PEDAGOGICAL CLUSTER
JOURNAL OF PEDAGOGICAL DEVELOPMENTS

Website: https://euroasianjournals.org/index.php/pc/index

Conversational Skills And Their Activation In And Outside The Classroom

Makhamadkhodjaev Bakhromkhodja,
Lecturer at the Department of Arabic Language and
Literature Al-Azhar at the International Islamic Academy of Uzbekistan

Abstract. This scientific article examines the importance of conversational skills in teaching a foreign language and the methods of its activation both in the classroom and beyond. The article provides an overview of theoretical approaches to conversational skill, as well as an analysis of various methods of its activation. The main focus is on practical methods and techniques that teachers can use to stimulate students' conversational skills. The article also presents the results of a study of the effectiveness of these methods. In conclusion, the importance of regular practice and continuous improvement for the successful development of conversational skills is emphasized.
Keywords: teaching, foreign language, school, conversational skill, speech skill

Introduction
Speaking skills is the ability of an individual to communicate effectively orally. This includes not only the ability to form verbal utterances, but also an understanding of how these utterances is perceived by others [1:40-41]. Conversation skill includes the following components:

1. **Phonetic skill**: the ability to pronounce words and sounds correctly.
2. **Lexical skill**: knowledge and use of appropriate vocabulary or words.
3. **Grammar skill**: Using correct grammar when forming sentences.
4. **Semantic skill**: the ability to understand and convey the meaning of words and sentences.
5. **Pragmatic skill**: understanding and using language according to social norms and context.

Speaking skill plays an important role in the educational context. It helps students participate in class discussions, express their thoughts and ideas, and interact with teachers and peers. This helps develop critical thinking and teamwork skills. In addition, good speaking skills can improve students' self-confidence and help them adapt successfully to society [2:61-62].

The purpose of this study is to examine how speaking skills are activated in and outside the classroom. This includes an analysis of current methods and strategies used to stimulate speaking skills, as well as research into the effectiveness of these methods. The aim is also to offer recommendations for teachers and educational institutions on how they can improve their approaches to activating speaking skills in students.

Theoretical approaches to speaking skills

In the theory of teaching foreign languages, there are several approaches to the development of speaking skills. One is the communicative approach, which emphasizes the use of language to communicate in real-life situations. Another approach is task-oriented, which focuses on completing specific tasks in a foreign language.

There are various methods for activating speaking skills, including role-playing, discussions, presentations and debates. These methods allow students to practice speaking skills in a controlled but realistic environment. Methods based on the use of authentic materials such as videos, audio recordings and texts can also be effective.

Modern pedagogical technologies involve changing the educational situation in such a way that the teacher from "indisputable authority" becomes an attentive and interested interlocutor and participant in the learning process. The communicative method, as one of the modern methods of teaching English, helps the teacher to be not only a carrier of information, but also an observer and consultant [3:11].

In the linguistic field, the goal of teaching a foreign language using the communicative method is to teach communication in a foreign language orally and in writing within the framework of a speech situation.

As you know, the method of oral communication is speaking. The goal of teaching speaking at school is to develop students' ability, in accordance with their real needs and interests, to carry out oral communication in a variety of situations.

The teacher's task is to create conditions that would facilitate student communication. To do this, the teacher must take into account the specific features of this type of speech activity, such as: motivation, focus, activity, connection with the personality and mental activity of a person, heuristics, independence, pace and situationality. If there are goals and motives for communication, the characteristic features of the participants in

communication, their age, level of development, etc. are taken into account, then the act of communication within the framework of any speech situation will certainly take place.

To create these conditions in the process of teaching English, I use activation techniques that take into account all of the above characteristics of oral speech activity. The advantages of these techniques are that students, actively participating in the learning process, begin to think about, remember, and use the language material they have learned.

The best techniques for activating students' oral speech, in my opinion, are techniques of person-to-person interaction, i.e., interactive techniques. The word "interactive" comes from the English word "interact", which means "interact" - "mutual", "act" - to act. These techniques involve interaction between subjects of the educational process at the "peer-to-peer" level, where the teacher and the lesson participant are part of the same team, they work to achieve the same goal. Interactive techniques help organize comfortable learning conditions in which all students actively interact with each other. Their use involves modeling life situations, role-playing games, and general resolution of issues based on an analysis of circumstances and situations [4:23-24].

The following are the techniques that I use to activate students in lessons to develop speaking skills.

Role-playing games: This is one of the most effective ways to enhance conversational speech. Role-playing games can include real-life situations, which help children practice and apply language skills in context.

Discussions and debates: Organizing discussions or debates on a topic of interest can encourage children to actively participate and express their thoughts and opinions.

Use of authentic materials: Authentic materials such as videos, audio recordings, articles can be used to create interesting and realistic communication situations.

Games in the classroom: Communication-based games such as "phone call," "hot chair," or "question and answer" can be a fun and effective way to stimulate conversational language.

Project work: Working on projects in groups requires students to actively communicate and collaborate, which helps develop speaking skills.

Pair and group work: Working in pairs or groups allows students to practice speaking skills in a less formal setting and receive feedback from their peers [5:111].

The uses of dialogues are numerous, they are mainly used to provide speaking practice, but can also develop listening comprehension. Dialogues can be used to introduce and practice the function, structure of language or vocabulary, and to illustrate degrees of politeness, levels of formality, values and attitudes of the target culture. Dialogues are useful for listening to and practicing pronunciation, intonation, and other phonological functions. Like drills, they are usually materials for language practice. Dialogues can be combined with writing, and students create comics with pictures and pop-up dialog boxes to fill out.

Longer dialogues can help stimulate problem solving and discussion of a topic (e.g., role-playing). Dialogues are like training wheels that carry students and through which students can carry on conversations with others. Dialogues give students the opportunity to practice speaking and introduce them to options for responding to various real-life scenarios they might encounter in foreign-language countries without having to quickly come up with words themselves. The key to choosing the right speech strategy is planning the outcome of the dialogue. So, "speech strategy is the planning and implementation of the main tasks of speech influence in the direction desired for the speaker" [4:18].

Development and adaptation of standard dialogues. Standard printed dialogues can be found in many textbooks. However, it often happens that textbook dialogue is not suitable for some reason. For example, the expressions used are, for example, British and not what is heard in the teaching recording, the language used does not sound natural or authentic, or the dialogue contains too many complex structures or difficult words. You may decide to use a situation that is not in your textbook or tailor the dialogue to suit your students' needs and interests. In these cases, you should adapt or write your own dialogue. There are several methods for writing or adapting dialogue for students.

1. Use as much "natural" language as possible. Including exclamations and expressions where appropriate. A strict question-answer-question sequence should be avoided.

2. Keeping dialogues short enough that students can remember them easily, but long enough to provide context. For dialogues used for speaking practice, two or three exchanges are sufficient.

3. Depiction of situations in dialogue that are relevant and useful for the student. This may include setting the dialogue in a place that students know, that is, using familiar place names.

4. Maintaining the real situation in the dialogue. Students should not be expected to say anything that they would not say in the "real world." Characters should be created that are "realistic in the sense that they have a certain personality and are somehow related to the student's experience" [4:9-11].

5. Determining what issues will be discussed, providing students with cultural information, grammatical questions, and vocabulary.

6. Try the dialogue with a colleague before using it with students.

Here are a few different ways to present dialogue:

⎯ Students look at a picture that provides context for the dialogue. Ask students what they think people are saying.

⎯ Students listen to the dialogue and report what they hear.

⎯ Students receive the text of the dialogue. Have them listen to the dialogue again, this time reading it in print.

⎯ Students repeat the dialogue in unison. You can split the class into two halves for further practice.

The formation of effective communication skills occurs more thoroughly when all the structural elements of speech strategies are used in the dialogue: tactics, moves and language markers. If a strategy is implemented through one or more tactics, then the tactic "takes its form through a technique."

All basic strategies for dialogue come down to the problem of neutralizing the barrier, fear. This may be due to the traditions of the Soviet school, which still remain in the arsenal of some educational institutions. Students are brought up to respect the teacher, which practically means that they are not accustomed to asking questions or doubting the words of the teacher, speaking out loud in class until they are asked, and expressing their own opinion if it does not coincide with the opinion of the teacher. For effective learning, it is necessary to provide a level of comfort that would encourage students to start talking and speak more freely [5:110].

Using pair work. Pair work helps calm students down. Inactive students are usually not the center of attention. Guide them so that they can speak in a controlled manner.

For example: You might give students a short, simple sentence and then ask them to read it back. Have students write down what they are going to say

before they say it. This removes the element of risk that requires a spontaneous response. Once these basic skills are acquired, you can start asking them simple questions about what they have read. Psychologically, they are more inclined to answer questions than to ask questions themselves.

Act and read aloud. Acting out scripted dialogues encourages calm students. You must work with students as a drama teacher or acting coach. Explain pronunciation, intonation, accent and emotions before you begin. If you can manage the process effectively, you will get student cooperation and the outcome will sound good. This means your students will experience great satisfaction and increased confidence.

Role-playing game. Quiet students tend to speak more freely when they are playing a role. They shouldn't play themselves. They must be able to transform themselves, gain a new identity and behave out of character. Role-playing allows students to interact with other individuals and therefore reduce personal risk.

Use audio recordings. If possible, ask your students to write down what they would like to say at home. This gives them privacy in which they can record and re-record with fear until they are happy with the result. It is a positive, interactive process that increases self-esteem and motivation [6:19-20].

Another important strategic technique when teaching dialogical speech is the technique of "holding a pause" or "hesitation remarks." Pauses that inevitably occur at places where remarks are interrupted. In general, they form the general format of the dialogue in the natural language environment. Imitation of such strategies, correctly chosen goals and settings can significantly level out the differences between educational and authentic dialogues, and therefore become another step-in students' achievement of linguistic competence.

There are also methods for activating speech skills not only in the classroom, but also outside of it:

1.   **Reading books in a foreign language**: Reading books, newspapers, magazines in a foreign language can help improve your vocabulary and understanding of grammar.

2.   **Watching films and TV series in a foreign language**: It helps improve auditory perception and understanding of language in real-life situations.

3.   **Communication with native speakers**: If possible, communicating with native speakers may be one of the most effective ways to activate speech skills.

4.   **Using mobile apps to learn languages**: There are many apps that offer exercises to practice your speaking skill.

5.   **Participation in language clubs and groups**: Participation in such groups allows you to practice the language in an informal setting.

6.   **Preparing and conducting presentations in a foreign language**: It not only helps improve your speaking skills but also develops your public speaking skills.

7.   **Writing in a foreign language**: Writing essays, letters or diary entries in a foreign language helps improve grammar and vocabulary [7:4-5].

Conclusion

We found that active use of speaking skills in the educational process helps to improve students' overall language proficiency. Methods such as role plays, discussions, use of authentic materials and group work have been found to be effective in enhancing speaking skills.

However, activating speaking skills should not be limited to just the classroom. Students can and should use a variety of methods to practice speaking outside of class, including reading books, watching movies, interacting with native speakers, and using mobile language learning apps.

In conclusion, it can be emphasized that activating speaking skills is a process that requires regular practice and constant improvement.

The need to use communication strategies, as a rule, serves as the reason for planning any activity and developing specific solutions. Particularly important is the desire to perform the planned action as efficiently as possible. To master communication strategies, you need to train in special exercises. The use of communicative strategies in verbal communication determines the success of communication. To master communicative strategies for conducting dialogue, you need to train in special exercises. The use of communicative strategies in verbal communication determines the success of communication.

List of used sources

1. Asadullina I.V. Speech strategies and tactics as a functional basis for effective dialogue. // Scientific community of students of the XXI century. Humanities: collection. Art. according to mat. XL int. stud. scientific - practical conf. No. 3(40). URL:https://sibac.info/archive/guman/3(40).pdf (Date of access: 05/11/2024).

2. Ganieva Y.N., Nurutdinova A.R. Analysis of sociolinguistic and linguocultural factors in the system of higher language education. Social Sciences. 2017. No. 1. P. 65-73.

3. Nurutdinova A.R., Dmitrieva E.V. The problem of learning a second language when developing the course "Academic English for masters and graduate students (on the example of training in natural and technical areas of training) // Bulletin of the Vyatka State University. 2017. No. 11. P. 178-184.

4. Nurutdinova A.R., Dmitrieva E.V. Foreign Language Films: The Impact of Films on Foreign Language Teaching. Problems of modern teacher education. 2018. No. 59-2. pp. 288-293.

5. Podlinyaev O.L., Molokova O.A. Personality-centered approach as the basis for supporting students at the stage of adaptation to studying at a university // Theory and practice of social development. 2013. No. 11 [Electronic resource]. URL:http://teoriapractica.ru/rus/files/arhiv_zhurnala/2013/11/(Date of access: 05/11/2024).

6. Choi, J. (2017). Reimagining the self: What translanguaging practices and project-based work can do for multilingual international students' creative agency.

7. Nunan, D. (2017). The integrated syllabus: Content, tasks and projects. In M. Snow, & D. Brinton (Eds.), The content-based classroom: new perspectives on integrating language and content. Ann Arbor: University of Michigan Press.

8. Toirjonovich Z. K. WORKS IN THE GENRE OF SIIRA AND TABAKAT ARE AN IMPORTANT SOURCE IN THE STUDY OF ARAB-MUSLIM HISTORY //" NEW CENTURY"-SCIENTIFIC-METHODICAL JOURNAL. – 2023. – Т. 1. – №. 1.

9. Зоҳидов Қ. Т. "ТАБАҚОТ" АСАРЛАРИНИНГ ИСЛОМ ТАРИХИНИ ЎРГАНИШДАГИ ЎРНИ //Talqin va tadqiqotlar ilmiy-uslubiy jurnali. – 2022. – Т. 1. – №. 13. – С. 61-64.

10. Зоҳидов Қ. Т. ИБН ИСҲОҚ–СИЙРАШУНОСЛИК ЖАНРИ АСОСЧИСИ //Proceedings of International Conference on Educational Discoveries and Humanities. – 2023. – Т. 2. – №. 1. – С. 114-116.

11. Islomov Z. International Islamic Academy of Uzbekistan–a result of the reforms worth to the centuries //The Light of Islam. – 2018. – Т. 1. – №. 1.

12. Islomov Z. The role of the international Islamic academy of Uzbekistan in the development of Islamic studies //The Light of Islam. – 2019. – Т. 2019. – №. 1. – С. 1.

13. Islamov Z. et al. WRITING DOWN OF HADITHS IN THE VII-VIII CENTURIES: APPROACHES AND METHODS //PSYCHOLOGY AND EDUCATION. – 2021. – Т. 58. – №. 1. – С. 5536-5545.

14. Maxsudov D. Развитие исламоведения (корановедения) в Узбекистане: история и современность //Вестник КазНУ, Серия Религиоведение. – 2020. – Т. 21. – №. 1. – С. 60-67.

15. Ugli A. Z. Z. THE PLACE OF ALIKHANTORA SOGUNIY IN THE HISTORY OF EAST TURKESTAN //Colloquium-journal. – Голопристанський міськрайонний центр зайнятості, 2020. – №. 24 (76). – С. 32-33.

16. Ugli A. Z. Z., Farxodjonova N. Alikhantura Soguniy Role in State Administration in East Turkestan //Journal of Modern Islamic Studies and Civilization. – 2024. – Т. 2. – №. 02. – С. 128-132.

17. Zokirjonugli Z. A. Approaches to studying the scientific heritage of Alikhantora Soguni //Asian Journal of Multidimensional Research. – 2022. – Т. 1

18. Zokirjonugli Z. A. APPROACHES TO STUDYING THE SCIENTIFIC HERITAGE OF ALIKHANTORA SOGUNI.

19. Arslonov Z. Z. THE PLACE OF ALIKHANTORA SOGUNIY IN THE HISTORY OF EAST TURKESTAN //Colloquium-journal. – Голопристанський міськрайонний центр зайнятості= Голопристанский районный центр занятости, 2020. – №. 24-2. – С. 9-11.

20. Makhsudov D. Muslim world scientists of the temurids period //The Light of Islam. – 2019. – Т. 2019. – №. 3. – С. 4.

21. Makhsudov D. R. Mufassirs of Mawarannahr //ISJ Theoretical & Applied Science, 12 (80). – 2019. – С. 539-543.

22. Mukhamedov N. Khoja Ahrar-peace and consent between people //ISJ Theoretical & Applied Science, 01 (117). – 2023. – С. 378-383.

23. Mukhamedov N. Activities of scholars of islamic law (fuqaha) from shash oasis in scientific centers of the region //The Light of Islam. – 2020. – Т. 2020. – №. 3. – С. 4-15.

24. Mukhamedov N., Turambetov N. Medieval Scientists of the oasis Shash and their Contribution to Islamic Civilization //The American Journal of Social Science and Education Innovations. – 2020. – Т. 2. – №. 08. – С. 137-143.

25.Mukhamedov N. Activities Of Hadith Scholars Of Shosh (Tashkent) In Marv And Region Scientific Centers //Turkish Online Journal of Qualitative Inquiry. – 2021. – T. 12. – №. 6.