoken, another student soon joins in, and the entire class soon becomes animated. Although they can't be planned, these discussions are frequently the most fruitful ones the teacher and the class have ever had. But, there are methods for getting pupils to speak. We can offer some tips for structuring discussions before going over the three cases, though:

➢ Group the students first. Put the students in groups to test out the issue before bringing the class together to debate it. They will be able to express their ideas in a less intimidating setting than in front of the entire class. Also, it will allow the teacher to gauge the level of interest among the students in the subject. If it isn't, the instructor has the option of ending the conversation.

➢ Give students time to get ready. There must be time for students to formulate their thoughts. They need time to gather their thoughts and develop arguments if they are going to talk about the importance of the family or the relative advantages of radio and television.

➢ Give the students a project. Giving students a task as part of the discussion process is one technique to encourage debate.

Now we can examine three different discussion activities.

1. The buzz group: Buzz groups are one strategy for promoting quick conversations. The pupils are then instructed to think about the topic in loose groups of three or four (the exact number is not necessary). The teacher may frequently instruct pupils to come up with "as many... as possible" (e.g. as many seaside activities as possible). Buzz groups might serve as a warm-up for a more extensive conversation.

2. Controversial topics: Statements that are controversial are fantastic conversation starters. Here's an illustration. The following statements regarding smoking are provided to the students, and they are instructed to circle the number that best represents their agreement or disagreement with each one (0 = entirely disagree, 5 = totally agree).

1. Smoking should be banned in all public places. 0 1 2 3 4 5

Smokers should be forced to give up the habit. 0 1 2 3 4 5

2. People who smoke in no-smoking areas should be put in prison. 0 1 2 3 4 5

3. There should be separate areas for smokers in all restaurants, bars 0 1 2 3 4 5

and cafes.

After completing this, they move forward as though for a consensus activity (they compare their answers in pairs and then groups and they have to agree a score). This method is a wonderful illustration of how to use a simple activity to spark conversation.

3. The debate: In this kind of activity, two sides present their arguments before a vote is taken. Advanced classes should be able to participate in the activity. Students are presented with a contentious argument, such as: Fur coat purchasers should be subject to a 100% tax They are then divided into two groups, each of which must prepare an argument for or against the proposition. The teams choose a proposer and a seconder who give formal speeches to present their reasons once they are ready. Through brief interventions, all of the other pupils can participate. The teacher can set up a free vote at the conclusion of the debate to determine if the proposition was successful or not. Activities for discussion play a significant role in many lessons. The key point to keep in mind is that success may be guaranteed by careful planning. Failure may result from a lack of it.

Giving Instructions: Students are required to give instructions to one another throughout this kind of activity. The effectiveness of the activity depends on how well the pupils who are receiving instructions complete the tasks.

1. Exercises - Step 1: The instructor jots down the names of some popular exercises. better yet, has illustrations of them. To each pupil individually, names of activities or drawings are given (without the others seeing). Stage 2: Students must convince their classmates to complete the tasks using only words (no gestures, etc). This practice includes genuine dialogue and can be highly entertaining. In addition to physical activities, students can teach one another how to dance or perform specific mimes.

One of the most well-known educational games is called "describe and sketch," in which one student is given a picture that the other cannot see. By listening to the first student's instructions, the second student must create an image that is identical to the first (in substance, not aesthetic). The students must be divided into pairs and instructed to refrain from looking at each other's photos until the task is complete. The communication occurs because Student B cannot view Student A's photo.

Communication Games: The information gap theory serves as the foundation for communication games. Students are placed in a position where they must employ all or some of their language skills to perform an assignment that resembles a game.

a) Determine the variations (or similarities) - Pairs of students are assigned. Student A is given a photo, and Student B is given a picture that is similar to Student A's picture but differs in some significant ways. They are instructed not to look at each other's work and to instead identify a certain number of discrepancies between the two images solely through talk.

b) Explain and arrange – Students are instructed to work in pairs for this activity. Student A is shown an image with six different objects on it in each pair. Student A is warned not to show Student B his image. On the other hand, Student B receives the same image, but the placement of the six objects is different. The assignment for student B is to organize the images - which should be chopped up - in the same sequence as student A did.

Problem Solving: Students are encouraged to collaborate in order to solve problems or complete assignments through problem-solving exercises. We'll take a look at the "Desert dilemma" case. The next scenario is presented to the students: In July, it is ten in the morning. A small plane carrying eleven people, including you, just crashed in the desert of northern Mexico. The co-pilot and pilot are both gone. There is a passenger who is hurt. The terrain is level. About 43 ° centigrade (110 ° Fahrenheit) is the current temperature. According to the survivors, a small village is 50 kilometers away. The following items survived the collision unscathed:

✓ Compass,

✓ Jack knife,

✓ loaded gun,

✓ two vodka bottles,

✓ one parachute (all in all about 15 items)

The assignment is:

1. List each person's personal top seven necessities for survival and/or rescue.

2. Agree on what these objects are with the other group members. Groups of students are formed. Each group must complete the mission according to the directions provided and figure out how to survive in the desert. For intermediate students, this conversation activity is appropriate. The teacher only needs to set up the groups and give comments; otherwise, the pupils are mostly on their own.

Talking about yourself activities: A frequently underused resource is the learners themselves. Their lives and emotions are available to us for a variety of interpersonal interactions. Such "Humanistic" exercises are frequently helpful at the beginning of sessions to get things going (warmers) or to foster a nice environment in new groups. We'll examine two straightforward activities. They are quick and simple to put together:

a) Your name - The teacher pairs up the students and asks them to share their feelings about their first names as well as the name they would choose for themselves if they had to come up with something new (and why). Although this task is relatively straightforward, it shows the benefits of "talking about oneself." Many people have strong ideas on their names, thus such straightforward inquiries can lead to amusing in-depth personal conversations.

b) Musical association - During this exercise, the instructor invites the students to utilize a song's title to start a conversation about their emotions, recollections, etc.

Stage 1. The teacher requests that the students list the name of a song that they enjoy. It could be a pop song, a folk song, an operatic song, or anything else. For the time being, they shouldn't divulge this title to anyone else.

Stage 2: The teacher instructs the class to debate this song with a companion at this point. They should mention the following to their companion in addition to the song's title:

✓ How the song makes them feel?

✓ What it makes them think of?

✓ What it makes them want to do?

Stage 3. The teacher can ask if anyone heard anything particularly fascinating that they would like to share with the class after the students have had opportunity to tell each other about their songs. Because to its upbeat atmosphere and opportunity for self-expression, this activity is generally well-liked by the pupils. All

activities that ask pupils to open out to others should take place in a serene and encouraging environment. Instructors must determine whether pupils are interested in participating in such activities and how much they should be encouraged to express their emotions.

Simulation and Role Play: The purpose of a simulation is to imitate real-world circumstances in the classroom by having students act out various scenarios. As a result, we might ask them to act like they are at an airport, a restaurant, etc. We are attempting to offer pupils practice using real-world English, although artificially. A simulation needs some qualities in order to function. According to methodologists, there needs to be a "reality of function" (students must accept the function; they must not think of themselves as language learners but as the characters in the simulation), a simulated environment (we do not take students to a real airport because then it would no longer be a simulation; it would be the real thing!) and a simulated environment and structure (the simulation must have some structure, and key information must be provided).

Within these parameters, we can introduce another variable: occasionally, we invite the students to participate in character, and occasionally, they participate as themselves. Simulated role plays are universal. Role-plays aren't all simulations, though. Even in situations where they are not required to assume a part, students nevertheless need to embrace "reality of function"; they must act as themselves rather than as students in a classroom while they are at an airport (even though it is a simulated setting). And because of this acceptance, students must be ready to engage in the activity with zeal and conviction.

The value of simulations, particularly those in which students are expected to assume roles, is a topic of some debate. Nonetheless, a lot of teachers believe they have an advantage over pupils since they don't have to hold them accountable for their own words and actions. In other words, they don't speak; the character they are portraying does. Some shy kids have been seen to become more communicative when acting out roles.

An instructor may participate in a simulation by taking on the role of one of the participants. This has the benefit of allowing them to assist the simulation in case of trouble. The instructor will want to provide the pupils comments after the simulation is over. Discussing if the activity was successful, the rationale behind particular actions, etc., with them is the goal here. The teacher should provide feedback on an activity's content, such as a simulation, and talk about students' usage of English. If the former is the only thing that is emphasized, the students would believe that the exercise's goal is linguistic accuracy alone rather than the capacity to communicate effectively, which is the major goal of this kind of activity.

Result. We'll now have a look at a simulation example: The Loch Ness Monster is a creature that has long been the subject of intrigue and rumors. It is said to live in Scotland's Lake Ness. In this scenario, four people have reported seeing the monster, and a police inspector must create a "identikit" image of it based on their descriptions. Students are informed that the monster has been sighted by several people, who will describe it to the local Scottish police. Stage 2. Students are informed that they would be working in five-person groups. Each group will have one student acting as a police inspector who will interview the other students (witnesses) regarding what they observed before filling out the form and creating a drawing of the monster in the designated spot. Stage 3: Each group of students is given a set of role cards that provide a description of the circumstance and guidelines on what to say. Once each "witness" has had an opportunity to review the role card, the activity can begin.

Conclusion. Although intended for intermediate groups, this simulation is quite entertaining and might be appropriate for basic pupils because it combines the best aspects of simulation with the "explain and sketch" activity we have covered in this article.

References:

1. МедведеваО.И.Обучениеанглийскомупроизношению на начальном этапе обучения / О. И. Медведева, Т. С. Глухарева // ИЯШ. – 1983. – № 5. – С. 51-53.

2. Пассов Е. И. Коммуникативный метод обучения иноязычному говорению / Е. И. Пассов. – М. : Просвещение, 1991. – 223 с.

3. Рогова Г. В. Методика обучения английскому языку на начальном этапе в средней школе / Г. В. Рогова, И. Н. Верещагина. – М. : Просвещение, 1988. – 224 с.

4. Arends I. R. Learning to Teach. – McGrawHill, Inc., 1994. – 549 p.

5. Harmer J. How to Teach English [new ed.] – Pearson Longman, 2007. – 288 p.

6. Scrivener J. Learning teaching / J. Scrivener. – Macmilian Heinemann, 2002. – 218 p.

7. Ishankulov Sherzod Usmonovich /// Methods of Developing Productive Language Skills (Writing And Speaking) Electronic Journal of Actual Problems of Modern Science, Education and Training. November, 2021-11/1. Issn 2181-9750.

8. Sherzod Usmonovich Ishonkulov - Communication as the basis of Communicative Education. Theoretical & Applied Science 03 (107) 2022.