

CLASSROOM ACTIVITIES ACCORDING TO ORAL COMMUNICATIONDOI: <https://doi.org/10.53885/edinres.2022.4.4.051>*Alaudinova Dilnoza Rustam kizi,**Termez State University, Lecturer, Department of Interfaculty Foreign Languages*

Annotation: The relevance of the article is the activity according to oral communication. There are different types of learners in the world. In some ways they learn quickly, in some ways slowly, below I summarize some classroom activities. By doing those activities you may learn new ways of learning speech. A child's executive functions are an important contributing factor to pragmatic language competence. These include the ability to focus and sustain attention, to plan and organize behavior; to self-monitor and self-regulate, and to curb impulsiveness.

Keywords: activity, language reference, summarize, types of learners, oral communication, slowly, quickly

РАБОТА В КЛАССЕ ПО УСТНОМУ ОБЩЕНИЮ*Алаудинова Дилноза Рустам кизи,**Термезский государственный университет, преподаватель межфакультетской кафедры иностранных языков*

Аннотация: Актуальность статьи заключается в деятельности по устному общению. В мире есть разные типы учеников. В чем-то они учатся быстро, в чем-то медленно. Ниже я подытожу некоторые занятия в классе. Выполняя эти действия, вы можете научиться новым способам изучения речи. Управляющие функции ребенка являются важным фактором, способствующим прагматической языковой компетенции. К ним относятся способность концентрировать и удерживать внимание, планировать и организовывать поведение, контролировать себя и саморегулироваться, а также сдерживать импульсивность.

Ключевые слова: деятельность, языковая ссылка, обобщение, типы обучающихся, устное общение, медленно, быстро.

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Annotatsiya: Maqolaning dolzarbligi og'zaki muloqotga muvofiq faoliyatdir. Dunyoda har xil turdagi o'quvchilar mavjud. Qaysidir ma'noda ular tez, qaysidir ma'noda sekin o'rganishadi, quyida men sinfdagi ba'zi tadbirlarni umumlashtiram. Ushbu mashqlarni bajarish orqali siz nutqni o'rganishning yangi usullarini o'rganishingiz mumkin. Bolaning ijro etuvchi funktsiyalari pragmatik til kompetentsiyasining muhim omili hisoblanadi. Bularga diqqatni jamlash va ushlab turish, xulq-atvorni rejalashtirish va tartibga solish, o'zini o'zi nazorat qilish va o'zini o'zi boshqarish, impulsivlikni jilovlash qobiliyati kiradi.

Tayanch so'zlar: faoliyat, til ma'lumotnomasi, xulosa, o'quvchilarning turlari, og'zaki muloqot, sekin, tez

Introduction. Children with DLD have differing core language skills, such as in their use of vocabulary and sentence structure, but most struggle to read social cues and so experience the following problems:

- Knowing when to talk and when to listen, including how to appropriately interrupt the other speaker;
- Knowing how to introduce and change topics;
- Being able to follow shifts and segues in discussions, whether one-on-one or in groups;
- Being able to retain and then follow multistage commands, such as, "Once you have answered the question on page 10, draw a line on your page and write a new heading, 'The

Aztecs’” It is impossible to discern how much such difficulties reflect poor working memory (see below) and how much they are due to reduced comprehension abilities. The bottom line is that affected students will grasp only one or two components of the instructions above;

- Knowing how to begin and end conversations in appropriate ways;
- Taking in instructions in an environment with background noise and other distractions;
- Producing connected spoken language in order to share their own experiences (narrative discourse); explain how something works, such as the rules of a game (procedural discourse); or give a classroom presentation on a curriculum-based topic (expository discourse);
- Understanding that the nature of their relationship with the other speaker will influence the communication style. For example, we display respect for authority figures by stopping what we are doing when they speak to us, by not fidgeting, by allowing the more senior partner to select and conclude topics, and by ensuring that we do not say or do things that might be construed as disrespectful, such as appearing to mock the other speaker; and
- Discerning direct communication from humor, sarcasm, irony, metaphor, and other forms of nonliteral, figurative language. Figurative language is so much a part of everyday language that we are often unaware of its presence in our conversations. Figurative language is the spice of everyday communication, but as such it can add complex flavors that make language hard for some children and adolescents to understand.

Methodology. Sometimes children with language disorders are given related but less-than-specific diagnostic labels, such as ADHD, which can exist alongside language disorders. Labels such as these may be appropriate, in the sense that children can meet diagnostic criteria for more than one disorder at a time (a phenomenon referred to as comorbidity). However, sometimes misdiagnosis occurs, and this is more likely in clinical and educational settings in which DLD is poorly understood. Because language disorders impact written language as well, the reading and writing skills of affected students will fall behind those of their peers. In turn, this deepens the struggle these children experience every day in the classroom, in terms of managing the increasingly complex written demands of the academic curriculum.

Students with language disorders often make their presence felt in the classroom by struggling to keep up academically and socially, and by missing or misreading social cues. It has been said that “learning floats on a sea of talk,” and if you are not as proficient as at least the average child in the classroom with respect to your verbal abilities, you will be left behind. Perhaps worse still, you may acquire a label such as “inattentive,” “rude,” or “disengaged.” Labels are double-edged swords in schools. They are sometimes necessary in order to gain access to additional services but can also cause adults to prejudge a child and be prone to a range of cognitive biases as a consequence.

A child’s executive functions are an important contributing factor to pragmatic language competence. These include the ability to focus and sustain attention, to plan and organize behavior, to self-monitor and self-regulate, and to curb impulsiveness. Executive abilities such as these are associated with maturation in the prefrontal regions of the brain. These areas mature considerably later than other cortical areas (typically around the early 20s), and so it is not surprising that executive functions are very much under construction in school-age children. It is also important to note that neurobiological disabilities are common in school-age children. This means that the abilities of students with developmental language disorder, ADHD, and/or autism are likely to be more fragile with respect to these important drivers of academic success.

Another important consideration is the fact that working memory is limited. Working memory roughly corresponds to what we are consciously thinking about and processing at any given time. The capacity of working memory is currently thought to be limited to about four items. These constraints apply to individuals without a learning disability, but there is evidence that working memory may be even more constrained for students with disorders such as DLD.

Discussion and recommendation. A learning theory known as cognitive load theory specifically addresses working memory limits. In essence, each task we perform, including learning tasks, imposes a “cognitive load” on working memory. As educators, we try and optimize this load. For complicated tasks that are relatively new to the learner, this involves reducing the number of items the learner must pay attention to, which can be achieved in a number of ways.

One approach is to provide students with fully worked examples or models. In addition, to avoid imposing any unnecessary cognitive load, it's best not to show students a presentation with lots of distracting animations that are not essential to the point the teacher is trying to make. Similarly, it's best to avoid asking students to read a text while you simultaneously explain the meaning of the text or summarize its messages, as such explanations force them to divide their attention. These may sound like obvious points, but, in our experience, they commonly occur when teachers present new material. On the other hand, it appears that working memory has separate channels for processing visual and verbal information. As a result, we can work around some of the working memory limits by using a relevant visual image, such as a diagram, alongside a spoken explanation of the image.

The following is a proposal of oral tasks about environmental topics according to diverse types of intelligence, learning styles and students in a class, elaborated by the learners:

I Solution to Problems (Logical, Interpersonal, Bodily/ kinaesthetic Intelligences. Logical, Social, Physical Learning Styles. Analytic, Innovative, Common Sense, Kinaesthetic Learners)

1. The preparation of the infrastructure for the development of the area in the outskirts of a big city began three weeks ago. So far, they have provided comfort and development to many persons; however, in order to continue working it is necessary to destroy a significant number of trees which give important benefits not only to animals but also to humans.

-What do you think about this situation? Can you think of a solution?

-Do you consider necessary to continue with this developing project by clearing this area?

-What information can you provide about this environmental topic (deforestation) that is affecting our country and the world nowadays?

-What is our country doing to fight this problem?

2. A group of persons that lives in the downtown part of a metropolitan city are complaining because the air has become unbreathable. Many persons use main highways in this area to go to work in their cars; everyday, there are long traffic jams and cars spend hours releasing toxic substances which contaminate the air.

-What do you think about these persons that are affected by this problem?

-According to your personal knowledge what are the consequences of inhaling toxic substances?

-What do you consider these persons should do to counteract this situation?

II Oral Reports

(Intrapersonal, Verbal/ Linguistic Intelligences. Solitary, Verbal Learning Styles. Analytic, Common Sense, Participative Learners)

1. A tsunami is a series of waves generated when water in a lake or the sea is rapidly displaced on a massive scale. It can be generated by any disturbance that rapidly displaces a large mass of water, such as an earthquake, volcanic eruption, and landslide or meteorite impact. Make an oral report about this phenomenon. Refer mainly to the causes and consequences, as well as, the main regions in the world affected by it.

2. The term climate change is used to refer to changes in the Earth's global climate or regional climates. It describes changes in the variability or average state of the atmosphere or average weather. These changes can come from internal processes, be driven by external forces or more recently, caused by human activities. Make an oral report about the consequences this phenomenon is causing nowadays. Make reference to the work that is being carried out to fight it.

III Simulation

(Interpersonal, Bodily/ Kinaesthetic, Verbal/ Linguistic Intelligences/ Social, Physical, Verbal Learning Styles. Innovative, Analytic, Participative, Dynamic, Common Sense, Collaborative, Kinaesthetic Learners)

1. A well-known factory is running important experiments with electric energy. This factory is located near a rain forest. Lately, locals have called the authorities to report forest fires. Nevertheless, the director of this factory claims that the factory is not responsible for the fires. Despite this, the fires continue and they are becoming more frequent. Roles to play: the

director of the factory, the head of the local authorities, a local who is affected by the fires. 2. A professional fisherman has always obtained different varieties of fish from a deviation of the river located near his house. In recent days, he has discovered a significant decrease in the fish population which he associates with the presence of the representatives of a major oil company who are running some tests near the area. He believes that some wastes that have been thrown to the river are killing the fish. He went to talk to the principal representative of the company who recognized the company that was throwing the wastes near the river; however, he claims the tests are too important and paid no attention to the fact that they were affecting the fish populations of the river and the fisherman as well. Roles to play: the fisherman and the representative of the company.

IV Presentation of the Results of an Investigation

(Intrapersonal, Verbal/ Linguistic Intelligence. Solitary, Verbal Learning Styles. Analytic, Dynamic, Auditory Learners)

1. In many countries there exist several ways through which the population is warned about the terrible effects of the ultraviolet rays. However, you have seen that many people do not pay attention to these warnings. Investigate about the consequences of ultraviolet rays for humans and the measures to protect people from them. Make sure to acquire previous knowledge about this environmental problem. Present the results of this investigation to your classmates.

2. There is a great number of endangered species all over the world and our country is not an exception. Investigate about some of the endangered species and present the results in your classroom.

V Role-Playings. (Bodily/ Kinaesthetic, Interpersonal, Verbal/ Linguistic Intelligences. Physical, Social, Verbal Learning Styles. Kinaesthetic, Participative, Collaborative Learners)

1. A- You are an ecologist who represents a recognized environmentalist group. You are going to interview a specialist on the applications of nuclear energy. Ask him/her several questions related to the misuse of this energy and its effects on the environment.

B- You are a specialist on the usage of nuclear energy. You are going to be interviewed by an ecologist. Answer his/her questions according to your knowledge about the topic.

2. A- You are doing a research about the use of wind energy. You are going to talk with the engineer that headed the work to create the Eolic Park in your province. Ask him about the use of wind energy in general and how it was used in this specific area.

B- You are the engineer who headed the construction of the Eolic Park. You are going to be asked about the use of wind energy, especially in this area. Answer all the questions according to your experience.

VI Debates. (Interpersonal, Verbal/ Linguistic, Logical/ Mathematical Intelligences. Social, Verbal, Logical Learning Styles. Innovative, Analytic, Participative, Dynamic, Common Sense, Collaborative, Kinaesthetic Learners)

1. Erosion is an important natural process, but in many places it is increased by human activities.

Some of those activities include deforestation, overgrazing and road or trail building. What do you know about this environmental topic and its consequences? Discuss it with your classmates.

2. A tropical cyclone is a type of low pressure system which is generally formed in the tropics. Caribbean countries have been affected by this phenomenon. Debate what you know about it and share experiences (if any) about the consequences cyclones have caused to those countries.

VII Minilecture. (Intrapersonal, Logical, Verbal/ Linguistic Intelligences Solitary, Logical, Verbal Learning Styles. Analytic, Common Sense, Participative Learners)

1. You have compiled a big amount of information about thaws, an issue that is affecting significantly the environment nowadays. Offer a minilecture in which you talk about the causes, the consequences and the work that is being done to face this problem in some countries of the world.

2. Earthquakes have devastating consequences. You are a specialist on this topic. Express



what you know about this topic. Make sure to cite current examples.

VIII Round Table. (Interpersonal, Bodily/ Kinaesthetic Intelligence. Social, Physical/ Kinaesthetic Learning Styles. Innovative, Analytic, Participative, Dynamic, Common Sense, Collaborative, Kinaesthetic Learners)

1. You had the opportunity to attend an important conference on Climate Change in which you had the possibility to acquire relevant information about this topic. Discuss with several partners the most important aspects of this environmental issue.

2. In world conferences about Global Warming specialists always deal with the most important aspects of this environmental topic. Analyse with a small group of classmates the aspects which, according to your own knowledge and considerations, are dealt with in these conferences.

Conclusion. These effects have been validated by a large number of controlled experiments. And there is strong evidence that applying these principles may also aid motivation, as students experience a sense of achievement rather than a sense of frustration.

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