

LANGUAGE USE IN ACTIVITIES OF TEACHER

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The article :looks into the problem of structuring the discourse in the foreign language classroom. The author focuses on the classroom functions that are the purposes for which teachers and learners use language in the classroom as part of foreign language teacher professional competence.

Key words: *classroom language; communicative and didactic functions; the functions of learners' language; classroom communication; classroom management.*

Language is a means of communication and the goal of teaching a second or foreign language is to gain the ability to communicate in the target language. The studies of second language focus on the language used by the teacher and learners. Classroom language provides a relatively simple and more structured type of discourse than normal everyday conversation with all its unpredictabilities and ambiguities.

Teacher talk is aimed at communication both for a social purpose to facilitate teaching and learning and for a strictly pedagogic purpose as a means of the influence on pupils. In this article we are going to analyze teacher's talk in terms of a range of its functions. Communicative function is performed when the teacher talks to the class about subject matter content, he gives information, facts, own opinions or ideas, lectures, or asks questions.

The sources which have been assembled show the categories by means of which teacher talk communicative function is fulfilled. We then consider such categories as presenting and narrating: Presenting. This category includes any act presenting information of direct relevance to the learning task. For example, the teacher can convey the meaning of the new language. When we convey meaning we show the meaning of new words or structures.

We can do this in a number of ways, such as bringing in realia, using mime or by asking concept questions. We may want to explain the meaning, to demonstrate it, or in some situations where the meaning is very difficult to explain in English, to translate it. Explaining vocabulary need not necessarily be done linguistically. There are some useful ways of explaining vocabulary, such as demonstration, drawing, opposites, synonyms, definitions, giving a context, translation.

Visual material gives excellent opportunities for students to use language creatively. Visuals provide a handy transition to conversational questions drawing on the students' own experiences, imagination, feelings, for example:

Talking of mountains, how many of you have been climbing?

What do you think the man was feeling? What would you feel in the same situation, if you were that old man? You can then ask 'Why do you think this?' and the students have to think of a logical answer.

You can do another form of elicitation with lower-level students using a picture to get suggestions from students about the characters and the situation or story in the picture, or pictures.

You ask 'Who can you see? What are they doing? Describe some of the people in the picture' in a series of linked questions to give students the chance to contribute their own ideas, and contribute to the learning process.

Warm-up activities help the learners focus on English. Warm-ups also encourage whole-group participation which can build a sense of community within the group.

Brainstorm technique provides an opportunity for eliciting vocabulary and grammar structures related to the lesson. The teacher suggests a topic and asks the learners to come up with the ideas related to it.

Suggest some words and word combinations associated with sport. List as many words as you can under the following headings: "Appearance", "Character" (the objective is to find associations and connections).

Honesty is good. Is it always good to be honest? (the objective is to present logical grounds for drawing the conclusion).

Beautiful people have better lives (the objective is presenting a hypothesis).

Reacting serves to modify (by clarifying, synthesizing, or expanding) and / or to rate (positively or negatively) what has been said by the students previously. It includes: a) evaluating and b) correcting.

Evaluating is any act of the teacher which rates a verbal act of the student positively or negatively. The teacher can praise or encourage students telling students why what they have said or done is valued, encourage students to continue, trying to give them confidence, confirm that answers are correct, for example:

That's it. That's quite right. You've got the idea. Good (great, excellent job). Marvellous! Magnificent! Terrific! Fantastic! Great stuff! Fairly good.

It is always possible to give more detailed individual feedback, such as the following:

There is nothing wrong with your answer. What you said was perfectly all right. That's just what I was looking for. I couldn't have given a better answer myself. You improved a lot.

Phrasal verbs are mostly idiomatic. They are for use mainly with advanced students.

Keep your reading up during the term so that you have less to read just before the exam. Brush up on some of the things you learnt a long time ago; they may possibly come up in the exam.

The Present Perfect Continuous is often used to emphasize the action, to express praise as well as reproach and displeasure.

You have been working very fast (slowly) lately.

I suppose you have been telling tales again.
You haven't been concentrating (listening).
You've (not) been trying very hard this week.

Sometimes the teacher needs to criticize the student's response telling the student his response is not correct or acceptable and communicate by words or intonation criticism, displeasure, annoyance, rejection.

However, it is important to avoid categorical utterances and give support to all of your students as often as possible, as in the examples:

Not really. I'm afraid that's not quite right. Good try, but not quite right. You don't show enough interest, A. You don't take enough care, A. You waste too much time (talking...). You must try hard to catch up. Try harder. You are dropping behind the rest of the form.

Correcting. We can correct learners by using language to indicate where or how they have made a mistake. Correction is usually made up of two distinct stages. In the first, teachers show students that a mistake has been made, and in the second, if necessary, they help the students to do something about it. The first set of techniques is devoted to showing incorrectness. These techniques are only really beneficial for what we are assuming to be language slips rather than embedded errors. The students are being expected to be able to correct themselves once the problem has been pointed out. If they cannot do this, however, we need to move on to alternative techniques such as showing incorrectness, echoing, the teacher's statements and questions that indicate that something has not quite worked, a facial expression or a gesture, giving a hint, reformulation of the sentence the student made.

Getting it right: if the student is unable to correct himself, or respond to reformulation, we need to focus on the correct version in more detail. We can say the correct version emphasizing the part where there is a problem (e. g. 'He GOES to Paris'), or we can say the incorrect part correctly (e. g. Not 'go'. Listen, 'goes'). If it is necessary we can explain the grammar (e. g. We say 'I go', 'you go', 'we go', but for 'he', 'she' or 'it' we say 'goes', for example 'He goes to Paris', or 'Flight 309 goes to Paris') or a lexical issue (e. g. We use 'juvenile crime' when we talk about crime committed by children; a 'childish crime' is an act that is silly because it's like the sort of thing a child would do). We will then ask the student to repeat the utterance correctly.

Organizing is any act which serves to structure the learning task or environment without contributing to the teaching / learning task itself. We'll classify organizational teacher's utterances according to the purpose of their use in the language classroom:

Organizing different grouping arrangements. One of the most important aspects of a balanced lesson plan is grouping: whole class, small groups, pairs, and individuals. Although an entire class period built around pair work might optimize student participation, the students miss out on a sense of class unity. At the same time, if the whole lesson consists of teacher-fronted, whole-group activities, individual students have

little opportunity to interact with each other. A more balanced class might begin with a whole class oral activity, followed by one in which students first generate ideas individually and then share them in a small group. Let's set the examples of the teacher's utterances for organizing grouping arrangements:

Pair work and group work. You're going to do this in pairs (in twos, in threes). You will be playing this in groups of three or four. I want you to form groups. Three pupils in each group. I'll divide the class into groups. Here are some tasks / exercises for you to work in groups / pairs / threes. Go and sit with Laura please and make a pair. Whose turn is it? You first and then me, OK? Class – you're in two halves... OK, this half first. Back row then front row.

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