

miliar grammar material and 6—8 unfamiliar words per 100 words of the text. "Therefore reading is one of the practical aims of teaching a foreign language in schools.

There are two ways of reading: aloud or orally, and silently. People usually start learning to read orally. In teaching a foreign language in school both ways should be developed. Pupils assimilate the graphic system of the target language as a means which is used for conveying information in print. They develop this skill through oral reading and silent reading.

When one says that one can read, it means that one can focus one's attention on the meaning and not on the form; the pupil treats the text as a familiar form of discourse and not as a task of deciphering. "The aim of the teacher is to get his pupils as quickly as possible over the period in which each printed symbol is looked at for its shape, and to arrive at the stage when the pupil looks at words and phrases, for their meaning, almost without noticing the shapes of the separate letters" [2]. A good reader does not look at letters, nor even at words, one by one, however quickly; he takes in the meaning of two, three, or four words at a time, in a single moment. The eyes of a very good reader move quickly, taking long "jumps" and making very short "halts". We can call this ideal reading "reading per se". Reading per se is the end to be attained.

Reading aloud. In teaching reading aloud the following methods are observed: the phonic, the word, and the sentence methods. When the phonic method is used, the child learns the sounds and associates them with graphic symbols — letters. In the word method a complete word is first presented to the child. When several words have been learnt they are used in simple sentences [3]. The sentence method deals with the sentences as units of approach in teaching reading. The teacher can develop pupils' ability to read sentences with correct intonation. Later the sentence is split up into words [3]. The combination of the three methods can ensure good reading.

Pupils are taught to associate the graphic symbols of words with their meaning already learned orally. All the analyzers are at work: visual, auditory, kinesthetic. The leading role belongs to the visual analyzer. It is necessary that the graphic symbols (images) of words should be fixed in the pupils' memory. In teaching English in schools, however, little attention is given to this. Pupils are taught how, "to sound" words rather than how "to read" them. They often repeat words, combination of words without looking at, what they read. They look at the teacher. The teacher does not realize how much he hinders the formation of graphic images (symbols) in the pupils' memory by teaching to read in this way.

Reading in chorus, reading in groups in imitation of the teacher which is practiced in schools forms rather kinesthetic images than graphic ones. The result is that pupils can sound the text but they cannot read. The teacher should observe the rule "Never read words, phrases, and sentences by your self. Give your pupils a chance to read them." For instance, in presenting the words and among them those which are read according to the rule the teacher should make his pupils read these words first. This rule is often violated in school. It is the teacher who first reads a word, a column of words, a sentence, a text and pupils just repeat after the teacher.

Literature

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РЕЗЮМЕ
Мақолада инглиз тилини ўқитишда «ўқиш»нинг асосий аҳамиятга эга эканлиги ҳақида сўз боради, ўқишнинг турлари, овоз чиқариб ва овоз чиқармасдан ўқиш турлари ҳақида ҳам маълумотлар берилган. Ўқиш – ҳусусан, илмий аҳамиятга эга бўлиб, у бошқа тилни ўрганишда ёзиш ва гапириш кўникмаларини шакллантиришга ёрдам беради.

РЕЗЮМЕ
Статья посвящается изучению важного вида языковой деятельности-чтения в обучении английскому языку. Рассматриваются разные виды чтения -чтение вслух и чтение про себя, а также различные методы обучения чтению. Чтение является также важным для развития таких видов языковой деятельности как говорение и письмо.

SUMMARY
The article deals with the study of one of the important language skills as reading in teaching English. The author also studies various kinds of reading-reading aloud and silent reading and different methods of teaching reading. Reading is very important for the development of such language skills as speaking and writing.

SPEAKING ACTIVITIES AND GAMES USED IN TEACHING FOREIGN LANGUAGE

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Таянч сўзлар: тил, билим, гапириш, топширик, имконият, нутқ, тараккиёт, фойдали, хотира, алоқа.

Ключевые слова: язык, знание, говорение, задание, возможность, речь, развитие, полезный, память, связь.

Key words: language, knowledge, speaking, task, opportunity, speech, development, useful, memory, communication.

Language came into life as a means of communication. It exists and is alive only through speech. When we speak about teaching a foreign language, we first of all have in mind teaching it as a means of communication.

Teaching begins with presenting a letter to pupils, or a combination of letters, a word as a grapheme. The use of flash cards and the blackboard is indispensable.

When teaching reading the teacher needs a set of flash cards at hand. If the teacher uses the blackboard instead he can write printed letters on it and pupils can recollect the words they have learnt orally which have this or that letter, compose a word, etc.

The same devices are applied for teaching pupils to read words, the task being different, however:

(a) pupils choose words which are not read according to the rule, for example: *lake, plane, have, Mike, give, nine;*

(b) pupils are invited to read the words which they usually mis-read:

yet — let	form — from	come — some	does — goes
cold — could	called — cold	wood — Would	walk — work

(c) pupils are invited to look at the words and name the letter (letters) which makes the words different:

Though-	through-	hear - near	hear - hare
thought	though		
since-science	With-which	contentcontext	country — county

(d) pupils in turn read a column of words following the key word

(e) pupils are invited to pick out the words with the graphemes *oo, ow ea, th, ...*

Silent reading. In learning to read pupils widen their eye span. They can see more than a word, a phrase, a sentence. The eye can move faster than the reader is able to pronounce what he sees. Thus reading aloud becomes an obstacle for perception. It hinders the pupil's comprehension of the text. It is necessary that the pupil should read silently. Special exercises may be suggested to develop pupils' skills in silent reading. For instance, "Look and say, read and look up." (M. West) To perform this type of exercises pupils should read a sentence silently, grasp it, and reproduce it without looking into the text. At first they perform such exercises slowly. Gradually the teacher limits the time for the pupils' doing the exercises. It makes them read faster and faster. All this lead to widening their eye span.

It's necessary to teach reading right way and spare much attention. The teacher can use the different ways for developing pupil's ability to read. We viewed some of them in this work. Of course it's necessary to teach pupils read letter, word, word-combination, also it's important to teach them comprehension text in whole. Usually pupils taught how "to sound" word rather than how "to read" them. They repeat words, combination of words without looking at them. Therefore it's important to use flash card and visual aids.

In teaching pupils to read much attention should be given to the development of their ability to guess. In this work were presented some of ways how to do it. The work must be carried out in a way which will be interest to pupils and develop not only their reading ability but their aural comprehension and speaking abilities as well. Teacher should use definite ways in teaching reading, because of it's ways different for different pupils and class.

and students. And finally, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become [1:123].

Good speaking activities can and should be extremely engaging for the students. If they are all participating fully and the teacher has set up the activity properly and can then give sympathetic and useful feedback, they will get tremendous satisfaction from it.

It is possible to design speaking activities that help students have their skills so that these challenges are addressed more directly.

Pre-speaking activity is to prepare the participants for the main speaking activity. Schemata activation is recalling prior world-knowledge of the participants that is relevant to the speaking situation. Questions, pictures and texts can be used to these ends. Brainstorming is an activity used to generate ideas in small groups before the main speaking activity. The purpose is to generate as many ideas as possible within a specified time period. The ideas are not evaluated until the end of activity time.

Motivation of participants can be enhanced when they clearly see the communicative problem and the ways to resolve it.

While-speaking the participants actually resolve the communicative problem and produce its resolution as a result of the role-play, problem-solving, socialization or communication game.

Post-speaking can provide opportunities for the learners to revisit the language and ideas produced and to think of the ways to make communication more effective. An important part of the post-speaking activity is the development of integrated communicative skills, i.e. reading and speaking task, listening and speaking task, speaking and writing task, etc [2:129].

There are a lot of speaking activities which can be used to improve students' speaking skill.

Role - plays are considered to be an excellent activity for speaking. Students will act the role using their speech. The following role plays are suggested [2:121].

1. You are waiting in line to buy a movie ticket and the person standing beside you is smoking. The smoke is bothering you.
2. You are at a party. Another guest at the party, who left 20 minutes, has taken your coat by mistake.
3. You have just left the stadium where you saw a music concert. You look for money to take the bus home and your wallet has been stolen.
4. You meet an American at a party and make plans to meet again for lunch on Tuesday. On Tuesday you arrive forty minutes late.

"Tiny Talks" are good speaking activity for working with topics.

1. Make list of topics that would be of interest to your students write one topic per card to create a classroom set of cards. Popular topics include: travel, money, love, smoking, drinking, the place I most want to visit.
2. Place the cards face up on teacher's desk.
3. Have students choose a partner to practice with.
4. Students come to your desk one at a time to choose a topic they will speak about for one minute.
5. After choosing topics, students talk about their topics with their partners for about 10 minutes.
6. Students then move their desks into a friendly circle.
7. Ask for a volunteer to speak first. Each student will speak for one minute use a timer if you like. Allow students to speak longer if there is enough time.
8. The class should applaud after each "Tiny Talk"
9. The teacher should give some positive feedback or ask questions after each speaker.

Two Truth and a lie

Students introduce themselves and tell the class three things about themselves, one of which must be a lie. The rest of the class

asks questions to try to guess which of the three things is the lie. Students can work in pairs, interviewing each other. The student introduces his/her partner, one of which is a lie.

Twenty questions

Students pick a card with a job: animal trainer in a circus, banker, baker.

You are a _____

Your classmates will ask you questions that require a "yes" or "no" answer only. You answer their questions with only a "yes" or "no". Do not give them any other information. They will try to guess your profession in twenty questions or less [3:60].

Games are considered to be one of the most interesting methods in teaching speaking. Pupils feel motivated and free in playing games, because each of them wants to be a winner. The teacher may give to his/her students prizes.

Games can be classified as follows:

- information gap games (the winner is the first who compiles together all the necessary information from other participants);
- matching, contrasting and comparing games (fitting, exchanging, collating, spotting differences);
- sequencing games (the winner is the first who does the correct sequencing);
- guessing games (the winner is the first who makes the correct guess, e.g. "Who am I?", wearing a sticky label on one's forehead and asking questions about oneself);
- memory games (the winner is the one whose memory works best);
- general knowledge games (the winner is the best one at general knowledge quizzes);
- board games (a game organized between couples or groups of partners with a playing board, e.g. a grid and dice with a task in each box of the grid and the order of tasks determined by casting the dice).

The game of truth.

Make a lot of small cards with interesting topics written on them, such as: FAMILY, SHOPPING, TRAVELLING, EDUCATION etc. Look for topics that make students speak. Every student in the class will take turns in taking a card. He or she will talk a little about the topic in the card he or she selected. For example: Money: for me money is very important, but not the most important thing. Success is not measure by the money you get. Allow students to express their feelings even if it is not their turn. Remember the main, point of his game is to make student speak. However, the teacher doesn't lose the control of class. If there is a good selection of topics, everybody will try to speak even it is not their turn.

Discussion also plays an important role developing pupils speaking. The following kind of discussion is suggested to the teachers to use in their classes. It is called "To evaluate the discussion". It can be used after reading the text for consolidation. The teacher divides the class in two groups. The first group will be the participants of the discussion. The second group will be evaluators. Each evaluator has to evaluate one participant. The teacher gives them a question to discuss. Each evaluator has a paper written points of evaluating the discussion. It has the following points:

1. To give the main information (+2)
2. To say one's own point of view (+1)
3. To comment on the given information (+2)

During the discussion they should have an ability of discussion without quarrelling. At the end each evaluator tells his or her points to participant whom he or she evaluated. As a result of the points pupils can know who is the winner of the discussion.

To sum up, speaking activities and games improve students' speaking skills and also promote to the better knowledge of the material.

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РЕЗЮМЕ

Мақолада ўқитишнинг муҳим босқичи ҳисобланган гапириш ҳақида сўз юритилади, Мақола муаллифи чет тилини ўрганувчиларга гапириш машғулотларини қандай ўтказиш ҳақида ўз фикрини баён этади. Гапириш топшириқлари материални ўзлаштиришга, шу жумладан, талабаларнинг билимини текширишга ва баҳолашга хизмат қилади.

РЕЗЮМЕ

Статья посвящается обучению одного из важных видов речевой деятельности в обучении иностранному языку как говорению. Автор статьи рассматривает вопросы составления устных заданий для изучающих иностранные языки. Устные задания способствуют лучшему усвоению материала в учебном процессе а также позволяет проверить знания учащихся.

SUMMARY

The article is devoted to one of the important language skills in teaching foreign language as speaking. The author of the work deals with the issues of speaking tasks for the learners studying foreign languages. Speaking tasks promote to the better learning of the material in the learning process and let check up students knowledge.