



Interactive Methods And Techniques Of Developing Oral Speech At Foreign Language Lessons

Sayitova Komila Hasanboyevna

Bukhara engineering-technological institute

Bukhara, Uzbekistan

Annotation: This article is devoted to a review of the possibilities of using interactive methods of teaching students of non-linguistic directions of higher educational institutions as means of developing oral speech in the process of teaching a foreign language. The material introduces the practice of overcoming standard errors observed among students in the process of teaching oral speech using digital technologies, and demonstrates the possibility of an innovative approach to overcoming the dissociation of target results necessary for the formation of professional competencies of graduates. It is concluded that with the help of comprehensive development of cognitive, communicative, social components, personal growth of students occurs during the training period.

Keywords: interactive tasks, thematic presentation, speaking, integrated approach, non-linguistic areas, foreign language.

Introduction

The discussed effectiveness of teaching students oral speech in non-linguistic areas in the context of the general digitalization of the teaching process at higher educational institution has recently made it possible to design a number of actions with a methodological focus, and test their effectiveness in practice.

Traditionally the most popular type of activity that determines universal competencies of students, is the formation of their oral speech - speaking - in the process of learning a foreign language. The following criteria are also mandatory for the effectiveness of this process:

- a bank of tasks, with the help of which it is possible for students to establish stable speaking skills, formed in a communication situation simulated during lessons;
- an educational and methodological complex, which takes into account professionally significant vocabulary characteristic of the students' field of study, and grammatical tips necessary for mastering the proposed materials [13].

I. Methods.



When it comes to speak about the methods of developing oral speech, I would like to say that multiple publications in recent years and our own practical experience at a university allow us to conclude that this methodological condition is insufficient for the successful development of oral speech of non-linguistic students. For this reason, taking advantage of the situation of almost complete transition to interactive teaching methods in connection with the digitalization of the learning process over the last several years, we have considered the possibility of using various interactive applications. For example, we can discuss the use of the application “Story Map JS” (Google). We will focus on this example in detail, because we believe that this application allows you to achieve the best results in teaching oral speech to students [9].

Since working with the application Story Map JS helps students, especially engineering students, gain a sense of professional advancement through the use of their skills in the field of information and communication activities, then the choice of activation method in teaching oral speech becomes obvious.

Popular multimedia technologies that facilitate the learning process by visualizing educational content in a browser can be effective when used by teachers at all levels of education[10].

By creating multimedia projects that provide interactive methods of teaching students, the teacher can offer thematic and interactive presentations as background conditions of teaching listening, accompanying retellings and exposition of text fragments, and constructing dialogues.

A special feature of the application “Maps that tell stories (Google)” is that it allows you to connect the story or event that students are telling about with its place (location), thereby facilitating a more visual presentation of information [1].

The developers of interactive applications for teaching foreign languages have repeatedly proven that it is network multimedia are capable of: “...increasing the emotional impact on students, creating a comfortable learning environment, helping to form a model of real communication”, the more especially as the independent creation of interactive content by students successfully increases their self-esteem and self-motivation, let alone the planned development of information and communication culture with digital learning tools.

Considering the importance of the experience of monologue speech formed during the learning process for students, a methodological proposal, based on the completion of a thematic interactive task and aimed at developing communication skills in a foreign language, can be assessed as an effective one [3]. The exercise on the topic “Laws and order” (Touchstone Level 4) can serve as an example - post your comments on a web article, in the process of which it is necessary to answer a number of interesting questions: *why are there so few laws against the invasion of privacy through smartphones and what should be done about protecting your privacy* [5].



By completing the task, students demonstrate the development of competencies corresponding to the previously studied material. He learns to find, process and place data in tabular mode (requiring absolutely accurate and competent presentation of information in a foreign language) and demonstrates understanding of structuring his own speech [12].

II. Results.

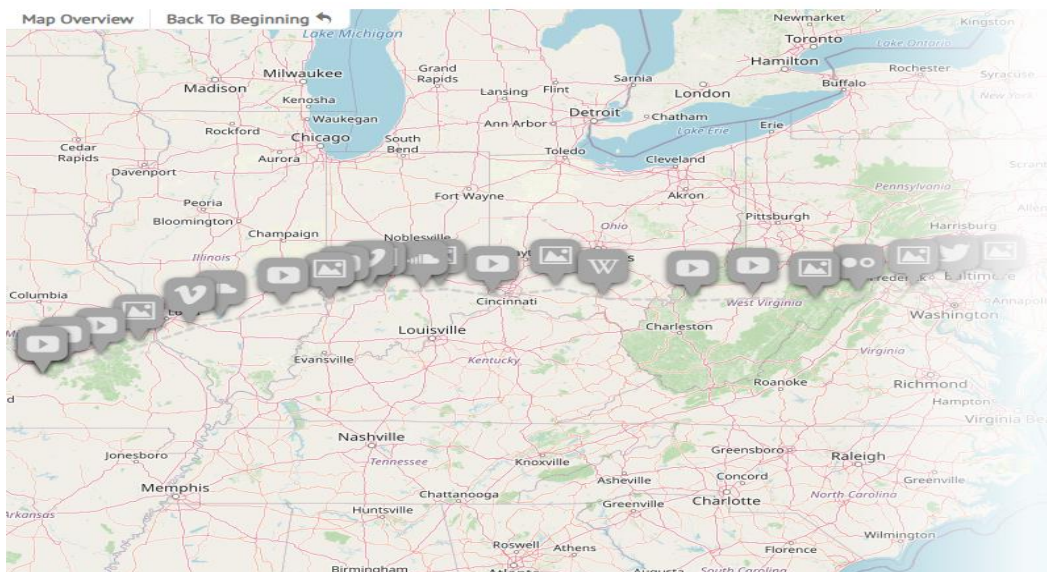
As a result of the study we can conclude that using this technique not only improves students' monologue speech, but it can also develop their presentation skills and perfect their making correct sequence of actions. Topics related to comparing and contrasting different trends in different countries have been practised with the students of economic direction, and as a result we could notice that students were happy for working on their both speaking and writing skills.

A clearly positive result of introducing the practice of performing interactive tasks aimed at developing oral speech in the process of teaching a foreign language is that it not only increases the student's personal responsibility for the result, but also that tasks of this type give impetus to the development of self-motivation within the framework of performing work. Such exercises help to understand the ethics of working in a group, in a team [2].

III. Analysis.

Here we can analyze and confirm the abovementioned methods using the following example.

As we have mentioned Story Map JS is a free tool to help students tell stories on the web that highlight the locations of a series of events as it is shown below. It is a new tool, yet stable in our development environment, and it has a friendly authoring tool [6].



There are a couple ways you can make a Story Map.



Maps. A student can add a slide for each place in his/her story [11]. Setting the location is as easy as a text search for the name or address. He/She can change the visual style of his/her map with a few presets, or he/she can use [Mapbox](#) to create his/her own style [8].

Really big images. Students can tell stories with large photographs, works of art, historic maps, and other image files. Because it works best with pixel-dense files, we call these gigapixel. Setting one up requires you to host files on a web server [7].

When we practise this method at lessons, before using it we give students such tips and tricks as:

1. To keep it short. We recommend not having more than 20 slides for a reader to click through.
2. To pick stories that have a strong location narrative (As it is shown on the map above). It does not work well for stories that need to jump around in the map.
3. To write each event as a part of a larger narrative.
4. To include events that build up to major occurrences — not just the major events [4].

V. Discussion.

Thus, we can conclude that traditional methodological proposals aimed at developing oral speech among students in the process of teaching a foreign language in non-linguistic universities and represented by standard role-playing games can be transformed into exciting projects by applying multimedia applications of programming languages as a part of the overall digitalization of the training process.

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