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SELECTION OF SPEAKING MATERIALS FOR A2 LEVEL LANGUAGE LEARNERS IN ACCORDANCE WITH COMMUNICATIVE APPROACH

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Qurbanova Ziyoda Saydillaevna

(Master of Foreign Language and Literature Studies), University of Exact and Social Sciences, Tashkent, Uzbekistan

ABSTRACT

This article discusses selection criteria of speaking materials for A2 learners in accordance with communicative approach. To support the above mentioned point of view, several scholars' works were looked through and analysed to reach conclusion. Moreover, peculiarities of speech materials are studied and main features are determined to select A2 speech materials to create new model of the research.

KEYWORDS

Communicative approach, foreign language methodology, authentic materials, integrated learning, novelty, functionality.

INTRODUCTION

Speaking materials are given great importance in foreign language lessons. According to several scholars, the authors of the methodology of communicative learning, speech materials are the true means of learning. Only the performance of speech materials leads to a goal, and their absence is the absence of any purposeful teaching. E.I. Passov believes that, firstly, there is always a learning goal in the speech material, secondly, the speech material is

not a disorderly action, it has a special organization, thirdly, the material is always aimed at improving the way the action is performed. To do this, it must provide for the repetition of the action many times. But one material in teaching never gives the final effect, even in relation to a particular intermediate goal. Therefore, speech materials are combined into systems, subsystems, complexes.

The communicative method of teaching foreign language speech communication involves the use of a functional approach to the formation of lexical speaking skills. Let's consider a variant of organizing the process of functional formation of lexical speaking skills using conditional speech material proposed by E.I. Passov. A distinctive feature of such activities is the use of a speech task as an installation for the exercise.

There are four principles of selecting conditional speech materials:

Imitative – when performing these materials, the student uses a speech pattern when expressing his thoughts, which he perceived in the teacher's remark.

Transformational – involves the transformation of the teacher's remark, for example: Say that you want to do something else. For lexical skills, transformation can be expressed in the transmission of the same content in other words.

Reproductive – involves reproducing in the replicas of students those forms or lexical units that were learned in previous speech materials. If earlier the student reproduced, relying either entirely on the sample (in imitative) or in a similar form (in transformational), then reproduction is already completely independent.

The complex of conditional speech materials' selection is organized according to the stages of formation of lexical speaking skills: The complex of conditional speech activities is organized according to the stages of formation of lexical speaking skills: imitation, substitution, transformation, reproduction.

There are 4 most important typological features of true speech materials:

1. Communicative language teaching always ensures the presence of the strategy and tactics of the speaker (writing, reading, listening).
2. Teacher always updates the relationships of the communication participants.
3. Authentic material is always a new situation, which ensures the productivity of the statement.
4. Communicative activity develops speech activity and independence.

Speech activity is ensured by taking into account the personal characteristics of students and challenging attitudes to what is perceived, and independence is provided by a special strategy for using decreasing supports. Thus, communicative speaking is a form of communication specially organized in such a way that provides a controlled choice of the speaker's strategy, actualizes the relationships of communication participants, causes their activity and natural motivation of speech activity, fosters independence and productivity of speech skills.

At the learning stage, the student is explained the grammatical topic and the use of new words and expressions, that is, they work on expanding vocabulary and mastering grammar. At the stage of knowledge activation, the student performs various exercises for fixing new grammar and words. This may be a continuation of the discussion of the topic under study, but with the application of the knowledge gained.

The purpose of the communicative method is to teach the student to communicate in a foreign language not only fluently, but also correctly. The rules and meanings of new words are explained by the teacher

using vocabulary familiar to the student, grammatical structures and expressions, using gestures and facial expressions, drawings and other visual aids.

Features of the communicative learning methodology that should be taken into account while selecting speech materials for A2 learners:

- situationality
- priority of practice
- cooperation and co-creation of student and teacher
- development of mental and speech activity and independence of students
- speech orientation of learning
- individualization of learning
- functionality
- novelty.

CONCLUSION

In conclusion, all these activities are performed in interconnection and in interaction. Each series, in turn, includes a number of cycles of activities for teaching specific skills, for example, a cycle of activities for teaching articulatory, rhythmic and intonation skills; a cycle of activities for teaching the syntactic side of speaking, for teaching morphological skills of oral speech. The cycle can break up into smaller groups of activities to teach specific linguistic phenomena. A similar structure of the exercise system can be found in teaching other types of speech activity.

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