TECHNIQUES FOR IMPROVING CADETS' CONVERSATIONAL SKILLS

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ABSTRACT

This article describes effective techniques for conversation groups, kinds and stages of organizing them and how to make them qualitative.

Keywords: *teaching English, conversation groups, stages, quality, approaches*

АННОТАЦИЯ

В данной статье описываются эффективные техники для разговорных групп, их виды, этапы, а также качественная организация данного процесса.

Ключевые слова: *преподавание английского языка, разговорные группы, этапы, качество, подходы.*

INTRODUCTION

Teachers of English as a foreign language face a situation aptly described by Julia M. Dobson, a professor of linguistics, Washington, D.C.: "Language teachers lead their students down the road of pattern practice, only to find themselves confronted by a great chasm at the end. On the other side lies real communication, but the group is stranded on the side of drills because the teacher sees no strong bridge across."

Cadets are not interested only in learning to read and write the new language, they have a desire to speak it. Most cadets are eager to converse in the new language, and conversation practice therefore assumes primary importance in their learning experience.

In directing conversation session teachers must help cadets to move from pseudo- communication to communication where they express their ideas in the context of reality. During the early stages of conversation practice, you are bound to maintain a fairly controlled situation in which the cadets interacts with you and other cadets within the constraints imposed by limited knowledge of the language. During later stages, you will gradually remove the controls until they are eliminated altogether, and the cadet enters a realm of real communication.

DISCUSSION AND RESULTS

Setting the stage for conversation practice. Before cadets embark on conversation practice, obviously they must be familiar with some grammar patterns and vocabulary words. If cadets have learnt the basic patterns of English in a formal

**Oriental Renaissance: Innovative,
educational, natural and social sciences**

SJIF 2023 = 6.131 / ASI Factor = 1.7

(E)ISSN:2181-1784
www.oriens.uz
3(3), March, 2023

classroom context, these were probably taught through one of two major methods or a combination of both: the audio-lingual approach, and cognitive-code learning.

The Audio-Lingual Approach

This language teaching approach is based on the premise that learning a new language means learning a new system of habits. Basic assumptions in the audio-lingual approach are:

1. A linguistic analysis of the new language.

2. The new language should be leant through imitation and analogy.

3. Every language is patterned. Cadets must practice these patterns through intensive drills such as repetition of dialogues or through exercises.

4. The new language habits must become automatic.

5. Allowing the pupil the possibility of making errors should be avoided, since it is thought that mistakes will lead to bad habits.

6. Listening and speaking are viewed as primary activities, and reading and writing secondary.

7. Function words (words like articles, prepositions or auxiliary verbs that tie other words together) should receive greater attention in the initial stage of language learning than content words (nouns, adjectives, full verbs which have lexical meaning).

8. Audio-visual aids can assist the pupil in his formation of new language habits.

9. Use of the cadet's native language for explanations of new vocabulary and syntax should be avoided.

Cognitive-Code learning

The major implications in cognitive-code learning are:

1. A language is a rule-governed system. Cadets must learn the rules in a new language through analysis in order to use the language competently.

2. Language learning is more than a matter of habit formation; it is a creative process, and therefore the pupil should be given the opportunity to be as mentally active as possible in all assigned work.

3. Drills and exercises should be meaningful.

4. The cadet's creative involvement in the learning process is viewed as more important than the avoiding of errors.

5. Reading and writing should be taught at early stages along with listening and speaking.

6. Occasional use of the cadet's native language for explanation of new grammar and vocabulary is beneficial.

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Kinds of conversation groups. Directed conversation practice for cadets learning English may occur in regular classroom surroundings or in non-academic environments such as conversation clubs. Every day thousands of these conversation sessions take place around the world, reflecting the tremendous interest that people everywhere have in learning to speak English.

Academic Conversation Groups. English teaching programs vary from one educational establishment to another, but if directed conversation practice is scheduled, it is likely to appear in one of two forms: a brief session or sessions during a given class hour, or a session covering an entire class hour.

Social Conversation Groups. English conversation clubs are organized by teachers and cadets who want to practice English in a more congenial atmosphere than the classroom may allow. Meetings follow a regular schedule-once a week, for instance. Vital to their success is a dynamic leader who can skillfully arrange entertaining activities such as debates, film showings or games that will stimulate all members to use their English.

Qualities that make a successful conversation group leader. Anyone who speaks English fluently, and who is reasonably inventive, interested in people, friendly, firm, and patient should make a fine conversation leader. The successful leader should follow the next key action in building the team:

1. set the team's objectives and standards;
2. maintain the set objectives and standards;
3. involve each member of the team in the objective's achievement;
4. retain the team as an indivisible unit;
5. communicate efficiently with the team explaining the teams task that effect them at work once a month;
6. consult the members of the team before taking the decision, which affects them.

Everybody is expected to use their knowledge. Individuals are able to work together and not only perform their roles. Teams can recommend things and accomplish these things; they can solve problems and keep good culture in the organization with the help of their leaders.

Conversation Elements

1. Questions and answers:
- question – single statement
- question –multiple statement
- question deduced from answers
- multiple questions drawn from a single statement

2. Comments, exclamations

3. Dialogues

4. Improvisations, plays

5. Readings, compositions

6. Speeches, small-group discussions, debates

7. Visual aids: blackboards, bulletin boards, flannel boards, magneboards, realia, pictures, charts, flash cards, maps, clocks, calendars, cartoons, advertisements, opaque projector displays.

8. Audio aids, television, motion pictures

9. Cultural orientation, proverbs, humor, songs, poetry

10. Correspondence, group projects, field trips, games.

CONCLUSION

Cooperative learning improves self-confidence for many pupils. Because the group mates become responsible for one another's learning and have a vested interest in the other's success, all pupils find out that their ideas can be useful to others, and they become more self-confident.

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