

TEACHING ORAL FOREIGN LANGUAGE COMMUNICATION TO STUDENTS BY MEANS OF MASS MEDIA

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ABSTRACT

The article under discussion examines teaching oral foreign language communication to students by means of mass media. The author of the article considers that communicative preparatory exercises activate the speech and thinking activity of students and simultaneously immerse them in the sphere of oral communication. These exercises are based on the previously learned lexical and grammatical material.

KEYWORDS: *Set Of Exercises, Formation, Development, Communicative Skills, Students, Pre-Communicative, Conditional-Communicative, Communicative, Communication.*

INTRODUCTION

The effectiveness of teaching English is achieved through the use of a complex of exercises that is adequate to the goal and represents a set of the necessary types and kinds of exercises performed in such a sequence and in such a quantity that provide the most successful mastering of a particular type of speech activity or aspect of language by students at the given stage of learning. In our case a complex of exercises and methods serves as a mean of formation and development of communicative abilities of students in the process of teaching oral foreign language communication.

The effectiveness of exercises and methods is mainly determined by the methods and organization of their realization, by the purposefulness of the complex as a whole and each exercise and method separately, by the interconnection of exercises between each other [1]. At the heart of the training model that we are developing there is a complex of communicatively directed exercises and techniques providing practice of oral communication on the material of mass media. The above exercises include the following ones: pre-communicative (to work with mass-media materials), conditional-communicative and communicative (preparatory, basic, final) exercises. Conditionally-communicative and communicative exercises are aimed respectively at mastering teaching-imitative and natural-authentic types of communication of different kinds. The complex of exercises is also supplemented with special techniques, developed on the basis of the database created by us in order to provide students with the necessary material illustrating the features of oral communication in a foreign language and to remove the difficulties associated with it.

Main Part

In the organization of exercises, a fundamentally important provision is observed: "the nature, content, structure and volume of each exercise, its arrangement within a sequence of exercises should be fixed" [2]. At the same time, all exercises can be used both linearly and in parallel. The specific weight of exercises within the complex and the correlation between them [6] can undergo some changes.

Taking into account the factors listed above, we distinguish three stages in the teaching of oral foreign-language communication in the media:

I. Preparatory-orienting stage (including three stages: orientation in forthcoming communication; preparation of content plan of communication on media materials, i.e. work with texts; preparation of practical realization of oral communication, i.e. processing of special database).

II. Communicative stage (or practical realization, which includes two stages: training-imitative and natural-authentic communication).

III. Control and estimating stage (or final-analytical, supposing stages of summarizing and analyzing the communication).

Every stage has its own tasks that are directly connected with each other. Their consistent solution depends on the effectiveness of the learning process as a whole.

The tasks of the first stage are the following:

- 1) Immersion into the sphere of oral communication, orientation in the topic of communication and development of communicative motivation, i.e. stimulation of personal motivational sphere of students, which is greatly facilitated by preparatory communicative exercises of the type "brainstorming", "mapping";
- 2) Familiarization of students with the information (presented by media materials) that will serve as a meaningful basis for further communication. As we have already mentioned, processing and interpretation of information at this stage assumes the parallel solution of tasks to improve communicative skills of reading, listening and listening, combined with visual perception;
- 3) Work with concrete linguistic material on the basis of pre-communicative exercises, removal of various kinds of language difficulties;
- 4) Providing students with materials illustrating different models of oral foreign language communication on the basis of a special database (style, communication technique, variative role repertoire), using specific teaching methods.

Thus, the first stage includes preparation for communication - introduction, elaboration of substantial information and familiarization of students with specific materials necessary for full-fledged process of communication, i.e. a firm basis for its realization is laid. In general, this stage is characterized as the most labor-intensive. The tasks of the second stage include:

- 1) Activation of the studied models of communication and language material in the practice of oral foreign-language communication; at this stage there is an establishment of stable connections between communicative content, functional forms of its transmission and

behavior in the process of communication, which in turn provides further development of communicative motivation;

- 2) The practice of communication at the communicative stage proper is carried out in accordance with two consecutive stages - according to the type of training-imitative communication and then according to the type of natural-authentic communication:
 - the first stage of realization of training-imitative communication assumes formation and development of a complex of communicative skills, which is promoted by conditional-communicative exercises,
 - At the second stage of this stage the prepared simulated communication is replaced by free natural authentic communication, and communicative (basic) exercises serve as a means of organizing such communication in the classroom; in turn, communicative skills formed at the level of simulated communication are perfected by students in live direct communication from the positions of their own "I";
 - A special task of communicative stage is development of creative independence, initiative of each student due to which the high level of motivational sphere of the personality is supported, as well as activity in realization of communication.

So, the communicative stage in teaching communication is crucial in achieving the goal, as it is the central link in the system of three stages and involves practical implementation of the two basic types of oral foreign language communication, taking into account its various types, signs.

The tasks of the third stage include:

- Further activation of oral foreign-language communication and improvement of communicative skills, because at this stage there is a critical comprehension and analysis of communication that took place, that is the results are summed up and control is carried out (as a rule, in the oral form);
- Determination and assessment of own communicative skills, as well as the level of possession of these skills of other students - partners in communication, which is promoted by communicative (concluding) exercises, the characteristics of realized communication (degree of productivity, technicality, dynamism, etc.) are revealed.

Thus, the control and evaluation stage is an important concluding moment in the process of learning to communicate. Its functional importance determines, among other things, the success of the following cycles of learning. The efficiency of the model as a whole depends on the competent organization and realization of this stage.

The following pre-communicative exercises are directly connected with the work on text materials of English-language media. Here we should distinguish three groups of exercises aimed at developing and improving the skills of 1) reading (press), 2) listening, combined with visual perception (TV programs), 2) listening (radio programs). Realization of the above-mentioned communicative skills is a prerequisite for initiation to the sphere of mass communication, and in our teaching model these skills in foreign language are developed and improved at the second stage of preparatory stage. Reading and listening skills prepare linguistic and content plan for further communication [3].

Thus, the main functional load of pre-communication exercises consists of: extraction of necessary information from the text (in a variety of presentation forms) by students, development of semantic and content aspects of the text, the analysis of language means used - lexical units, grammatical phenomena. Exercises for work with textual materials have analytical character and correspond to the textual stage (while - text activity). Basically, these are the following exercises:

- On definition of a theme of the text and correlation of a title and contents of offered materials of mass media;
- On definition of text structural-compositional features, the basic events and ideas, semantic bases, key words and phrases;
- On revealing of specific features of author's style, objective and subjective positions, relations, estimations, revealed in the text;
- On semantic prediction of the content of the text and possible further development of events;
- On generalization of material and formulation of own conclusions.
- Specific examples of such exercises connected with different communicative skills (in reading, listening and listening, combined with visual perception), will follow below, taking into account the form of media presentation [4].

In our complex exercises of the preparatory stage are used in unity and interaction, and their variety provides different ways of work with the text material of mass media for the purpose of its primary processing, understanding, interpretation and assimilation.

Pre-communicative exercises include three groups, depending on what specific skill development they are aimed at and what media materials are used. The first group consists of the exercises connected with the improvement of communicative skill of reading printed texts of English-language media. Let us specify the priority type of reading. This is exploratory reading, because it is distinguished by the most accurate and complete understanding of information contained in the text. Exploratory reading implies a critical analysis of the content by students, which for us plays an important role. Let us also note that the texts selected from authentic print media meet the requirements for the exploratory kind of reading, because they have a significant informational load and represent a certain difficulty for the chosen stage of our study both in content and in linguistic terms.

Examples of pre-communicative exercises of the first group aimed at the development of press reading skills are as follows:

- 1) Read the newspaper article and define its main idea. How does it correspond to the article headline? Sort out the most important excerpts revealing main ideas.
- 2) How does the author express his (her) own attitude towards the problem? What are the means of expression?
- 3) Which parts of the article deal with the pre-story (basic events, details, causes, consequences)? What are the key-words and word-combinations to characterize each item?
- 4) Which possible further development ways of the situation can you imagine or offer? What will it result in?

5) Summarize the article in one (some) sentence(s).

During the performance of these exercises an active implementation of speech practice is assumed. Speech practice can be transformed into a form of debating communication, which is welcomed in the mainstream of communicative learning.

Improvement of communicative listening comprehension skill is realized in work with TV and radio mass media. In the first case listening is supported by visual perception of video materials. Processing of textual information presented by these two channels is carried out on the basis of exercises of the second and third group correspondingly. The exercises of the abovementioned groups provide more complete semantic perception and interpretation of media content. Dividing exercises into separate groups according to the principle of a differentiated form of presentation of text material (TV and radio channels), we, nevertheless, emphasize that in both cases the main type of activity is listening. In this connection, the formulations of tasks for exercises of the second and third groups are similar in many respects.

Here are some examples of pre-communicative exercises of the second group, correlated with the textual stage of work with TV (video) media materials:

- 1) Watch the interview (excerpt) and state the situations in which the following words and expressions are used...
- 2) How would you characterize the manner of the interviewer (interviewee)? Do you like the way he (she) treats the partner?
- 3) While watching list the main points of the interview (program) in the given chart.
- 4) As you watch emphasize the most important items in your opinion. Give your short comments.
- 5) Watch the program again. Read the sentences and mark T (true) or F (false) in the blanks. Correct the false statements.
- 6) Which details of the program (in scenery, people, surroundings) impressed you and why?

Examples of exercises of the third group, related to listening to a radio text, are the following:

- 1) Listen to the broadcast program. Think of the problems/questions which might be touched upon in the following part.
- 2) As you listen determine the right variant of answers (given below) to the questions...
- 3) Sort out and write some characteristic expressions the speakers use.
- 4) While listening ticks the words and word-combinations you've heard. State their meanings.
- 5) Read the questions, then listen to the broadcast again and write short answers to the questions.

Like exercises of the first group (on work with the press), the above exercises of the other two groups orient students to active comprehension and creative processing of the content of the listened and viewed material. Exercises of the second and third groups imply double presentation of the text.

Conditional communicative exercises are designed for individual work, in pairs, or as part of a group (e.g., in a chain). According to our teaching model we propose to use the following types of conditional communicative exercises.

- Imitative conditional-communicative exercises, which provide imitation of learned functional models in oral communication of the first type. It should be noted that proper-imitative activity is combined with elements of independent creativity. Examples of such exercises are as follows:
 - a) Using the models agree or disagree to the statements.
 - b) React to the pieces of news. Follow the models in the chart below. Mind different ways of expression.
 - c) Take any of Portrait cards and present its character considering the list of Communication Particulars.
- Initiative-response conditional-communicative exercises, which are a question-and-answer reactive form of the activity. These exercises are characterized by personal orientation and focused on the manifestation of individual features and tendencies of students in the sphere of foreign language communication. These exercises are developed taking into account socio-cultural norms of trained phenomena usage and include formal and informal registers of oral communication (both in pro-active and repetitive groups) that assume a definite acting degree while students try out different roles in educational communication. These are, for example, exercises with the following tasks:
 - a) Get involved a partner into the discussion of.... Use the necessary technique.
 - b) Find out some false details in your partner's presentation. Correct them (in polite, impolite manner).
 - c) Try to get maximum information (details) out of your partner's news using appropriate Language Facilities.
 - d) Keep your opponent talking on, show your deep interest in the subject.
- Transformational conditional-communicative exercises that are expressed in modification of the given models according to the planned variant depending on the changing conditions of communication. These exercises are performed on the known content (according to the textual media materials) and with the use of specific data from a special database. Here are some examples of such exercises:
 - a) Transform the model-dialogue into informal way of communication.
 - b) Use the emotional markers (splendid, awful, unbelievable, disgusting...) to make the dialogue sound expressive.
 - c) Answer negative forms instead of offered positive ones. Mind the right style.
- Conditionally-situational exercises with the support on a training situation of problematic content, providing adequate technically competent performance of the role of the communicator. In creation of communicative situations for performance of these exercises we took into account: psychological-modeling aspects, variant possibilities of role repertoire

according to functional and stylistic norms of oral English-speaking communication. The tasks of situational conditionally-communicative exercises are the following: students' verbalization of communicative content and communication organization according to situation conditions. The following are examples:

- a) Act as an employer and employee according to chosen Portraits and Communication Particulars description. Try to be successful in achieving your personal goals.
- b) Discuss the following problems... sticking to the parts of an optimist and pessimist.
- c) Arguing the matter of... try to persuade your opponent he is wrong, you are right (formal or informal way of presentation).
- Comparative conditional-communicative exercises aimed at comparing functional models of communication in the native language and the foreign language. Performance of such exercises assumes the reference to the special database and will allow students to discover, analyze common and distinctive features in communicative practice in two languages. Such exercises include:
 - a) Fill in the chart with information concerning social conventions of Uzbekistan in comparison with the UK.
 - b) How would you start (finish) communication in Uzbek? Compare your examples to the English ones.
 - c) Look through the pictures illustrating different gestures. State their meanings concerning Uzbek and English cultures.

CONCLUSION

Thus, all types of exercises considered in the article provide formation of communicative skills and optimal style in the sphere of foreign-language communication and correspond to the principles of building a complex of exercises indicated in our research. The proposed exercises are focused on the organization of conditionally-motivated communication, but at the same time they develop general communicative motivation, provide abundant practice in oral communication, thus creating real prerequisites for the transition to a qualitatively new stage - the implementation of natural-authentic communication by students.

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