

THE IMPORTANCE OF USING INNOVATIVE TECHNOLOGIES DURING FOREIGN LANGUAGE CLASSES TO IMPROVE SPEAKING SKILLS AT PROFESSIONAL COLLEGES OF UZBEKISTAN

Nasirova Umida Kamolovna

Uzbekistan State World Languages University, Tashkent, Uzbekistan

ABSTRACT

The current article focuses on developing speaking abilities of students/learners of colleges during foreign language classes. Moreover, it is dedicated to the topic “The importance of using innovative technologies at classes to improve speaking skills at professional Colleges of Uzbekistan”. The purpose of the research is to study the significance of using innovative technologies at classes at professional Colleges where learners studying to speak. The article includes itself a literature review where the author on improving speaking skills are discussed very carefully and it consists of steps of organizing speaking activities and effective ways of enhancing speaking of the learners. There are described some speaking activities which are appropriate to use in pre-while or post speaking stages. Progress in speaking an English language is obviously impossible without the gradual assimilation of phonetics, vocabulary and grammars of the English language. It is advisable that the teaching of speaking should begin from the very first lessons. Teaching speaking is closely connected with the other speech activities such as listening comprehension, reading and writing. Listening comprehension and speaking are combined into oral speech and conduct oral speech communications. Without listening comprehension speaking cannot be created. After listening and getting information students/learners can give the answers for the questions by speaking.

Keywords: Speaking activities, monologue, dialogue, Learning skills, traditional method, Communicative Language Teaching (CLT), speaking fluency.

INTRODUCTION

Speaking is considered to be the mostly sought skill for an individual to be accepted competent in a foreign language. Speaking is more than to form grammatically correct sentences; it rather covers broad areas of mechanics, functions, pragmatics and social interaction. Therefore, any foreign language teaching methodology used in the classroom throughout the history has always sought to develop ways to improve the competency of learners in these areas. In contemporary methodologies the emphasis in speaking is fluency rather than accuracy. In a typical classification the speaking activities in foreign language classroom usually falls into one of these categories: Awareness raising activities, Controlled activities and Autonomous activities. There are also some speaking strategies that can be implemented to encourage the unmotivated students to produce speaking.

Nowadays foreign languages are being taught to children at primary level itself. Learners/students are strictly made to speak in foreign language when they are in school premises during the classes. It is noted that in the framework of the Law of the Republic of Uzbekistan "On education" and the National Programme for Training in the country, a comprehensive foreign languagesa teaching system, aimed at creating harmoniously developed, highly educated, modern-thinking young generation, further integration of the country to the world community, has been created. It is the tasks of teachers to prepare taught,

professionally competent and energetic personnel, real patriots to see them in the world depository of science and culture. In this plan the National program about training personnel was worked out on the formation of the new generation of specialist "With the high common and professional culture, creative and social activity, with the ability to orientate in the social and political life independently, capable to raise and solve the problems to the perspective" [67].

When we talk of a person who knows a language, we usually tend to mean that that person is able to produce meaningful sentences in that language; in other words, s/he can speak that language. Thus the claim that s/he knows English usually includes the statement that s/he can speak English. The teaching of a second or foreign language therefore, one way or other covers the teaching of speaking skills. It is safe to assume that many learners starting to learn a foreign language usually seek an improved competency in their productive skills; namely writing and speaking. These learners assess their progress in the target language in terms of their ability to speak fluently in communication. As common sense and research suggests, speaking is more than to form grammatically correct sentences and then to pronounce them. A well-known example of such a grammatically correct, however semantically ill-formed sentence "Colorless green ideas sleep furiously" was composed by Chomsky in 1957 [13]. Language teachers then need to recognize that speaking involves more than mechanics. The three areas of knowledge that composes speaking ability can be stated as follows: Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building) Pragmatics, Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason. Taking into consideration these broad areas of knowledge, second language teaching methodology has switched its emphasis on various objectives throughout the history of language teaching.

LITERATURE REVIEW

Since people learned a foreign language mostly for social purposes, the communicative objectives were emphasized in the Classical Period, the Renaissance and the Modern Ages. However, in the Middle Ages and the Age of Reason, the language teaching objectives shifted towards written and analytical skills. Therefore, teaching speaking skills in these periods were not needed to be emphasized as much as they were done in the Classical, Renaissance and Modern ages. From 1850s to 1950s, Grammar-Translation method was one of the most eminent language teaching methods. In this method, the language practices were usually in written forms and listening and speaking skills were seen as the apex of language ability [43].

On the other hand, the Direct Method which became prevalent in 1890s took speaking and listening as the most important skills. The medium of instruction was a strict use of the target language. Learners studied sequences of carefully planned grammatical phrases by listening and repetition; grammar rules were avoided, and replaced by phrases. These phrases had structures of grammar disguised in them. Vocabulary was learned either incidentally, as part of the phrases being taught, or via lists grouped under types of situation [43].

In Audio Lingual Method the speaking skills were promoted through listening and repeating as foreseen in the behavioral psychology. The repetition activities were believed to achieve automation of speaking skills and language was accepted as a continuum of hierarchically

formed structures from easy to more complex [48]. In 1960's, Chomsky's reasonable criticisms of the structural and behavioral linguistic theories led to aspect of language cannot be explained through habit formation. Chomsky's transformational grammar theory explains the acquisition of language rules only through an innate biological mechanism of individuals. Chomsky calls this mechanism Language Acquisition Device (LAD) [13]. After Chomsky, the structural language teaching methodologies based on explanation, repetition, memorization, drills and production lost their popularity. Especially, after 1970's the Communicative Language Teaching (CLT) underlined the importance of focusing on the functional and communicative aspects of language rather than the grammar and vocabulary building [54]. The CLT emphasizes the learners understanding and explanation of the language functions and notions. With this methodology, learners acquisition of communicative competency is the main purpose [20]. Regarding this, the speaking skills are taught through meaning based dialogues, group works and language activities as authentic as possible. Fluency is more important than grammatical accuracy.

The Natural Approach proposed by Tracy Terrell & Stephan Krashen in 1977 is based on learning through comprehensible input when the learner is affectively ready to receive it. In this approach, the importance of speaking is not by itself but rather its potential in providing comprehensible input [37]. According to Krashen [37], the fluency in speaking is not achieved through speaking drills but rather by understanding the input in listening and reading. In other words, speaking is the result of comprehension level, not its cause. The role of speaking in acquisition is an indirect role of its contribution to comprehension. There are also a number of other scholars who have different perspectives than Krashen about the role of teaching speaking on language acquisition. Scholars taking language acquisition from a socio-cultural perspective claim that a person's full acquisition of a language only occurs through interaction of individuals in various social situations, in other words speaking is the cause of acquisition.

Swain's [66] Comprehensible Output Hypothesis claims creating situations in which learners speak is essential for language acquisition. Today, comprehensible input and social interaction including negotiation of meaning are considered to be the most essential two factors in second language acquisition [18]. Therefore, in any language teaching program making learners achieve their communicative goals in effective and interactional English speaking situations and making them gain speaking skills are principal goals.

The authentic text was defined as a text that was created to fulfil some social purpose in the language community in which it was produced [40]. The term authentic has been used as a reaction against the prefabricated patterns of the textbooks while authentic texts were the non-pedagogical texts used to help learners improve not only their communicative but also their cultural competences. Authentic materials - also known as realia - can be described as anything created for native speakers of a language, we can use for our teaching purposes. With the changing linguistic boundaries, it is now widely known as materials that include ideas, words, phrases and expressions that are heard and read in real-life situations. In accordance with the tendency to develop not only the communicative but also the cultural competences in language teaching, there was a need to clarify the notion of authentic text and communicative authenticity. It has been debated in Europe (Coste, 1980, Widdowson, 1970, Breen 1985) and The United States (Kramsch 1988, Nostrand 1989).

According to Widdowson, authenticity does not lie in the text but in the way speakers and readers make use of it, namely in their response. Taking also into account that the link between a certain language and its social community can be very changeable, we believe that cultural

and communicative competence means understanding the social conventions of the target language speech community while preserving one's own. Learners can mimic the behavioral patterns of that community derived from the authentic text to a certain extent since the first goal is to communicate and not to behave like someone else which means somehow losing one's social and linguistic identity. The learner can behave both as an insider and an outsider of the target culture if s/he understands the cultural situation. Consequently, teachers should be concerned more about authentic language learning which requires communication and metacommunication in the language education. Nostrand [51] raised the issue of cultural competence which includes to a certain extent the obligation to behave in accordance with the social conventions of a given speech community. Students should mimic linguistic and behavioural patterns observed in the authentic texts as a good way of understanding the culture of the target language. Additionally, [51] recommends separate knowledge about the culture and experience of the culture through what they called cultural competence and cultural performance. Ultimately, Breen, speaking about the ability of the learner to behave both as an insider and an outsider to the speech community whose language he/she is learning suggests that "the learner will re-define any text against his own priorities, precisely because he is a learner". Such critical understanding becomes an educational issue of pedagogic effectiveness while he concludes that "perhaps all other questions of authenticity in language teaching may be resolved if the potential of the classroom is fully exploited. Teachers and students are naturally attracted to authentic texts. Finding that you can read something designed for a native speaker is motivating, and developing strategies to deal with areal texts enables students to read more confidently and extensively outside the classroom. But, teachers also need to consider just how helpful the authentic text we choose actually is for our students. Authentic texts can be helpful at any level. Beginners need simpler types of texts as compared to advanced students who have previous knowledge. That is why teacher should be very critical and take into consideration issues like the difficulty, the interest and the topics. Many of the features of authentic texts are far more complex than we might realize at first glance.

Widdowson [71] pointed out that the language presented to students does not need to be simplified for easy access. He further stated that, "Nowadays there are recommendations that the language presented should be authentic." Authentic materials gradually made their way into textbooks in the form of advertisements, brochures, menus, schedules, recipes, songs, and other items utilized in daily life. Other types include articles, in newspapers and magazines, movies, movie trailers, pictures, documentaries, interviews, broadcasts of different types. However, literature was still not viewed as suitable material for language learning. There is an almost limitless supply of materials available online that come directly from the target cultures of the languages we teach. These resources provide "real life" linguistic input as well as valuable cultural information for our students. Students learn important topics through materials like audio, video, books, journals, magazines, newspapers and online resources. Furthermore, multimedia technology affords the learner multiple ways of learning a language from real-life material. It is a powerful blend of computers, video, photography, and sound. The materials available on the internet can meet all demands, according to level and interest in language teaching.

Theoretical bases of improving speaking skills of students/learners during foreign language classes at Colleges

The pupils of school, lyceums and colleges will be able to use in speaking units of English language or expression, words, word combinations, sentences. They will assimilate actively and lastingly. Progress in speaking an English language is obviously impossible without the gradual assimilation of phonetics, vocabulary and grammars of the English language. It is

advisable that the teaching of speaking should begin from the very first lessons. Teaching speaking is closely connected with the other speech activities such as listening comprehension, reading and writing. Listening comprehension and speaking are combined into oral speech and conduct oral speech communications. Without listening comprehension speaking cannot be created. After listening and getting information we, the pupils can give the answers for the questions by speaking.

By listening comprehension, the pupils will know, get acquainted with words, word combinations, sentences and their pronunciation which seriously needs for speaking. Speaking is also connected with reading. By reading the pupils get new information, contents. This information is used in speaking. By reading the pupils also consolidate, assimilate the pronouncing of words, word combinations, intonations. For speaking they are need, they help to teach speaking. Speaking is closely connected with writing too. Writing helps to memory information and helps to speaking. So we can say speaking helps to teach listening comprehension, reading and writing. Without connections of the speech activities speaking cannot be taught, learned, and studied. Listening comprehension, speaking, reading, writing supplement each other as in teaching English language. Speaking is divided into monologue, dialogic, polilogue speeches. The monologue, the dialogic speeches are taught at schools. But polilogue speech is not taught there.

Speaking as an interactive process

- Providing successful oral fluency practice;
- Designing discussion activities;
- Distinguishing fluency and accuracy activities;
- Distinguishing spoken interaction from spoken production

While teaching speaking it is importance to keep balance accuracy and fluency. Both refer to the productive skills of the students. Where one focuses on getting the language right, the other focuses on getting the language out smoothly and quickly. Analyzing the term accuracy, it's important to mention the definition of it. Accuracy refers to the mechanics of the languages. Students address and improve on the following ideas:

1. Clear and articulate speaking or writing
2. Language free from grammar mistakes
3. Words spelled and/or pronounced correctly
4. Language appropriate to the situations and/or context.

When a teacher, classroom, or student fails to consider accuracy in the class, then students may sound less fluent and capable with language. This can quickly cause problems when students need to use the language for more than casual conversation.

For example, let's say a businessperson uses English for email, as well as regularly attends teleconferences with the head office. Because for email, as well as regularly attends teleconferences with the head office. Because English ability is so visible, it oftentimes easily gets confused with overall job ability or competence. The businessperson thus sounds less capable in the world of business, especially with peers and colleagues he doesn't regularly and directly work. It really isn't much different than a colleague who dresses in shorts and stained t-shirts. In most business industries, peers simply don't take him seriously or believe him to be fully competent. There are unsympathetic listeners to consider too. Most native English speakers in the real world outside of the classroom don't have the background or patience to work through the mistakes of non-native English speaker. Whether the mistakes come from the native tongue of the students, are pronunciation

problems, grammar problems, or even cultural differences, breakdowns in communication occur. What had been intelligible in the classroom for the teacher and other students is suddenly no longer intelligible outside the classroom.

The main aim of teaching speaking is forming and developing the communicative competence. Teaching speaking has two accompanying aims. They are:

First aim: Teaching speaking as means of the English language teaching and as a means of the English Communications.

Second aim. Being able to use speaking in forming the communication or forming speaking habits.

So speaking can be a means of the English communication and speaking itself is taught by speaking. Speaking must be taught as being able to use it in the activities. We, the teachers form the speaking habits, skills. Habits, skills of speaking must be used in the speech activities.

Teaching speaking has its contents. The content of teaching speaking means what to teach on speaking and what to do with speaking? The content answers to these two questions. The contents of teaching speaking are written, are showed in the school, lyceums and college programs.

We teach the monologue, dialogue speeches by speaking.

We give information, have conversation and communicate by speaking, by monologue, dialogue speeches at schools, lyceums and colleges.

The monologue and the dialogue speeches have their own contents.

The content of speaking is shared into three parts:

1. The linguistic part
2. Psychological part
3. The methodological part

The linguistic part. It consists of the language materials-phonetics, lexical, grammar, sentences, speech patterns which are needed for speaking.

They are selected according to the themes of the monologue, dialogue speeches.

The requirements for both of forms of speaking, themes are written, are showed, as usual in the programs of schools, lyceums and colleges.

Psychological part. Psychological part deals with the forming of speaking habits, skills.

It consists of reproduction, filling the omitted words, changing, enlarging speech, and speaking.

In the reproduction we can change some elements of the speech.

For example,

This is a black pencil. This is white pencil.

The pupils enlarge the sentences so:

I have a book.

I have an English book.

I have an interesting English book.

I have an interesting English book at home etc.

The pupils join their own speaking, minds

For example,

For the sentence I am fond of, the pupils put or join their sport hobbies.

The methodological part.

It deals with the principles, methods ways and exercises of teaching monologue, dialogue speeches.

Every teacher must get acquainted and know, conduct teaching according to the requirements of the programs of school, lyceums and colleges.

Practical results of our investigation

The experiment of our research took place in three objects: Tashkent College of Communications, Samarkand College of information technologies and Karshi College of polytechnics during 2016 – 2019 academic years

Table 1. The necessary data for the research was collected in the following mediums:

	Medium	Respondents	Type
1	Questionnaire	Teachers	According to the teaching process
2	Questionnaire	learners	Yes/no; close ended questions/ translation
3	Pre-test	learners	Multiple choice; true/false; make up the dialogue
4	Lesson plans	learners	Focused on testing speaking/ making monologue
5	Post-test	learners	Multiple choice; true/false; make up the dialogue

Stage 1

Experiment started on January 2016 with the experimental group at Colleges. According to class register there should have been 15 students but there were three students absent for different excuses.

Importance of speaking in improving communicative competence was introduced to learners. While discussing the importance of speaking some learners expressed shyness, barrier and the influence of native language in the English classes and in particular speaking activities in the lessons.

For the next stage teachers and learners were asked to do the questionnaires pre-prepared by the researcher in a short time. There were multiple choice adverbs of frequency tests for teachers to tick and yes/no questions and open ended questions for learners to fill.

Majority of the pupils have just got acquainted with the tests going to be applied for the English classes. However, they were ready to try the methods in their learning process. Moreover, they were really interested in recording their own voice to the ending of the experiment.

Stage 2

There were used several speaking activities based on the same record but with different tasks in order to have learners understand all the idea conveyed in the recording. Learners were very attentive to the whole process.

As for the control group, they went on having the typical classes on the curriculum. But it also had some changes according to the preferences learners expressed in the questionnaire so that they would be attentive to the class.

As the two groups had different approach on the same topic every class the results and differences had to be identified every time after the session. Additionally, learners were asked some feedback concerning to the challenge of each activity and test applied in the classes.

Stage 4

At the beginning of the experiment both of the groups were given pre-tests to identify the level of the learners in speaking skill and also it was crucial to compare what changes were found out after the experimental class plans were applied.

Stage 5

A number of class plans were designed for the experiment. They were based on the visual aids which are considered to be efficient in improving speaking skill. The attention was paid mostly application of pictures in classrooms such as posters, pictures, photos to develop oral proficiency. All the lessons were designed thoroughly to meet the requirements of the learners and to reach the proof of the hypothesis of the research. The experimental class plans were used not one after another as the English classes cannot consist of only speaking activities. Therefore, the specially prepared lesson plans were applied every other English lessons for the experimental group. They were mostly individual tasks and tests to do.

The situation with control group was not the same as the experimental group. As they had the classes according to their own preferences which are not aimed at particular skill they had the type of classes in each of their lesson. During the implementation of the experimental lesson plans the class was thoroughly observed by the researcher and checked the involvement of all participant learners on the tests prepared.

Stage 6

Having a post-test with the participants was the final part of the data collection process which enables the researcher to make comparative statistical analysis of the experiment.

CONCLUSION

Concluding the article, it should be noted that the activities designed to fit the purposes of an ESP classroom at colleges turned out to be a helpful instrument in the development of learners/students' speaking skills and preparation for their future carrier. This claim is proved by the results of the survey, as well as by the personal observations.

It is so important for the teacher to have a great amount of information concerning teaching speaking to be able to provide the learners/students with efficient conversational lessons.

One of them is the role of motivation in the learning process. It's obvious that learners/students' progress in speaking a foreign language depends on motivation and encouragement from their teachers. If there are no stimulating factors and the learners/students are not motivated, it leads to boredom in class. To prevent this, entertaining communicative activities and interesting topics proved to be very useful and effective. Another fact while evaluating presented activities, is distinguishing them according to the teacher's objective. The fluency activities proved to be essential while practicing fluent conversation to prepare learners/students for the real world. Since using various types of communicative activities are very beneficial in the classes, it would be fruitful to use them during foreign language classes by teachers whose aim is to improve their learners'/students' communicative skills.

Practical recommendation, we want to note, includes several suggestions for the teachers of teenage classes:

- To bear in mind psychological characteristics of the learners/students as they would like to be rebellious in this of their age;
- Learners/students should be active participants of the designing of the speaking activities as by applying visual aids, namely, pictures posters, and so on;
- Having speaking activities together with learners/students should be considered as one of the vital extra-class activities as pupils will enjoy the involvement of modern technologies to the classes so they take part in the kind of activities with pleasure;

Scientific idea for the further investigations of the topic includes one very big point. As designing visual aids is considered to be very time consuming, several stage activities most of the language teachers avoid it by downloading the readily available material from different sources having their learners troubled at the same time. The idea put forward in this research deserves to be studied thoroughly in bigger investigation in order to have it included to lyceum, college and further education curriculum as a good method of improving speaking and pronunciation.

According to our investigation, we found out and understood that in college life teachers can adapt teaching speaking skill for ESP learners. It is more effectual and useful way of teaching and learning new language for learners/students too. As it was said “If a person cannot learn in the way we teach, we must teach in a way the person can learn”.

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