How pragmatic skills can help improve students' conversational skills

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ABSTRACT

In the Republic of Uzbekistan, as part of the training of school teachers, as well as teachers of a higher level of education, they could teach four language skills – listening, reading, writing and speaking – as separate subjects. Today, it is observed that these four skills are inseparable, usually they overlap. These possibilities flow into and out of each other.

Further, the article focuses on four main problems that students may face when activating their conversational skills. First of all, the student identifies and describes the problems in detail, and then can offer possible recommendations that can guide students to their goals.

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Next, the focus is on four, the main problems that students may face when activating their conversational skills. First of all, the student identifies and describes the problems in detail, and then can offer possible recommendations that can guide students to their goals

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Pragmatikaning og'zaki nutqni takomillashtirishda tutgan o'rni

ANNOTATSIYA

Kalit so'zlar:
muloqot,
pragmatika,
o'quvchi umidsizligi,
chegaralangan mashg'ulot
vaqti,
sinf xonasidagi partalarning
joylashuvi.

O'zbekistonda, asosan, o'qituvchilarning malakasini oshiri-shda to'rtta til ko'nikmasi: tinglash, o'qish, yozish va gapirish alohida o'qitib kelinadi. Ammo shu o'rinda mazkur til ko'nikma-larining bir-biri bilan uzviy bog'liq ekanligini e'tirof etgan holda, har biriga alohida e'tibor qaratish joiz.

Mazkur maqolada gapirish ko'nikmasini o'qitish jarayonida yuzaga kelishi mumkin bo'lgan eng asosiy to'rtta omil haqida mushohada yuritiladi. Avvalo, muammolar tilga olinadi va ular atroflicha bayon qilinadi, so'ng esa ushbu kamchiliklarni bartaraf etish yuzasidan aniq fikrlar o'rtaga tashlanadi.

Как прагматические навыки могут помочь улучшить разговорные навыки учащихся

АННОТАЦИЯ

Ключевые слова:
говорение,
прагматика,
тревога учащегося,
ограниченное время
практики,
ограничение аудитории.

В Республике Узбекистан, в рамках подготовки учителей школ, а также, преподавателей более высокого уровня образования, могли обучать четырем языковым навыкам - аудированию, чтению, письму и говорению - как отдельным предметам. На сегодняшний день, наблюдается, что эти четыре навыка неразделимы, обычно, они пересекаются. Эти возможности, перетекают друг в друга и выходят из него.

Далее, в статье, основное внимание уделяется четырем, основным проблемам, с которыми учащиеся могут столкнуться при активизации своих разговорных навыков. В первую очередь, учащийся, детально определяет и описывает проблемы, а затем может предложить, возможные рекомендации, которые могут направить учащихся к их целям.

INTRODUCTION

Under the dominance of the Soviet Union teaching the English language throughout the country had been inserted to a unique frame which was based on educating the language within the forms and structures. Apart from this, drills and uttering sounds were main codes of the process and the interaction was conducted only by creating and performing dialogues.

In the early years of the Independence Uzbekistan had multi-varied language proposals which had been rather difficult to progress the productive skills, such as speaking and writing. The first decade of the new millennium introduced the communicative approach of teaching to Uzbek foreign language context and this method was involved in a language proposal policy by covering both macro and micro levels. The implementation of the process is still on and it is becoming an inseparable part of language teaching. However, there are some specific problems which are still becoming barriers to overcome.

Discussing the matters: problems and solutions

Negotiation, communication and interaction are the important factors on which modern teachers rely and design their materials accordingly. Teachers have already commenced to take into account the needs of the learners, but there are most commonly cited obstacles that educators are facing themselves while teaching interactive speaking skills. Initially, teachers are not working on raising learners' pragmatic awareness, it means that they mostly do not consider the cultural background of the learners and the very issue is turning to be complicated. Another factor which potentially attracts the attention is the restriction of the classroom and this limit is undeniably important for the procedure. The other two factors such as limited practice time and learner anxiety are the major issues to be taken seriously.

1. Raising pragmatic awareness

It is crucial to teach pragmatics and speech acts since Uzbekistan is integrating into the global village. As most teachers consider the grammatical or lexical patterns, structures of the language to the learners, the other factors of the language may be invisible, thus one of the most significant duties of the teachers and educators is to decode these aspects, such as pragmatic and cultural trends. Before implementing these aspects into the classroom, initially it is important to raise pragmatic awareness. Kramsch (1993) points out that learners should be aware of intercultural competence which may facilitate them to learn better acts by users. It should be suggested that establishing a realistic atmosphere – authentic scenarios can be more fruitful rather than over-utilizing the textbooks.

After having raised pragmatic awareness in the classroom then the teacher can commence teaching speech acts, such as compliments, refusals, apologies, invitations, promises, complaining. Bardovi-Harlig (1996) denominates that using or teaching through the textbooks too much may establish the unrealistic production of speech

2. Restriction of the classroom

Traditional classroom seating arrangements often work against you in your interactive teaching of English. The flexibility of the seating arrangements would be a good point to bring up with your school director or head of department when you make a site visit. It is sometimes easier to bring about changes at the beginning of your teaching when your director may not know what to expect from you and is willing to accommodate, particularly on small items such as classroom arrangements.

However, if you share a classroom with other teachers you must consider their needs and find a seating plan which is acceptable to them, or which requires a minimum of rearrangement. You are aiming for a situation in your English lessons which permits all students to see each other's faces you, the teacher, and the blackboard. You also want a situation which permits easy transition between whole class, group, and pair work and provides space for you and your students to move between desks for activities such as role plays etc.

Choose seating arrangements wisely, as it can help the class reach its objectives and take the students to new levels. Seating can help the management of students and activities, freeing the teacher for assessment and providing more responsibility for self-learning. Also, there is no rule against using all three in one class. The educator can easily change in and out of seating arrangements as needed. The real power is knowing which seating arrangements will facilitate student learning and when to use it.

3. Limited practice time

The lesson has a fixed length and so you will need to think about the timing of each activity. This helps you to know that you have planned a long enough lesson, and during the lesson itself will serve as a self-check to make sure you achieve what you want to achieve.

If you find that you have not planned enough material, make sure any new activities you add contribute to your lesson aim – avoid the temptation to crow-bar in activities that do not really fit? Here are some activities which are fruitful to have in interactive speaking classes.

Buzz groups. Your students break into small groups, maybe by just turning around, to quickly discuss a problem for groups regularly, you can build up a cooperative spirit in your classroom and generate more involvement. For example, if you are correcting a homework exercise in class and someone has answered incorrectly, instead of just asking "Does anyone know the correct answer?" ask the buzz groups to come up with an answer. Your students probably talk among themselves anyway during lessons. By developing a buzz group system you are channeling their energies and creatively controlling the underlying chat which is a feature of almost all classrooms.

Fishbowl. All members of the class sit in a trig circle. In the middle of the circle are five chairs occupied by students discussing a topic you have given them. Students from the outer circle listen to the debate and may replace speakers in the inner circle by tapping them on the shoulder if they feel confident they can present the case better.

4. Learner anxiety

Feeling of anxiety, apprehension and nervousness are commonly expressed by foreign language learners in learning to speak a foreign language.

These feelings are considered to exert a potentially negative and detrimental effect on communication in the target language. Anxiety causes less practice and production. It is obvious that overcoming anxiety can improve language learning. Both the language learner and the teacher can be instrumental in overcoming learner anxiety.

To overcome their anxieties, it would be helpful for the learner to implement the following suggestions.

Ways for the learners to reduce speaking anxiety

A. Examine the thoughts that cause the fear.
B. Learn how to relax.
C. Know what you want to say.
D. Concentrate on the message rather than on the people.
E. Become familiar with you audience.
F. Get to know the instructor better.
G. Avoid sitting in the rear of the classroom.
H. Gain experience to build confidence.

Conclusion

English speaking competence is a complex skill that needs further development. It can be best developed with practice when students reflect on the process of speaking without the threat of evaluation.

So, start where you are. Use what you have, do what you can. Expect problems and eat them for breakfast.

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