

Developing Communication Skills Through Oral Presentations In Teaching English

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Introduction

The English language status gives significant impacts in all education levels. Even though English is a compulsory subject for students from 1st grade, the time allotment for English subject is not sufficient considering basic communicative competence should be achieved by the learners. Communicative Approach was then expected to alter the English Language Teaching as it was chosen as an instructional approach in the 1994 English curriculum. With Communicative Language Teaching (CLT) in the curriculum, there seemed to be a crucial change in English teaching, lessening grammatical and vocabulary emphases and moving to the new era in which students' ability to converse in English communicatively will receive priority. Yet, due to the misinterpretation with oral-based language instructions and controversies among educators, the same approach was redefined and changed into 'Meaningfulness Approach' in the 1999 Curriculum (Huda, 1999). Furthermore, Musthafa (2001, pp. 3-4) summarizes the coverage of the approach as follows:

- Development of communicative competence—the ability to use English for communicative purposes—which covers all four macro skills: reading, listening, speaking, and writing; efforts should be made to strike a good balance among the four-macro skills.
- Mastery of linguistic aspects is to be used to support communicative abilities in both oral and written forms.
- The English syllabus represents an amalgam of various forms of syllabi: functional, situational, skill-based, and structural; given the nature of the syllabus, the basis for the organization of the materials is not linguistic aspects but topical themes and functional skills.
- Assessment is integrated (covering more than one language components) and communicative (not exclusively on linguistic elements).
- Not all instructional objectives are measurable using a paper-and-pencil test (e.g., reading for enjoyment).

The fundamental points of communicative approach above are then elaborated in the four basic qualities should be achieved by the students when learning English. More specifically, students who are communicatively competent are those whose qualities as described below.

- When speaking, the students are able to find what is appropriate to say, how it should be said, and when, in different social situation in which they find themselves.
- When listening, the students can use all contextual clues to get the meaning of what is being said and how the message is being conveyed.

- When reading, the students are able to construct the meaning based on the messages provided by the text and in transaction with genres and their own reading purposes.

- When writing, the students are able to formulate their ideas into acceptable written English language in accordance with the writing situation and their own writing purposes.

Starting from the idea that university graduates will be involved in many international professional interactions during which they will have to present ideas and support them with facts, figures, reasons, it goes without saying that they need not only possess excellent professional qualifications and practical abilities, but also good English communication skills, in order to be able to present their point of view in an efficient, clear, fluent and well organized manner.

Oral presentation projects bring many benefits to the learners and the learning environment. Thus, they help students learn (while gathering information for their oral presentation projects the students acquire new information; they foster the learners' autonomy and responsibility (the students choose the topic of their presentation, they gather information, decide on a pattern of presentation, design their visuals); c) they contribute to the building of a team spirit (the students work in small groups and the success of the project depends on everybody's work); d) they foster the students' creativity; e) oral presentation projects have a tangible end-product (slides, a poster, handouts); f) they offer a break from the usual class routine (the students go out into the world to gather information, administer questionnaires, interview people).

For both native speakers and ESOL speakers, strong communication in English involves four modes: reading, writing, speaking, and listening. Different people have naturally differing aptitudes for these skills. You probably know someone who has terrific English conversation skills, responding to your points with keen insights and offering up witty observations seemingly without effort. This person might also be someone who never cracks a book and who panics when faced with writing a simple cover letter. You probably also know that person's opposite: the introvert who seems tongue-tied in social settings or whose mind seems to wander when others are talking, but who reads a couple novels per week or repeatedly churns out well-crafted stories and articles.

The more well-rounded you are in all the modes of English communication, the better equipped you are to thrive personally, socially, and professionally. Whatever skill you struggle with, the best prescription for improving it is practice. Reading comprehension increases when you read often, especially if you read a variety of material. So if you shrink in fear at a school or work reading assignment, commit to reading a little every day. Pick up a magazine, read a novel a few pages at a time — no pressure to finish it quickly — or take a few minutes to actually read one of the articles a friend has linked on social media.

The same goes for writing. Do a little every day. It doesn't have to be anything anyone ever reads, though occasionally it's helpful to have someone read your writing and offer feedback. As a runner becomes strong and fast through regularly logging miles, a writer becomes concise and articulate by logging words.

Learning to focus your listening also takes practice. If you are the kind of person who is always planning what you'll have for dinner while someone else is talking to you, it helps to simply catch your own mind in the act of wandering and gently bring it back to the present situation. Many

experts recommend establishing a meditation practice, even if only a few minutes a day, to hone the skill of noticing when your thoughts stray and bringing them back to the point of focus.

If you have trouble speaking, whether in social groups or before audiences, try to assess exactly why; if you're too anxious to get your point across, sometimes acknowledging your anxiety can help dispel it. Try not to be too hard on yourself if, looking back, you cringe at something you've said in a public speaking situation. For one thing, we tend to be our own harshest judge, so it's likely no one else thought it was that bad. Also, ask yourself how *you* would treat someone else in the same position. You would likely feel sympathy and want to encourage that person — so do the same favor for yourself. If you can put aside some of your self-judgment, your mind is freed up to compile coherent thoughts on the fly, which is what public speaking is all about.

We all look back on conversations and regret things we didn't say or things we did say. There is no Control-Z in conversation. But there is in writing (at least if you're using Windows!), so whether you're a novelist, a blogger, or that person who writes only when desperate, use the power of rethinking. If time allows, walk away from your writing for a day or two and come back to it. You'll be amazed at how the words have rearranged themselves to better effect in your mind — and how quickly you spot errors you didn't see before. If you proofread immediately after finishing writing, you'll just read what you *meant* to say. But if you give yourself some distance, the mistakes reveal themselves. It's always a good idea, too, to read your writing aloud, even if you're only reading it to yourself or your cats. When you hear the words, you'll catch mistakes and awkward phrases. If you have a helpful partner or friend to read your writing back at you, all the better. Another effective technique is to use the read-aloud feature in your word processing software. You might not see a subtle error like a doubled or missing “the,” but you'll *hear* it if the robot says it.

Don't lull yourself into thinking that solid English communication skills aren't important in everyday writing. From tweets on up, your writing reflects your thinking and it reflects you. It can be tempting to ignore the details of grammar and syntax because, “They'll know what I meant.” Yes, they may, but confused writing is perceived as confused thinking. Meticulous writing conveys a clear mind and ordered thoughts.

Conclusion

Analysed effective methods and techniques for critical thinking skills used in can form a communicative competence of students and will lead to improved skills training of students. The level of the studied language, the activity of students on The types of interaction between the teacher and the students - all these are seen as possible reasons, encouraging the teacher to choose a technique, strategy or language training techniques. Systematic work with intensive training critical thinking based on innovative pedagogical technology increases the interest in the subject, educational activities of students, provides a deep absorption of foreign-language original materials, develops logical thinking, memory and speech of students. Thus, the ability to think critically about authentic facts contributes professional development of future language specialists' directionality.

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