

USING LANGUAGE GAMES AND DEVELOPING STUDENTS SPEAKING SKILL IN THE ESP CLASSES

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Annotation: The study of the provides specific ideas and strategies, the use of language objectives, as well as broader approaches such as using informal assessment and differentiation for varying language levels. There are a number of ways to support the language and literacy development of English language learners (ELLs) that also allow students to participate more fully in classroom activities and lessons.

Key words: teaching skills, teaching methodology, authentic materials, teaching specific, multiple research

Аннотация: В статье изучение предоставляет конкретные идеи и стратегии, использование языковых целей, а также более широкие подходы, такие как использование неформальной оценки и дифференциации для различных языковых уровней. Существует несколько способов поддержки развития языка и грамотности изучающих английский язык (ELL), которые также позволяют учащимся более активно участвовать в классных мероприятиях и уроках.

Ключевые слова: навыки обучения, методика обучения, аутентичные материалы, обучение, конкретное, множественное исследование

Annotatsiya: Ushbu maqolada o'rganishda aniq g'oyalar va strategiyalar, til maqsadlaridan foydalanish, shuningdek, turli darajadagi tillar uchun norasmiy baholash va farqlash kabi kengroq yondashuvlar mavjud. Ingliz tilini o'rganuvchilarning (ELL) tili va savodxonligini rivojlantirishni qo'llab-quvvatlashning bir qancha usullari mavjud bo'lib, ular o'quvchilarga sinf faoliyati va darslarida to'liqroq ishtirok etishlariga imkon beradi.

Kalit so'zlar: o'qitish mahorati, o'qitish metodikasi, haqiqiy materiallar, o'qitishaniq, ko'p tadqiqotlar.

The fundamental premises on which the strategy was based were that dialect is speech, not writing, and dialect could be a set of propensities.

It was accepted that much of the exchanges would create verbal dialect capability.

The use of the local dialect was maintained a strategic distance from. The strategy got to be exceptionally well known within the 1960s. Dialect research facilities started to surge, and understudies were required to tune in to audiotapes and rehash exchanges that captured perspectives of day by day living. In expansion, particular auxiliary designs of the dialect considered were embedded in those discourses. Understudies were required to take part in a number of hone drills planned to assist them memorize the structures and be able to plug other words into the structure. For case, in a substitution penetrate, the structure might have been: I am progressing to the post office. Understudies were at that point required to substitute the word post office for other words, such as general store, stop, shoreline, or store. Moreover in this chapter appeared the Comprehension Approach, as the name suggests, places value on students' understanding the target language, and thus emphasizes the listening skill. [4.p.190]

The six strategies are focused on several research studies from the last decade that identify successful methods for improving English-language learners' content awareness, use of academic language associated with math, literature, history, and science, as well as basic interpersonal communication skills in English.

The six main techniques not only help students learn English as a second language, but they also help native speakers learn terms that aren't commonly used in English (words like algorithm, allegory, Avogadro's theory, and filibuster, for example). Beginning teachers, mentors, and administrators use this method to prepare, reflect, and observe classroom instruction for students' language development with the aim of content learning in mind. The NTC uses workshops to implement the tool and create a common language among educators about successful language-focused instruction methods. The six core techniques are used by district teachers, coaches, and administrators to recognize good teaching skills and prepare lessons that are available to a wide variety of students.

The first of the six main techniques is vocabulary and language learning, in which teachers incorporate new concepts by talking about key vocabulary terms. Exploring basic academic terminology such as algorithm kicks off a series of lessons on broader math topics and helps students develop their context knowledge.

Directed contact is the second technique. Teachers use this approach to organize lessons so that students interact to understand what they read by listening, speaking, reading, and writing about the text's academic concepts.

Metacognition and authentic evaluation are the third technique. Teachers model and specifically teach cognitive skills (metacognition) that are critical to learning new concepts, rather than simply making students memorize knowledge. Metacognition is a vital ability for learning a second language and is a skill used by highly proficient readers of any language, according to research. Teachers use a range of exercises to check students' comprehension with authentic tests, recognizing that students studying a second language need a variety of ways to demonstrate their understanding of concepts that are not solely dependent on advanced language skills. Explicit instruction, or direct teaching of concepts, academic vocabulary, and reading comprehension techniques used to complete classroom assignments, is the fourth approach.

The fifth approach is to use meaning-based context and common themes, which involves taking something concrete from students' daily lives and using it as a springboard to get them interested in academic concepts. Students are more highly motivated and learn at a faster pace when they are interested in something and can relate it to their lives or cultural contexts, according to research.

The use of modeling, graphic organizers, and graphics is the final technique. All students—especially ELL students—benefit from the use of a variety of visual aids, such as images, diagrams, and maps, which make it easier to understand important information and its connection to supporting ideas. Visuals help students understand both the language and the material.

The New Teacher Center discovered that native English-speaking students learning academic language (such as algorithm or allegory) encountered many of the

same difficulties as students learning English as a second language while working with beginning teachers. Subject-specific academic language has also been proposed as a potential third language for ELL students in studies. As a result, the same techniques that help ELLs understand complex language in math, literature, science, and social studies classes can also help native speakers understand it. The NTC has started to use the six main techniques for native speaker teachers in the mentoring program. [2.p.166]

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