

integratsiyadan foydalanish mumkin. Bu usullarning hammasi ham bolalardan mustaqil ishlashni, o'z fikrini erkin bayon etishni, keng fikrlashni talab etadi. Agar boshlang'ich sinf o'quvchilarini yangi pedagogik texnologiyadan foydalanib o'qitilsa,

- o'qish darslarida o'rganiladigan mavzuni o'quvchilarga qiziqarli qilib tushuntirish imkoni yaratiladi;
- o'quvchilarning zo'riqishini oldi olinadi;
- o'quvchilarning mustaqil bilim olishiga imkon yaratiladi va ularning mustaqil faoliyati rivojlantiriladi;
- har bir o'quvchining darsga qiziqish bilan ishtirok etish, o'z fikrini bildirishiga imkon beradi;
- o'quvchilarni og'zaki nutqi rivojlantiriladi;
- bo'sh o'zlashtirishning oldi olinadi;

O'quvchi faol bo'lishi uchun, avvalo o'qituvchi faolligi talab etiladi.

Darhaqiqat faollik-buguning eng muhim tushunchasi. Chunki, Vatanimizning ravnaqi, ta'lim taraqqiyoti ko'p jihatdan o'qituvchi va o'quvchilarning faolligi bilan chambarchas bog'liq.

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DEVELOPING SPEAKING ACTIVITIES

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, a teacher need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity alone will not necessarily produce competent speakers. Teachers need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Two common kinds of **structured output activities** are information gap and jigsaw activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

Here some of **information gap activities** are presented.

Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."

Completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an appointment book in which certain dates and times are already filled in and other times are still available for an appointment. Of course, the open times don't match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference.

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

In one fairly simple jigsaw activity, students work in groups of four. Each student in the group receives one panel from a comic strip. Partners may not show each other their panels. Together the four panels present this narrative: a man takes a container of ice cream from the freezer; he serves himself several scoops of ice cream; he sits in front of the TV eating his ice cream; he returns with the empty bowl to the kitchen and finds that he left the container of ice cream, now melting, on the kitchen counter. These pictures have a clear narrative line and the partners are not likely to disagree about the appropriate sequencing. You can make the task more demanding, however, by using pictures that lend themselves to alternative sequences, so that the partners have to negotiate among themselves to agree on a satisfactory sequence.

More elaborate jigsaws may proceed in two stages. Students first work in input groups (groups A, B, C, and D) to receive information. Each group receives a different part of the total information for the task. Students then reorganize into groups of four with one student each from A, B, C, and D, and use the information they received to complete the task. Such an organization could be used, for example, when the input is given in the form of a tape recording. Groups A, B, C, and D each hear a different recording of a short news bulletin. The four recordings all contain the same general information, but

each has one or more details that the others do not. In the second stage, students reconstruct the complete story by comparing the four versions.

With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves.

Structured output activities can form an effective bridge between teacher's modeling and communicative output because they are partly authentic and partly artificial. Like authentic communication, they feature information gaps that must be bridged for successful completion of the task. However, where authentic communication allows speakers to use all of the language they know, structured output activities lead students to practice specific features of language and to practice only in brief sentences, not in extended discourse. Also, structured output situations are contrived and more like games than real communication, and the participants' social roles are irrelevant to the performance of the activity. This structure controls the number of variables that students must deal with when they are first exposed to new material. As they become comfortable, they can move on to true communicative output activities.

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are role plays and discussions.

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

- Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it

- Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product

- Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that that person might use.

- Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.

- Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.

- Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.

- Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.

- Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.

- Do topical follow-up: Have students report to the class on the outcome of their role plays.

- Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Discussions, like role plays, succeed when the teacher prepares students first, and then gets out of the way. To succeed with discussions:

- Prepare the students: Give them input (both topical information and language forms) so that they will have something to say and the language with which to say it.

- Offer choices: Let students suggest the topic for discussion or choose from several options. Discussion does not always have to be about serious issues. Students are likely to be more motivated to participate if the topic is television programs, plans for a vacation, or news about mutual friends. Weighty topics like how to combat pollution are not as engaging and place heavy demands on students' linguistic competence.

- Set a goal or outcome: This can be a group product, such as a letter to the editor, or individual reports on the views of others in the group.

- Use small groups instead of whole-class discussion: Large groups can make participation difficult.

- Keep it short: Give students a defined period of time, not more than 8-10 minutes, for discussion. Allow them to stop sooner if they run out of things to say.

- Allow students to participate in their own way: Not every student will feel comfortable talking about every topic. Do not expect all of them to contribute equally to the conversation.

- Do topical follow-up: Have students report to the class on the results of their discussion.

- Do linguistic follow-up: After the discussion is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

Through well-prepared communicative output activities such as role plays and discussions, you can encourage students to experiment and innovate with the language, and create a supportive atmosphere that allows them to make mistakes without fear of embarrassment. This will contribute to their self-confidence as speakers and to their motivation to learn more.

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ЗАМОНАВИЙ ҶЎҚИТИШ УСУЛИ – ДАВР ТАЛАБИ

Барча соҳаларда бўлгани каби таълим – тарбия тизимида ҳам чуқур ва изчил ислохотлар олиб бориш талаби англаб етилиб, Қонунлар қабул қилинди ва улар ҳаётга тадбиқ этилмоқда. Шуларнинг натижаси ўлароқ, дарсларни ноанъанавий усулларда ўтиш, фан ва техниканинг имкониятларидан кенг фойдаланиш талабаларнинг билим савиясини янада оширишга хизмат қилмоқда.

Чет тили дарсларини турли услубларга таяниб, айниқса, замонавий интерактив усулларни қўллаган ҳолда олиб бориш анча юқори самара беради. Ўз навбатида, бундай усулларни қўллаб, машғулот олиб бориш ўқитувчидан юксак савиядаги билим ва катта тайёргарликни талаб этади. Дарсни қизиқarli ва самарали олиб бориш учун ўқитувчи унда турли усуллар, замонавий ўқитиш методлари – интерактив усулларни қўллар экан, натижасини олдиндан кўра билиши, талабаларнинг билимли, етук малакага эга бўлишларини таъминлаши лозим.[1]

Ўқитувчи дарсни бир хил шаклда олиб бормасдан, талабаларни қизиқтириш учун янгидан – янги усулларни қўллаб олиши, улар фақатгина ахборот қабул қилмасдан, ўз фикрлари орқали ўрганганларини бошқа талабалар билан муҳокама қилишлари, янги сўз ва сўз бирикмаларини оғзаки нутқда такрорлаш орқали уларни истеъмолга киритишда ўқитувчи дирижёр-лик вазифасини ўташи лозим.

Ўқитувчи доскага санани ёзар экан, бу мамлакатимизда ёки тили ўрганилаётган мамлакатда қандай кун эканлигини сўраб, уларнинг бу соҳадаги билимларини ривожланишига ҳам ҳисса қўшади. Герберт Уэльс, Майкл Фарадей, Дэвид Копперфильд, Артур Гендерсон, Ричард 1, Эдвард Эпплтон, Абдулла Қаҳҳор каби машҳурларнинг туғилган саналари бўлганлигини айтиб, улар тўғрисида қисқача маълумот беради.[2]

Ўтилган мавзунини сўрашда, талабаларнинг қисқа – қисқа жавоб бериши, бунда кўпроқ талабаларнинг ўзларини жалб қилиниши, ўқитувчининг эса мавзунини маълумотлар билан тўлдиришга интилиши, унинг тез ва аниқ бажарилиши вақтга муносабатини билдириши лозим.

Дарсда янги грамматик мавзу эълон қилиниб, ўқитувчи уни турли йўл – лар билан, яъни доскага турли чизмалар чизиш, ҳаракатлар билан кўрсатиш, олдинги ўтилганлари билан таққослаш каби лар орқали тушунтириши, уни мустақамловчи саволлар билан талабаларни фикрлашга жалб этиши лозим.

Албатта, талабаларнинг барчаси мавзунини бирдай ўзлаштира олмайдилар, шу нинг учун уларни ижодий ишлашга ундаб, уларнинг мулоҳаза – фикрлари орқали мавзу ўзлаштирилса, яхши натижа беради.

Янги тузилган ибораларни ўқиб берувчи талабаларнинг кетма – кетликдаги тартиби махсус ўйин орқали аниқланади ва бу талабалар учун ўзига хос дам олиш машғулоти вазифасини ўтади. Навбатдаги фонетик машғулотларда эса асосан аудиоматндаги қисқа суҳбатларни тинглаб, сўзлари тушириб қолдирилган қоғоздаги матнни тўлдирлади. Аслида талабага берилган тўлиқсиз матн билан аудиоматндаги суҳбат бир хил бўлиб, янги ибораларни ёдда сақлаб қолган ва ўта зийраклик билан тинглангандагина, шартни муваффақиятли бажариши мумкин.[3]

Кейинги услуб кичик грамматик тестларни топшириш бўлиб, у икки гуруҳга бўлинган ҳолда ўтилади, қолаверса, улар ўзларининг гуруҳи учун курашишади. Биринчи жамоа вакили бирор (ўтган дарсда вазифа қилиб берилган) сўзни айтгач, иккинчи жамоа вакили доскага чиқиб, дастлаб сўзнинг инглизча таржимасини айтади, сўзнинг ҳарфлардаги ва транскрипциядаги шаклини ёзиб кўрсатади. Навбати келган пайтда доскага чиқиб, беҳато ёза олган талаба дарснинг “кичик қаҳрамони” бўлади.

Ўқитувчи томонидан тарқатилган махсус варақчаларда ҳам ёзиб берилган тестни ўқитувчи ўз қўлига олар экан, ўтган галги тест натижаларини бериши лозим. Бироқ энг қизиғи, тестга қўйилган балл ёнидаги гап ўқитувчи томонидан ҳар бир талаба учун ёзилган бўлади: “Сенинг ҳаракатинг жуда яхши, бундан кейин уни сусайтирма! ёки Имтиҳон яқин, мен сенинг яхши баҳо олишингни истаيمان, шунинг учун кўпроқ ҳаракат қил!” каби лар. Негадир талабаларни тестнинг натижаларидан кўра дастлаб ана шу ёзувлар қизиқтиради. “Сенга нима деб ёзибди?” дея бир-бирдан сўрашади.

Услублардан яна бирини мисол келтирамиз. Дарс давомида энг фаол талаба аниқланиб, у тангадеккина қоғозга чизилган қизил атиргул расмини олади ва бу “жуда аъло” деган маънони англатади, яшил рангли барглар “5” дан, жигар ранг айиқчалар “4” дан, сариқ олмахон жуда кам ҳолатларда берилади, у эса “3” дан дарак беради. Дарснинг якунида ҳар бир талабанинг дарс жарёнидаги фаолияти баҳоланади.

Хулоса қилиб айтганда, инглиз тили ўқитувчисининг дарс бериш услуби ўзига хос экани билан бирга, қуйидаги жиҳатларни ҳам ўз ичига олиши мумкин:

- меъёридан ортиқ мураккаб дарс ўтмаслиги;
- бугунги дарсда кечаги усуллар бир-бирини такрорламаслиги;
- дарс аввалида ўқитувчининг эмас, талабаларнинг ўтган машғулотдаги асосий қоидаларни такрорлаши;
- ҳар бир дарс учун қайтарилмас тарқатма материаллар берилиши;

Инглиз тилини пухта ўргатиш, мулоқот давомида талабаларнинг ўзига тааллуқли масалаларни эркин муҳокама қила олиши, умуман, оғзаки ва ёзма шаклларда мулоқот қилишни ўргатиш ҳозирги куннинг энг муҳим вазифаларидан биридир.

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