Some Peculiar Features of Speaking Activities at Advanced Level

Shoyimkulova Mahzuna Shavkatovna

Senior teacher of Foreign language department of Bukhara Engineering Technological Institute

Abstract

The capacity to speak with certainty and fluidly is something which youngsters will create during their time at school, and something that will help them all through their life. Speaking abilities are characterized as the abilities which permit us to successfully impart. They empower us to pass on data verbally and such that the audience can comprehend.

Keywords: speaking skills, foreign language classroom, foreign language classroom, long-lasting, educators.

In every foreign language classroom, language capabilities as the medium through which educators instruct and understudies show what they have learned. Instructors utilize the objective language to control both the substance and the design of study hall communications, students attempt to answer to their instructors' utilization of language. In any case, the general image of study hall correspondence relies rather upon the sorts of connections among instructors and students, and the genuine examples of correspondence laid out and kept up with during ordinary illustrations. Strangely, these examples are barely ever long-lasting, however they will generally be recreated and adjusted by the prerequisites of the continuous growing experience. This adaptable nature of study hall talk makes the particular elements of homeroom correspondence which, despite numerous likenesses, are consistently novel and erratic. With sights set on building a coordinated perspective on correspondence in second language classroom, Johnson presents a system which might be utilized for examining and depicting homeroom collaboration. The most fundamental components of the structure include:

➢ types of educators control of homeroom correspondence - molded for the most part by their expert and pragmatic information;

➢ learners impression of these examples - standards and assumptions based on their past growth opportunity, including assumptions of "proper" homeroom correspondence;

➢ learners utilization of the objective language;

➢ the degree to which the current examples of correspondence set out open doors for understudies to involve the objective language for learning.

The analysis of the above parts may be especially effective in teaching advanced level speaking since it allows for sufficient customizing of the language of instruction and the introduction of more elements of real social discourse in a specific learning situation.

In second and foreign language courses, there are two forms of interaction that may be observed: teacher-student interaction and student-student contact. The IRE paradigm (teacher initiation, student response, teacher evaluation of that response) depicts the most classic kind of teacher-student interaction. The level of a teacher's influence over classroom communication, on the other hand, may vary depending on the pedagogical objective of the language course or lesson. The teacher typically employs a variety of interactive questioning tactics, although in less-strictly

regulated courses, changes to the IRE model are frequently observed, and learners can participate in sections of this sequence. When students take on all of them (initiation, response, and assessment), the order is broken and the pattern shifts to student-student interaction. In general, student-student interaction is the primary pattern of communication because it increases student talking time and encourages students to utilize language for learning rather than just exhibiting what they have learned. Working with groups on cooperative projects.

By and large, students collaboration is the predominant example of correspondence in student focused homerooms, since it grows students talking time and cultivates students utilization of language for learning, rather than just showing what they have realized. Working in bunches on agreeable learning assignments produces numerous valuable students cooperations which, thus, improve students' instructive accomplishment, goals, inspiration, confidence, uplifting outlooks to learning and makes a difference foster interactive abilities. However cooperative learning and talking errands may likewise create clashes which are less inclined to happen in educator focused classes, where educator students collaboration generally rules. It should be anxious, in any case, that an appropriately overseen mental clash in a gathering of students can be useful as understudies are presented to disconnected perspectives. It could be asserted that the student communication rehearsed in various kinds of agreeable learning exercises is especially appropriate for more significant level understudies. Progressed and more experienced students can utilize the objective language both as a method (while executing the errand in a gathering) and as an end (delivering specific talk design as a result of an errand). They may likewise involve it for various social purposes concurring to the requests of current conditions in the homeroom. The way that they have previously gleaned some significant experience, permits them to rehearse even to a greater extent and make the most of every available open door to convey in the objective language without changing to the native language. Student connection, as opposed to instructor student talk, guarantees ideal circumstances for target language learning and use as it opens a space for both significance centered and structure centered language practice, empowers students to start cooperation, control the subject and, last yet not least, provokes understudies to work past their ongoing degree of language capability by cooperation in the exchange of significance and performing different language capabilities. Thornbury divides the process of improving speaking abilities into three stages:

➢ appropriation – these features are integrated into their existing knowledge-base;

➢ autonomy – learners develop the capacity to mobilize these features under real-time conditions without assistance.

At the advanced level of foreign language competency, it appears that students' and instructors' efforts should be concentrated on the stage of appropriation and its effective progression toward autonomy in target language usage. They require a variety of speaking activities that promote a high level of independence by depending on substantial oral practice (considered as a source of relevant input and feedback), mostly in the form of student-student exchanges. The following speaking activities are based on the preceding assumptions.

Conversations in foreign language classrooms viewed as not the consequence of language advancing yet rather the setting in which advancing as a matter of fact happens. Then again, it isn't not difficult to integrate significant conversational collaborations into an arranged illustration as easygoing discussion is, by its actual nature, unconstrained and unstructured. It becomes more straightforward when discussion exercises depend on a bunch of chosen topics which are recently haggled with students. Valuable conversational schedules (opening and shutting equations, interfering, requesting explanation) and supportive correspondence systems (summarizing and reformulating, utilizing obscure language and faltering fillers) ought to be educated and rehearsed ahead of time to give understudies the fitting gadgets for fruitful correspondence however components of personalization ought to be given a similarly significant status. Discussion exercises might continue from additional controlled ones, in which the language is restricted by directions, through mindfulness exercises which utilize varying media

materials, familiarity practice, to criticism meetings during which understudies dissect their own communications.

Interviews are difficult activities in the sense that they need considerable preparation on the part of the interviewer in the form of research, the selection of appropriate questions, and prior analysis of native speaker interviews in order to correctly assess both the questions and the elicited material.

A class survey is a type of collaborative interview that, when done correctly, may involve a large number of students in a communicative task-based activity. Learners compose a collection of survey-style questions related to a certain topic and circulate around the classroom, asking the questions and noting the responses. They then return to their original groups to analyze the results, which are then delivered to the class by a group representative. Finally, the class judges if the group's initial claim is warranted or not.

Another popular and beneficial kind of classroom contact is *discussion*. However, it should be noted that the whole potential of this exercise for improving an individual learner's speaking skill may only be realized under particular conditions:

➢ the subject is contentious enough to elicit a variety of viewpoints and interpretations;

➢ learners are involved in subject selection and given adequate communicative autonomy to convey their particular perspectives and ideas.

➢ students are engaged in the issue and have adequate general knowledge to debate it (proper preparation may be required, such as examining relevant sources and digesting the teacher's or peers' feedback);

➢ discussion is intended to be a complicated activity that blends working in pairs or groups with open-class or panel engagement.

Debate is a more formalized type of conversation. It entails arguing a topic from two opposing points of view, which are already assigned to members of the debating teams. During the conversation, new issues and arguments may develop. It is critical that the arguments are rational and balanced, and that they are presented in conformity with the target language community's social and cultural standards. Academic presentations are very beneficial for students who are studying a language for academic purposes and need practice presenting presentations or conference papers. This exercise should be preceded by a discussion of the genre's formal qualities and an analysis of the unique language patterns associated with each step of an academic presentation. Watching model or authentic presentations before students begin preparing their own speeches should be considered an important part of the activity, as should discussing the effectiveness of individual presentations (audience reactions, delivery style, time management) afterwards. Activities such as storytelling, comedy, and anecdotes, which are important components of causal relationships, as well as theater, role-playing, and simulation, may aid advanced pupils.

They vastly expand the registers and social roles that students may encounter in the classroom (for example, by providing simulated exchanges with total strangers or face-threatening speech acts). The perception and reception of such tasks, on the other hand, may differ among students and depend to some extent on the particular learner's personality.

To conclude, if optimal conditions for effective and independent language usage are to be created, each speaking activity must be productive, meaningful, engaging, challenging, safe, and real. When it comes to improving English speaking abilities, practice makes perfect. Listening to English, knowing grammar, and reading can all assist marginally, but they will never significantly enhance English speaking abilities. Your class needs to speak up. Understanding the nature of English might be difficult for ESL students.

REFERENCES:

1. Zohirovna, S. M. (2020). An analysis of artistic aesthetics in Oscar Wilde's portrait of Dorian Grey. *International Scientific Journal Theoretical and Applied Science. Philadelphia, USA*, *21*.

2. Камалова, Д. О., & Саломова, М. З. (2014). ЯЗЫКОВАЯ КОМПЕТЕНЦИЯ. In *Филология и культурология: современные проблемы и перспективы развития* (pp. 20-22).https://elibrary.ru/item.asp?id=22766837.

3. Zohirovna, S. M. (2021, December). The role of teaching speaking through technology. In *Conferences*. https://www.conferences.uz/index.php/conferences/article/view/157.

4. Исматов, С. С., & Саломова, М. З. (2021). АУТЕНТИЧНЫЕ МАТЕРИАЛЫ В ОБУЧЕНИЕ ИНОСТРАННОМУ ЯЗЫКУ В НЕЯЗЫКОВЫХ ВУЗАХ. *Глобус: психология и педагогика*, (2 (42)), 24-26. https://cyberleninka.ru/article/n/autentichnye-materialy-v-obuchenie-inostrannomu-yazyku-v-neyazykovyh-vuzah.

5. Shoyimkulova, M. S. (2020). Use of information technologies in foreign language. Journal Impact Factor.

6. Sh, S. M. (2019). Character description in John Webster's "The Duchess of Malfi". *International Journal on Integrated Education. https://doi. org/10.21070*.

7. Shoyimkulova, M. S. (2019). Satire against Hypocrisy in" The Alchemist". Proceeding of The ICECRS.

8. Shavkatovna, S. M. (2022). The Use of Ict in English Lessons. *Eurasian Research Bulletin*, *5*, 71-79.

9. Ashurova, Z. T., & Tursunova, U. O. (2021). Importance of Foreign Languages for Increasing the Competitiveness of Students. In *RESEARCH LEADER 2021* (pp. 238-242). https://elibrary.ru/item.asp?id=45705196.

10. Shoyimkulova Mahzuna Shavkatovna THE COMPETITIVE ADVANTAGE OF FOREIGN LANGUAGES // Глобус: психология и педагогика. 2021. №2 (42). URL: https://cyberleninka.ru/article/n/the-competitive-advantage-of-foreign-languages.

11. Шойимкулова Махзуна Шавкатовна Достойное продолжение научных изысканий великих предков // Наука и образование сегодня. 2017. №4 (15). URL: https://cyberleninka.ru/article/n/dostoynoe-prodolzhenie-nauchnyh-izyskaniy-velikih-predkov.

12. Shavkatovna, S. M. (2021, December). The integration of technology into language teaching. In *Conferences*. https://www.conferences.uz/index.php/conferences/article/view/165.

13. Shoyimqulova Mahzuna Shavkatovna. (2019). Character description in John Webster's "The Duchess of Malfi". *Proceedings of The ICECRS*, *3*. https://doi.org/10.21070/icecrs.v3i0.267.

14. Шойимкулова Махзуна Шавкатовна Любовь к литературе ведет к совершенству // Academy. 2019. №6 (45). URL: https://cyberleninka.ru/article/n/lyubov-k-literature-vedet-k-sovershenstvu.

15. Шойимкулова Махзуна Шавкатовна Всестороннее развитие молодежи - основа высоких результатов // Достижения науки и образования. 2019. №7 (48). URL: https://cyberleninka.ru/article/n/vsestoronnee-razvitie-molodezhi-osnova-vysokih-rezultatov.

16. Шойимкулова Махзуна Шавкатовна Проблемы лингвистической системы личности в художественном диалоге // Научный журнал. 2019. №6 (40). URL: https://cyberleninka.ru/article/n/problemy-lingvisticheskoy-sistemy-lichnosti-v-hudozhestvennom-dialoge.

17. Shoyimkulova Mahzuna Shavkatovna The role and significance of phraseology in lingiustics // Достижения науки и образования. 2018. №5 (27). URL: https://cyberleninka.ru/article/n/the-role-and-significance-of-phraseology-in-lingiustics.

18. Shoyimkulova Mahzuna Shavkatovna Semantic and structural features of the English and Uzbek idioms // Достижения науки и образования. 2018. №5 (27). URL: https://cyberleninka.ru/article/n/semantic-and-structural-features-of-the-english-and-uzbek-idioms.

19. Shoyimkulova Mahzuna Shavkatovna The role and significance of phraseology in lingiustics // Достижения науки и образования. 2018. №5 (27). URL: https://cyberleninka.ru/article/n/the-role-and-significance-of-phraseology-in-lingiustics.

20. Шойимкулова Махзуна Шавкатовна Обучение независимому мышлению идеального поколения // Academy. 2018. №5 (32). URL: https://cyberleninka.ru/article/n/obuchenie-nezavisimomu-myshleniyu-idealnogo-pokoleniya.

21. Шойимкулова Махзуна Шавкатовна Особенности использования активных методов обучения при подготовке педагогов // Academy. 2018. №5 (32). URL: https://cyberleninka.ru/article/n/osobennosti-ispolzovaniya-aktivnyh-metodov-obucheniya-pri-podgotovke-pedagogov.

22. Шоимкулова, М. Ш. (2016). История языка бухарских евреев. *Молодой ученый*, (10), 1397-1399. https://elibrary.ru/item.asp?id=26164114.

23. Шоимкулова, М. Ш. (2016). Gold embroidery of Bukhara. *Молодой ученый*, (8), 1253-1256. https://elibrary.ru/item.asp?id=25967105.

24. Shavkatovna, Shoyimqulova M. "Setting in Joseph Conrad's "Heart of Darkness"." *International Journal on Integrated Education*, vol. 2, no. 6, 2019, pp. 28-30, doi:10.31149/ijie.v2i6.106. https://www.neliti.com/publications/333850/setting-in-joseph-conrads-heart-of-darkness#cite.

25. Shavkatovna, S. M. (2020). Use of information technologies in foreign language. *Journal Impact Factor*.

26. Shoyimkulova, M. S. Character description in John Webster_ s" The Duchess of Malfi. *International Journal on Integrated Education*.

27. Shoyimqulova Mahzuna Shavkatovna. (2019). Satire against Hypocrisy in "The Alchemist". *Proceedings of The ICECRS*, *3*. https://doi.org/10.21070/icecrs.v3i0.268.

28. Shavkatovna, S. M., Soliyevna, N. N., Ahmadovna, S. M., & Shaydulloevna, K. S. (2020). Strategies for mastering synchronous translation art. *International Journal of Psychosocial Rehabilitation*, *24*(3), 404-415. https://elibrary.ru/item.asp?id=43268748.

29. Шарипова Феруза Ибрагимовна Применение инновационных технологий в преподавании английскому языка для повышения учебной активности студентов // Ученые записки университета Лесгафта. 2018. №10 (164). URL: https://cyberleninka.ru/article/n/primenenie-innovatsionnyh-tehnologiy-v-prepodavanii-angliyskomu-yazyka-dlya-povysheniya-uchebnoy-aktivnosti-studentov (дата обращения: 28.10.2023). Negmatullaevna, S. F. (2022). Cultural Component in Learning Foreign Languages. *Miasto Przyszłości*, *29*, 227-230. https://miastoprzyszlosci.com.pl/index.php/mp/article/view/757.

30. Negmatullayevna, S. F. (2021, December). Integrating technology in teaching listening skills. In *Conferences*. https://www.conferences.uz/index.php/conferences/article/view/166.

31. Umida Shaozimova , ., & Feruza Sharipova , . (2021). Technological Processes Of Manufacturing Of Body Parts. The American Journal of Engineering and Technology, 3(04), 85–88. https://doi.org/10.37547/tajet/Volume03Issue04-13.

32. Шарипова Феруза Ибрагимовна К ВОПРОСУ О ПСИХОЛОГИЧЕСКОЙ МОТИВАЦИИ БУДУЩИХ МЕДИКОВ НА ЗАНЯТИЯХ АНГЛИЙСКОГО ЯЗЫКА // Современное образование (Узбекистан). 2021. №4 (101). URL: https://cyberleninka.ru/article/n/k-voprosu-o-psihologicheskoy-motivatsii-buduschih-medikov-na-zanyatiyah-angliyskogo-yazyka.

33. Sharipova, F. I. (2021). MODERATION TECHNOLOGIES IN TEACHING ENGLISH LANGUAGE FOR NON-LINGUAL INSTITUTES. In *НОВЫЕ НАУЧНЫЕ ИССЛЕДОВАНИЯ* (pp. 195-197). https://elibrary.ru/item.asp?id=44578300.

34. Feruza Sharipova. (2019). The role of intercultural communication in study foreign languages. *Proceedings of The ICECRS*, *4*. https://doi.org/10.21070/icecrs.v4i0.266.

35. Шарипова Феруза Ибрагимовна СОВРЕМЕННЫЕ ПОДХОДЫ ФОРМИРОВАНИЯ ЯЗЫКОВОЙ КОМПЕТЕНЦИИ У СТУДЕНТОВ МЕДИЦИНСКИХ ВУЗОВ // Современное образование (Узбекистан). 2019. №12 (85). URL: https://cyberleninka.ru/article/n/sovremennye-podhody-formirovaniya-yazykovoy-kompetentsii-u-studentov-meditsinskih-vuzov.

36. Gaffarovna, K. D. (2021). Psychological, Linguistic, Communicative Characteristics of Reading. *Eurasian Research Bulletin*, *3*, 29-34.

37. Казакова, Д. Г. (2016). Особенности культуры узбеков. *Молодой ученый*, (9), 1228-1230. https://www.elibrary.ru/ip_restricted.asp?rpage=https%3A%2F%2Fwww%2Eelibrary%2Eru%2Fitem%2Easp%3Fid%3D25964512.

38. Казакова Дилора Гаффаровна Обучение для всех - работа с детьми с ограниченными возможностями в условиях инклюзивного образования // Научный журнал. 2016. №11 (12). URL: https://cyberleninka.ru/article/n/obuchenie-dlya-vseh-rabota-s-detmi-s-ogranichennymi-vozmozhnostyami-v-usloviyah-inklyuzivnogo-obrazovaniya.

39. Казакова Дилора Гаффаровна Обучение для всех - работа с детьми с ограниченными возможностями в условиях инклюзивного образования // Научный журнал. 2016. №11 (12). URL: https://cyberleninka.ru/article/n/obuchenie-dlya-vseh-rabota-s-detmi-s-ogranichennymi-vozmozhnostyami-v-usloviyah-inklyuzivnogo-obrazovaniya.

40. Gaffarovna, K. D. . (2022). Specific Features of Non-Verbal Interaction Between Teacher and Students. *Miasto Przyszłości*, *29*, 197–200. Retrieved from https://miastoprzyszlosci.com.pl/index.php/mp/article/view/748

41. Казакова Дилора Гаффаровна Эффект мультимедийных технологий в обучении иностранных языков // Научный журнал. 2019. №6 (40). URL: https://cyberleninka.ru/article/n/effekt-multimediynyh-tehnologiy-v-obuchenii-inostrannyh-yazykov