

RELEVANCE OF ENGLISH LANGUAGE SKILLS ASSESSMENT

Jakhongir Tursunov

*Assistant teacher, Department of Practical Translation,
USWLU, Tashkent*

***Abstract.** The effective forms and methods of teaching students to speak English in the classroom in higher education are considered. A brief description of dialogic and monologue speech is given. A number of problems are identified and analyzed in the teaching of foreign language oral speech and measures are proposed to solve them. The nature of an effective task for the development of speaking is determined and a series of exercises is proposed that contribute to the development of oral speech skills in students and the formation of their communicative competence, solving the problems discussed.*

***Keywords:** colloquial speech, effective forms and methods, dialogic and monologue speech, students, a number of problems (learning difficulties) of studying, tasks, taking measures, skills and abilities, communicative competence.*

INTRODUCTION

In the era of globalization and scientific and technological progress, an increasing number of people begin to learn English, the possession of which is necessary for them to deepen their knowledge in the fields of science and technology, business, education, and social life. The role of the English language as a means of international communication for specialists with higher education is high. In their opinion, a good knowledge of a foreign language will contribute to success in their professional activities. The ability to communicate with business partners abroad, to negotiate independently, without resorting to the services of an interpreter, comes to the fore when learning a foreign language. In this regard, teaching a foreign language involves the formation of communicative competence - the ability to communicate in a foreign language, which is necessary for

intercultural communication. Consequently, one of the main tasks of a teacher of higher education is to develop in students such communication skills as understanding and creating foreign language statements in accordance with a specific communication situation, speech task and communicative intention.

RESULTS AND DISCUSSION

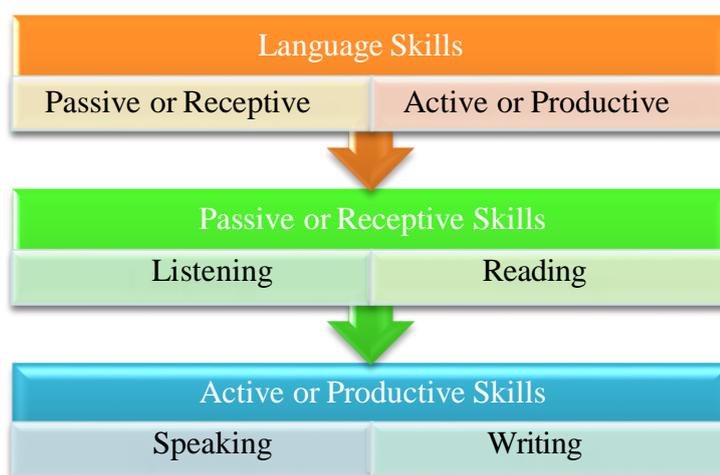


Fig: The Basic Language Skills of English

It should be noted that it is more difficult to write effective speaking tasks and then complete them than to write tasks for listening, reading or writing. First, we need to define what “effective speaking task” means. Characteristic features of successful speaking tasks are:

- Students talk a lot. The largest possible part of the time allotted for this task is occupied by students speaking;
- equal participation. Each student gets the opportunity to take part in the discussion. Everyone speaks relatively equally (not just one or two students);
- high motivation. Students want to talk because they are interested in the topic of conversation and they have something to say;
- available language. The language level is available for conversation. They express thoughts in an understandable language, at an accessible level [4].

Below is a list of some types of tasks that are close in their content to real communicative actions and aimed at developing and improving the skills and abilities of oral speech. These exercises are of the greatest interest to students.

1. The information gap activity includes the process of exchanging information, i.e., at first, the participants have only a part of the general information, and then, as a result of verbal interaction, everyone receives a more complete amount of information. Students work in pairs. For example, the topic “Employment” is being discussed. Both students receive the same job application cards, each containing different information. Asking each other questions, they fill out their cards. This material forces students to ask a large number of questions in order to complete their assignment. Such exercises encourage communication. With their help, specific vocabulary on the topic is worked out [5].

2. The task of ranking information (ranking activities) provides for the distribution of the information received according to certain criteria. For example, students are given a list of adjectives that describe a person's character traits. In groups, they have to choose the three most important (in their opinion) adjectives that characterize a friend, girlfriend, teacher and arrange them in order in order of importance. The ranking of information is accompanied by a discussion, and in conclusion, its presentation with justification and subsequent exchange of opinions. Here, replicas of agreement - disagreement, procedures for arguing and expressing one's own opinion are worked out.

3. Guessing activities are related to the recognition of a person, object or process using general questions that require “yes” or “no” answers. For example, students work in small groups. The student is given a card with the name of a famous person. The remaining participants from the group must recognize the alleged identity [2]. This type of exercise motivates and programs verbal interaction.

4. Tasks for a role-play (role play) involve students in the performance of various social and psychological roles, contribute to the development of the process of communication. The authors developed a technology for holding a gaming event and tested it in the classroom [3].

5. Tasks for a group discussion (group discussion) include a discussion of a range of issues on a specific topic (for example, "Environmental safety"), the exchange of statements, complementary, clarifying information and considerations.

The participants in the discussion should express their reasoned agreement or disagreement with respect to the issues under discussion. Great importance is attached to the ability to listen carefully and understand the interlocutor, enter into a discussion, ask questions, move on to a new aspect of the problem under discussion, and evaluate the remarks of the interlocutors.

6. Tasks for project work (project-based activities) are “works independently planned and implemented by students, in which verbal communication is woven into the intellectual and emotional context of other activities” [4]. For example, the creation of a radio program on the topic “News” can become a creative project. Students appoint an editor who is responsible for coordinating the preparation of "stories", "interviews" for release.

CONCLUSION

Thus, the success of speaking a foreign language will depend on several factors. Are the speaking tasks properly selected and organized, do they create an internal need for communication; whether they provide useful practice for developing speaking skills; whether training is provided in the strategies of dialogic and monologue speech; how much each student gets the opportunity to practice speaking; how comfortable he is in the audience.

REFERENCES

1. Brown, H. D. *Language Assessment Principles and Classroom Practices*. London: Pearson Education, 2014. Print.
2. Bueno, A., D. Madrid and N. McLaren (eds.). *TEFL in Secondary Education*. Granada: Editorial Universidad de Granada, 2016. Print.
3. Celce-Murcia, M., & Olshtain, E. *Discourse and context in language teaching: A guide for language teachers*. (p. 102). Cambridge: Cambridge University Press, 2010. Print.
4. Chaney, A. L., & T. L. Burk. *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon, 2018. Print.
5. Iqbal, J. *Four language skills*. Retrieved from <http://writing.colostate.edu/guides/teaching/es>, 2012. Online.