THE ROLE OF READING MATERIALS FOR IMPROVING SPEAKING SKILLS OF ESP LEARNERS

Shukurova Nodira Nazimovva
Teacher of the Uzbek State university of physical education and sport

Annotation: This article is devoted to the formation and development of reading skills of ESP learners of students' in English. Currently, the goal of ESP learning is not only reading and understanding texts by profession, but also expressing content in speech. That's why there are used some innovative techniques of communicative methods as make them guess, think break, picture prompt, working with text, post text questions, paraphrasing, choosing the endings, fishbone method and others. The effectiveness of these techniques showed by their implementation during the class. Besides these some recommendations and suggestions are given in order to improve the effectiveness of the lesson at the end.

Keywords: approach, benefit, learners, online, programme, maximize, improve, opportunity, recommendation, problem solving.

I used the following methods and techniques during the lesson:

Think Break – Ask questions and then allow 20 seconds for learners to think about the problem before teacher goes on to explain. This technique encourages learners to take part in the problem-solving process even when discussion isn't feasible. Having learners write something down (while teacher writes an answer also) helps assure that they will in fact work on the problem.

Blender – learners silently write a definition or brainstorm an idea for several minutes on paper. Then they form into groups, and two of them read their ideas and integrate elements from each. A third learner reads his, and again integration occurs with the previous two, until finally everyone in the group has been integrated (or has attempted integration).

Picture Prompt – a picture prediction technique, Show learners image with no explanation, and ask them to identify/explain it, and justify their answers and making story. Or ask learners to write about it using terms from lesson, or to name the processes and concepts shown. Also works well as group activity. Do not give the "answer" until they have explored all options first.

Make a story- teacher distributes text written in the paper without finished ending. Learners finish the story by their own creative abilities.

Paraphrasing – using own words to express someone else's message or ideas. In a paraphrase, the ideas and meaning of the original source must be maintained; the main ideas need to come through, but the wording has to be your own.

Fish-bone method - also called a cause and effect diagram or Ishikawa diagram, is a visualization tool for categorizing the potential causes of a problem in order to identify its root causes.

A fishbone diagram is useful in brainstorming sessions to focus conversation. After the group has brainstormed all the possible causes for a problem, the facilitator helps the group to rate the potential causes according to their level of importance and diagram a hierarchy. The design of

the diagram looks much like a skeleton of a fish. Fishbone diagrams are typically worked right to left, with each large "bone" of the fish branching out to include smaller bones containing more detail.

Fishbone diagrams are used in the "analyze" phase of Six Sigma's DMAIC (define, measure, analyze, improve, control) approach to problem solving.

Motivation

Motivation has several effects on students learning and behavior. It directs behavior toward particular goals, increases students time on task and also an important factor affecting their learning and achievements. That's why I also used the following ways of motivation:

Real world applications- the questions I asked are realistic and made listeners to think over the problem;

Classroom climate- I created English speaking atmosphere in the class;

Humor the learners- I used some humoristic ideas sometimes in the class to raise their mood.

Highlight what went right- commenting with motivative phrases like "Good job", "I knew you would get this" as evaluation of their progress at doing something.

Competition – I divide group into two subgroups and created competitive mood asking the pros and cons of the topic learned.

Giving rewards - I created some stickers to assess the learners participation.

Create a safe atmosphere for learners in the class- this motivational strategy also ties into my learner-centered approach in language teaching. I try to create a safe as well as supportive environment in which learners can learn and practice the language comfortably. I maintain this positive environment through good teacher–student working relationships. For example, I make regular contributions to a bulletin board in the classroom with welcome, happy birthday, and congratulations messages and encourage students to use the board to exhibit their projects.

Other similar strategies can also strengthen good working relationships. Teachers can take simple yet highly effective steps, such as joining learners on field trips, hikes, and lunches. These confidence-building efforts over time help to develop a classroom community. Learners experience and appreciate the supportive teaching environment in which they are encouraged to take risks in using language structures creatively and accept that the mistakes made in this effort probably will not impede their initiatives (Cheng & Dörnyei, 2007; Reid, 1999).

Make language learning enjoyable and interesting - I believe making learning an enjoyable experience is crucial to maintaining learners' motivation. This belief leads me to consider the application of various principles related to motivation when preparing a teaching plan for a semester or similar period. First, texts, audiovisual materials, tasks, and class activities should be related to students' interests. Second, the teacher should always give learners choices in assigning a task, and learners' preferences should get priority. Third, an extracurricular component in the course is a very desirable feature so that elements such as music and humor can be incorporated in teaching, thus increasing learning opportunities beyond regular lessons (Kumaravadivelu, 2003). These extracurricular activities can be simple speaking and writing acts such as sharing a cultural object from one's country/region, giving a musical or dramatic performance, and having poster competitions. I have tried these activities and found them quite successful in enhancing and maintaining learners' motivation.

Furthermore, it is important to appreciate learners' efforts and progress. To promote learner autonomy, I incorporate activities that involve peer support and feedback in addition to teacher commentary. The use of interesting icebreakers can help in overcoming classroom drudgery. For this purpose, I use cartoons and brief video clips related to the lesson. Moreover, sometimes changing the class venue to an open space or a corner in the school café can help break monotony, especially when a lesson does not require use of classroom equipment.

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