



Theoretical approach of oral communication competency

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ABSTRACT

This article deals with the one of the main language skill oral communication. As we know oral communication is very important for every language learner. So far a lot of methods and ways have been researched by scientists around the world. For the purposes of the general education competency assessment, the oral communication competency involves the ability to ethically and responsibly use verbal and nonverbal communication.

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Og'zaki muloqot kompetensiyasiga nazariy yondashuv

ANNOTATSIYA

Kalit so'zlar:

og'zaki muloqot,
mezonlar,
asos,
yondashuv,
faol tinglash,
malakani baholash,
mas'uliyat,
ifoda

Ushbu maqolada og'zaki muloqotning asosiy til qobiliyatlaridan biri haqida gap boradi. Ma'lumki, og'zaki muloqot har bir til o'rganuvchi uchun juda muhimdir. Hozirgacha dunyo olimlari tomonidan ko'plab usullar va metodlar tadqiq qilingan. Umumiy ta'lim kompetensiyasini baholash maqsadida og'zaki muloqot kompetensiyasi og'zaki va og'zaki bo'lmagan muloqotdan axloqiy va mas'uliyatli foydalanish qobiliyatini o'z ichiga oladi.

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Теоретический подход к компетенции устного общения

АННОТАЦИЯ

Ключевые слова:

устное общение,
критерии,
основа,
подход,
активное слушание,
оценка компетентности,
ответственность,
выражение.

В данной статье рассматривается один из основных языковых навыков устного общения. Как мы знаем, устное общение очень важно для каждого изучающего язык. На сегодняшний день учеными всего мира исследовано множество методов и способов. Для целей оценки общеобразовательной компетенции компетенция устного общения включает в себя способность этично и ответственно использовать вербальное и невербальное общение.

INTRODUCTION

For clear expression of ideas and collaborative processes; engage in active listening; build, express, and justify a claim; and adapt messages to varying situations and contexts. This competency can be further defined with the following criteria:

- Use verbal and nonverbal communication for clear expression of ideas;
- Provides clear central idea(s);
- Uses organizational pattern that enhances central idea(s);
- Demonstrates confident, composed delivery (eye contact, gestures, vocal variety)

that enhances the central message (rather than distracting from it);

- Use verbal and nonverbal communication within collaborative processes²
- Recognizes shared aim (using inclusive/communal language);
- Uses confirmatory responses;
- Demonstrates engagement;

Build, express and justify an informed position:

- Communicates clear position;
- Explains rationale for position;
- Articulates evidence that supports position;
- Recognizes counter-arguments;
- Adapt messages to varying situations and contexts
- Uses language that is appropriate to audience;
- Manages disruptions and distractions appropriately;
- Demonstrates a range of linguistic and delivery styles relevant to situation.

Classroom behavior is a source of anxiety, stress, and distraction for many teachers and is a key reason teachers give for leaving the profession. This often raises questions regarding the extent to which teacher preparation programs and initial teaching placements prepare pre-service teachers for working with students who display challenging behavior, regardless of its basis. In fact, teachers have a broad range of widely applicable strategies they may use in the classroom, such as moving toward a misbehaving student or positively reinforcing appropriate behaviors.

Strategies such as these are an essential part of a teacher's toolkit, but some students require more specific, tiered interventions. One of the more dangerous myths about teaching is that if teachers plan lessons that are engaging enough, students will

behave well. This leads to teachers blaming themselves for student misbehavior and ignores all the other influences that affect a child, such as conflict at home, poor nutrition, and previous school experiences. It also neglects the fact that some children have a specific developmental disorder that affects their processing of information, and hence their learning and behavior.

Some developmental disorders, such as attention deficit hyperactivity disorder (ADHD), are widely known, albeit possibly overdiagnosed and subject to ongoing debate regarding optimal management strategies. Less widely known and understood, however, is the impact of developmental language disorder (DLD) on behavior and learning. Based on the statistics, the odds are good that this is an issue that at least a few students are dealing with in Ms. Turner's eighth-grade science class.³ The good news is that knowledge of difficulties associated with DLD may help teachers not only better deal with challenging behaviors but also improve learning outcomes for students with language disorders, as well as those outside the clinical range who nevertheless display difficulties processing and using oral language. Before considering DLD more closely, however, we need to consider what language skills are and why they are relevant to school success.

The Importance of Oral Language Skills

DISCUSSION AND RESULT

Oral language skills refer to the ability to understand the spoken language of others and the ability to express oneself verbally by putting words and ideas into sentences and engaging appropriately in different social situations. One of the most important roles of adults in children's lives is to teach them the all-important yet unwritten rules of how to behave in a range of social, educational, vocational, and recreational contexts. This work is in equal parts demanding, time-consuming, challenging, amusing, frustrating, repetitive, and (in the long run at least) rewarding. It involves parents and other adults taking the reins in infancy and the preschool years to provide high levels of support, scaffolding, explicit instruction, timely feedback, and repeated opportunities for mastery regarding children's emergent use of language.

As children enter toddlerhood and interact with a wider range of peers and adults, the unpredictability of their social world increases exponentially, and it is impossible for parents or teachers to preempt or intervene in every possible interaction a child will take part in. Instead, they provide this support across many interactions in a day, while over time tapering their level of direct oversight and stepping in when the child or adolescent stumbles.

Fitting in socially at school is crucial to making and keeping friends and to succeeding academically. Being socially competent is generally more difficult for young people with certain disabilities, as social competence is highly sensitive both to developmental level and to disabilities, some of which (such as DLD and mild forms of autism spectrum disorder) are not always formally diagnosed.

Speech-language pathologists use the term "pragmatic language competence" to refer to a speaker's ability to get it right when interacting with others, and they study both the emergence of this skill across childhood and adolescence, and the ways it is compromised by a range of clinical conditions across a person's lifetime. "Getting it right" refers to the ability to draw on executive functions such as planning, attention and concentration, and self-monitoring; to use core language skills (especially vocabulary and syntax) and social cognition skills that allow inferencing (i.e., drawing conclusions from incomplete or ambiguous information); and to resolve mismatches between verbal and nonverbal communication.

Imagine the child who, on being introduced to a distant relative for the first time, asks, “Why have you got hair growing out of your nose?” Most families have amusing, if sometimes excruciating, stories to tell of toddlers whose still coarse pragmatic language abilities meant that an alarming level of candor was used in a social situation. Such blunt honesty can often be laughed off when it comes from a 3-year-old, but it can cause serious social consequences if the speaker is 9 or even only 6 years old. Under typical circumstances, all aspects of pragmatic language ability strengthen with development, though there are generally a lot of stumbles and teachable moments along the way. The inner workings of the ways that we interact with each other as functioning adults are complex and often not obvious. A comment that is perfectly acceptable in one context may draw a hostile or indifferent reaction in another. This reflects the difficulty children and adolescents have in understanding social situations, considering the perspective of the other speaker, and learning subtle rules about when and why it is acceptable to communicate in a particular way.

Most of us have, at some point, misread a social cue, had a lapse in attention, or let our guard down in such a way that we inadvertently tore the social fabric. This might occur in the form of what we think is a witty retort that is actually received as offensive, or when we misunderstand the information a communication partner is seeking and we “answer” a question that was not the one asked. Happily, most of us are equipped to recognize such instances and swiftly repair the exchange to reduce the risk that anyone loses face or is confused, misled, or offended.

Researchers have learned in recent years that a much larger than previously realized number of children and adolescents have difficulties processing and using spoken language and reading social and linguistic cues, and that they are prone to having their pragmatic language difficulties misunderstood and mischaracterized by adults. These children have what is now referred to as developmental language disorder. DLD refers to listening and/or speaking abilities that fall significantly below those expected on the basis of age. This disorder may occur on its own or alongside another impairment or disability, such as autism, intellectual disability, or an acquired brain injury. Knowing about DLD is important for teachers, because its presence is sometimes masked by other difficulties, especially behaviors that appear inattentive and noncompliant. At the extreme end of the spectrum, there is a substantial body of literature showing high rates of previously undiagnosed language disorder in young people who are in contact with the criminal justice system. Although reported rates of such difficulties vary across nations, they are typically in the range of 50–60 percent, far outstripping estimates that place the prevalence of language disorders in the community at 7–10 percent. disorder in young people who are in contact with the criminal justice system. Although reported rates of such difficulties vary across nations, they are typically in the range of 50–60 percent, far outstripping estimates that place the prevalence of language disorders in the community at 7–10 percent.

Considered in the context of the school-to-prison pipeline, these findings call attention to the close association between language difficulties and disruptive behavior, particularly in the context of other risks, such as living in a disadvantaged community. Schools can work to keep such young people engaged with education as a means of countering antisocial influences. When language and behavior difficulties occur together, it is the behavior difficulties that are likely to be a focus for parents and teachers, because

these cause the greatest level of day-to-day disruption for everyone—the affected students, their peers, and the adults in their world. Intervening solely at the level of behavior may not, however, address the root causes, such as difficulties understanding teacher requests.

CONCLUSION

Knowing that young people who come into contact with the criminal justice system are much more likely than their typically developing peers to have difficulties using and understanding everyday language helps us to understand two key issues for such students: why they struggle with verbal interactions, and why their reading, writing, and spelling skills are typically so poor. Reading is fundamentally a linguistic activity, and students with poor language skills struggle with the transition from the spoken word to the written word in the early years of school. Those who do not successfully transition from learning to read to reading to learn often also display inattentive and disruptive behavior in the classroom. In conclusion I want to say that these effects have been validated by a large number of controlled experiments. And there is strong evidence that applying these principles may also aid motivation, as students experience a sense of achievement rather than a sense of frustration.

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