

THE IMPORTANCE OF TECHNICAL EQUIPMENTS FOR THE DEVELOPMENT OF COMMUNICATIVE SKILLS

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Abstract. *In the article, the role and importance of storytelling exercises in the development of oral speech of students, as well as the advantages of using computer technology, are revealed using examples. As a learning tool, the telling of stories can encourage students to explore their unique expressiveness and can heighten their ability to communicate thoughts and feelings in an articulate lucid manner. In our fast paced media driven world storytelling can be a nurturing way to remind children that their spoken words are powerful, that listening is important and that clear communication between people is an art.*

Keywords: *Clear communication, traditional folktales, picture, expressiveness, stress, intonation, rhythm.*

Communicative language teaching recognizes the importance not only of lexis and syntax, but also of stress, intonation, rhythm and voice quality in conveying our message. One of the main methods of improving oral communication is storytelling. Storytelling is an old tradition, the listeners learn from the teller and apply the lessons to their own lives. When students meet stories have been told by their teachers they will begin to achieve new criteria of communication. Storytelling is an oral tradition and because of the issues which have been worked through by the telling of stories, storytelling has contributed to the creation of the great epics of the world. As a learning tool, the telling of stories can encourage students to explore their unique expressiveness and can heighten their ability to communicate thoughts and feelings in an articulate lucid manner. In our fast paced media driven world storytelling can be a nurturing way to remind children that their spoken words are powerful, that listening is important and that clear communication between people is an art. Negotiation, discussion and tact are peacemaking skills. Clear communication is the first step to being able to ask for help when it is needed. Both telling a story and listening to a well told tale encourages students to use their imaginations. Storytelling based on traditional folktales is a gentle way to guide young people toward constructive personal values by presenting imaginative situations in which the outcome of both wise and unwise actions and decisions can be seen. As a storyteller it is important to know your story but this does not necessarily mean memorizing the words. One way of accomplishing this is to make an outline of the story to study. Another way is to imagine a picture for each part of the story with all the important things in the picture. One important thing that, before to tell anything must be checked out the space. If there is something that needs to be set up or changed, something to be planned do it early before you tell. As a storyteller, it is obviously important to know your story but this does not necessarily mean memorizing the words. You can do that if you want to, but the main thing is to know

what happens to whom and when it is supposed to happen. Teachers must keep the introduction and explanation as brief as possible. Guided visualization and working with computers can also be an effective tool. Sitting in some quiet place, and imagine as clearly as possible that you are preparing to perform all your senses: sights, sounds, smells, and feelings associated with these pre-performance moments. I think, in order to get a good result, storytellers must use computer technologies. There are a lot of activities that can be used with computers. And they are very effectively to learn the language well. Here we can say listening activities:

As a pre-listening activity, show a picture of one of the characters in the story and invite the learners to speculate on the nature of the tale. Alternatively ask them to speculate on the basis of the title or a sentence from the text.

As a while-listening activity, ask the learners to identify a certain number of words in the story that are semantically or grammatically incorrect. They can then pair up or form small groups to compare their answers.

As a post-listening activity, invite the learners to rewrite the story as a newspaper article. Placing the tale in another setting in this manner is an effective way of checking that learning has taken place.

Switch on the computer and hold up some pictures. Then explain to the learners that something happened before this picture was taken and something happened after it was taken. Split the class into two groups. Have one group prepare the **before** stories and the other group **after** stories. Then have students **join** the before and after stories that fit.

As a post-listening activity, invite the learners to copy ten to twenty words from the story and to create a matching activity by splitting the words in two. The aim is to match the numbers on the left with the letters on the right. They can then exchange activities with their partners and test each other. Alternatively they can produce gap-fill activities by copying out an extract from the story and omitting certain words for their partners to find.

As a post-listening task, ask the learners to guess what the tale is about from a list of ten key words-expressions taken from it.

Prepare set of questions about the story. Then exchange your questions with another pair and answer the questions. Use the following frames to help you.

What did you think was the most ___ thing about the story?

Was there anything in the story that really ___ help you?

According to the story, what ___?

What reasons are given for ___?

These are helpful activities which will help to communication. Using such kind of activities will help students to enlarge their imaginations and their world view. A good teacher should know how to motivate and encourage learners to interact and take active role in language classes and how to deal with challenging behavior and resistance.

It is supposed that it is not only our problem which should be solved, but also all EFL teachers' who teach ESP students at higher educational institutions. How can we find the solution to this problem?

As excellent ESP teachers first of all we should know:

1. **The role of communicative activities in teaching ESP learners** (it helps them to have better job in future. Because their knowledge of foreign languages helps them in their further career development.)

2. **The strategies of designing communicative activities** – before designing any communicative activities a teacher must know the learners' needs, level, age, interests. Every material should be valid and reliable.

3. **The main features of material design** – to help learners to motivate, increase, and encourage language and life-long skills such as integrated skills. There are different types of communicative activities to promote speaking skills of our students.

4. The teacher has two **main roles**: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group.

5. The CLT teacher assumes a responsibility for determining and responding to learner language needs. This may be done informally and personally through one-to-one sessions with students, in which the teacher talks through such issues as the student's perception of his or her learning style, learning assets, and learning goals. For example, students might respond on a 5-point scale (strongly agree to strongly disagree) to statements like the following:

I want to study English because...

1. I think it will someday be useful in getting a good job.
2. It will help me better understand English-speaking people and their way of life.
3. One needs a good knowledge of English to gain other people's respect.
4. It will allow me to meet and converse with interesting people.
5. I need it for my job.
6. It will enable me to think and behave like English-speaking people.

On the basis of such needs assessments, teachers are expected to plan group and individual instruction that responds to the learners' needs.

Moreover, one of the key elements of improving language learning is to design appropriate materials and effective communicative activities for students. As we know, language is taught for communication. Thus, the communication is the essential part of language teaching. EFL classes should contain different communicative activities that stimulate communication. Communicative Language Teaching (CLT) approach offers different classroom techniques and methods that can really motivate learners to interact with each other inside or outside the classroom. Furthermore, a language teacher should be aware of different approaches and methods of ELT (English language teaching), be able to design interesting lesson activities, and apply different techniques to arise learners' interest to lessons.

As an ESP and chemistry teachers we recommend our colleagues to use the following effective communicative activities which promote speaking of our students.

1. *Task-completion activities*: puzzles, games, map-reading, and other kinds of classroom tasks in which the focus is on using one's language resources to complete a task.

2. *Information-gathering activities*: student-conducted surveys, interviews, and searches in which students are required to use their linguistic resources to collect information.

3. *Opinion-sharing activities*: activities in which students compare values, opinions, or beliefs, such as a ranking task in which students list six qualities in order of importance that they might consider in choosing a date or spouse.

4. *Information-transfer activities*: These require learners to take information that is presented in one form, and represent it in a different form. For example, they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.

5. *Reasoning-gap activities*: These involve deriving some new information from given information through the process of inference, practical reasoning, etc. For example, working out a teacher's timetable on the basis of given class timetables.

6. *Role plays*: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.

We work at the faculty of Natural science. Our learners are too eager to study a foreign language. Unfortunately, they can't speak English fluently. We also wanted to use different approaches to teaching English. Opinion-sharing activities, Information-transfer activities, Role plays were used in our classes. Firstly, it was too difficult for them to express their ideas, opinion in English. There are 20 students in my class. After using these activities we identified the facts, only 8 students became sociable, 7 students were a bit active other 5 students were passive ones. The following classes we used these activities again in order to make our learners say something in English. We tried all the best to encourage them to give their own understandings in English.

We also faced a wonderful effect approximately, 15 students became very active to express their own individual understanding to the learnt facts freely.

Above mentioned communicative approaches, methods, activities became very fruitful for us and our language learners to communicate easily.

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