

LINGUISTIC FEATURES OF THE DEVELOPMENT OF ORAL SPEECH COMPETENCE OF STUDENTS OF THE DIRECTION OF PHYSICAL CULTURE EDUCATION (ON THE EXAMPLE OF SPORTS TERMINOLOGY)

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ABSTRACT

This article deals with linguistic features of the development of oral speech competence of students of the direction of Physical Culture Education. The communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners acquire the desired skills rapidly and agreeably.

Keywords: Education, development, speech, technology, method.

INTRODUCTION

The “communicative approach to the teaching of foreign languages” — also known as Communicative Language Teaching (CLT) or the “communicative approach” — emphasizes learning a language through genuine communication. Learning a new language is easier and more enjoyable when it is truly meaningful. Communicative language teaching (CLT) is an approach to the teaching of second and foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. It is also referred to as “communicative approach to the teaching of foreign languages” or simply the “communicative approach”. Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and the ultimate goal of study. Language learners in environments utilizing CLT techniques learn and practice the target language through interaction with one another and the instructor, study of "authentic texts" (those written in the target language for purposes other than language learning), and use of the language in class combined with use of the language outside of class.

An effective knowledge of a language is more than merely knowing vocabulary and rules of grammar and pronunciation. Learners need to be able to use the language appropriately in any social context. Theorists agree that meaningful communication supports language learning and that classroom activities must focus on the learner’s authentic needs to communicate information and ideas.

Grammar, pronunciation, and vocabulary are, of course, necessary parts of effective communication. With the communicative method, two primary approaches may be taken:

- 1-Some teachers prefer to teach a rule, then follow it with practice.
- 2-Most, though, feel grammar will be naturally discovered through meaningful communicative interaction.

Communicative Language Teaching

The term "Communicative Language Teaching" (CLT) means different things to different teachers. To some teachers, it simply means a greater emphasis on the use of the target language in the classroom, and in particular, a greater emphasis on orality. To other teachers,

communication entails the exchange of unknown information between interlocutors. And finally, some teachers understand communication in the most global, anthropological terms, that is, as a cultural-bond system for making meaning. Despite their various definitions of CLT, all the module instructors seem to advocate for a communicative approach.

Materials and methods

Principles of The Communicative Approach:

1. Language learning is learning to *communicate* using the target language.
2. The language used to communicate must be appropriate to the situation, the roles of the speakers, the setting and the register. The learner needs to differentiate between a formal and an informal style.
3. Communicative activities are essential. Activities should be presented in a **situation or context** and have a **communicative purpose**. Typical activities of this approach are: games, problem-solving tasks, and role-play. There should be information gap, choice and feedback involved in the activities.
4. Learners must have constant interaction with and exposure to the target language.
5. Development of the four macro skills — speaking, listening, reading and writing — is integrated from the beginning, since communication integrates the different skills.
6. The topics are selected and graded regarding age, needs, level, and students' interest.
7. Motivation is central. Teachers should raise students' interest from the beginning of the lesson.
8. The role of the teacher is that of a guide, a facilitator or an instructor.
9. Trial and error is considered part of the learning process.

The communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners acquire the desired skills rapidly and agreeably.

CLT is the most effective way to teach second and foreign languages. However, audio-lingual methodology is still prevalent in many text books and teaching materials.

Using the Method

The most common educational model applied in the context of the Communicative Method is the Functional-Notional approach, which emphasizes the organisation of the syllabus. This breaks down the use of language into 5 functional categories that can be more easily analyzed: personal (feelings, etc.), interpersonal (social and working relationships), directive (influencing others), referential (reporting about things, events, people or language itself), and imaginative (creativity and artistic expression).

These 5 broad functions are then delivered by the teacher in the classroom using the '3 Ps' teaching model, which stand for Presentation, Practice and Production.

MALL is a subset of both Mobile Learning (m-learning) and computer-assisted language learning (CALL). MALL has evolved to support students' language learning with the increased use of mobile technologies such as mobile phones (cellphones), MP3 and MP4 players, PDAs and devices such as the iPhone or iPad. With MALL, students are able to access language learning materials and to communicate with their teachers and peers at any time, anywhere. Enhancing language learning through MALL provides dynamics which are not available through the traditional classroom. MALL offers ubiquitous access to learning anytime, anywhere the user has reception. This enables users to brush up on language skills just before or just after a conversation in the language they are

learning. Handheld delivery also affords new dynamics for collaborative learning as users can share the language learning process in small synchronous groups.^[8]

Kloper et al. (2002) claimed 5 properties of mobile devices which can produce unique educational affordances:

- Portability-the small size and weight of mobile devices means they can be taken to different sites or moved around within a site.
- Social interactivity-data exchange and collaboration with other learners can happen face-to-face.
- Context sensitivity-mobile devices can both gather and respond to real or simulated data unique to the current location, environment and time.
- Connectivity-a shared network can be created by connecting mobile devices to data collection devices, other devices or to a common network.
- Individuality- scaffolding for difficult activities can be customized for individual learners.

The most notable constraints for earlier MALL include poor sound and display quality coupled with very limited devices and download speeds. Newer integrated PDA devices have narrowed the gap with higher access speeds, larger screens, having functions and capacities similar to laptop computers (Nah, et al. 2008). Since the PDA devices are now mostly displaced by smartphones, in particular those based on iOS and Android, it is safe to say the constraints mentioned earlier are now non-existent. Language teaching was originally considered a cognitive matter, mainly involving memorization. It was later thought, instead, to be socio-cognitive, meaning that language can be learned through the process of social interaction. Today, however, the dominant technique in teaching any language is communicative language teaching (CLT).

It was Noam Chomsky's theories in the 1960s, focusing on competence and performance in language learning, that gave rise to communicative language teaching, but the conceptual basis for CLT was laid in the 1970s by linguists Michael Halliday, who studied how language functions are expressed through grammar, and Dell Hymes, who introduced the idea of a wider communicative competence instead of Chomsky's narrower linguistic competence. The rise of CLT in the 1970s and early 1980s was partly in response to the lack of success with traditional language teaching methods and partly due to the increase in demand for language learning. In Europe, the advent of the European Common Market, an economic predecessor to the European Union, led to migration in Europe and an increased population of people who needed to learn a foreign language for work or for personal reasons. At the same time, more children were given the opportunity to learn foreign languages in school, as the number of secondary schools offering languages rose worldwide as part of a general trend of curriculum-broadening and modernization, and foreign-language study ceased to be confined to the elite academies. In Britain, the introduction of comprehensive schools, which offered foreign-language study to all children rather than to the select few in the elite grammar schools, greatly increased the demand for language learning.

CONCLUSION

This increased demand included many learners who struggled with traditional methods such as grammar translation, which involves the direct translation of sentence after sentence as a way to learn language. These methods assumed that students were aiming for mastery of the target language, and that students were willing to study for years before expecting to use the language in real life. However, these assumptions were challenged by adult learners, who were busy with work, and some schoolchildren, who were less academically gifted, and thus could not devote years to learning before being able to use the language. Educators realized that to

motivate these students an approach with a more immediate reward was necessary, and they began to use CLT, an approach that emphasizes communicative ability and yielded better results.

Additionally, the trend of progressivism in education provided further pressure for educators to change their methods. Progressivism holds that active learning is more effective than passive learning; consequently, as this idea gained traction, in schools there was a general shift towards using techniques where students were more actively involved, such as group work. Foreign-language education was no exception to this trend, and teachers sought to find new methods, such as CLT, that could better embody this shift in thinking.

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