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PROMOTING ORAL COMMUNICATION THROUGH READING INTEGRATION
СОДЕЙСТВИЕ УСТНОМУ ОБЩЕНИЮ ПОСРЕДСТВОМ ИНТЕГРАЦИИ ЧТЕНИЯ
О'QISHNI INTEGRATSIYA ORQALI OG'ZAKI MULOQOTNI RIVOJLANTIRISH

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Abstract

This article explores the hypothesis that incorporating reading materials in language classes can enhance students' oral communication skills. It must be mentioned about the importance of oral communication in language learning and the challenges that students often face in developing this skill. It introduces the hypothesis that integrating reading materials into language classes can help address these challenges and improve students' oral communication abilities. Additionally, it reviews existing literature on the topic, highlighting studies that have found a positive correlation between reading and oral communication skills.

Аннотация

В этой статье рассматривается гипотеза о том, что использование материалов для чтения на уроках языка может улучшить навыки устного общения учащихся. Следует упомянуть о важности устного общения при изучении языка и о трудностях, с которыми часто сталкиваются учащиеся при развитии этого навыка. В статье выдвигается гипотеза о том, что интеграция материалов для чтения на языковых занятиях может помочь решить эти проблемы и улучшить способности учащихся к устному общению. Кроме того, в статье содержится обзор существующей литературы по данной теме, в котором освещаются исследования, выявившие положительную корреляцию между навыками чтения и устного общения.

Annotatsiya

Ushbu maqola til darslarida o'qish materiallaridan foydalanish o'quvchilarning og'zaki muloqot ko'nikmalarini oshirishi mumkinligi haqidagi gipotezani ko'rib chiqadi. Tilni o'rganishda og'zaki muloqotning ahamiyati va talabalar ushbu mahoratni rivojlantirishda tez-tez duch keladigan qiyinchiliklarni eslatib o'tish kerak. Maqolada til darslarida o'qish materiallarini birlashtirish ushbu muammolarni hal qilishga va o'quvchilarning og'zaki muloqot qilish qobiliyatini yaxshilashga yordam berishi mumkinligi haqida faraz qilingan. Bundan tashqari, maqolada o'qish va og'zaki muloqot qobiliyatlari o'rtasidagi ijobiy bog'liqlikni aniqlagan tadqiqotlarni ta'kidlaydigan mavzu bo'yicha mavjud adabiyotlar haqida umumiy ma'lumot berilgan.

Key words: language education, oral communication skills, innovative approaches, reading materials, authentic language use, language classes

Ключевые слова: языковое образование, навыки устного общения, инновационные подходы, материалы для чтения, аутентичное использование языка, языковые занятия.

Kalit so'zlar: til ta'limi, og'zaki muloqot qobiliyatlari, innovatsion yondashuvlar, o'qish materiallari, tildan haqiqiy foydalanish, til darslari.

In language education, the development of oral communication skills is of paramount importance. As educators, we continually seek innovative approaches to enhance students' abilities in this area. This article aims to explore the hypothesis that incorporating reading materials in language classes exposes students to authentic language use, ultimately resulting in enhanced oral communication skills.

The aim of this article is to examine the hypothesis that incorporating reading materials in language classes will expose students to authentic language use, resulting in enhances oral communication skills.

LITERATURE REVIEW

Given the significance of oral communication in language learning, researchers have conducted various studies to investigate the potential benefits of integrating reading materials in language classes. As Smith (2015) highlights, reading can offer students invaluable exposure to a wide range of vocabulary, grammar structures, and idiomatic expressions, thus enriching their language repertoires. Additionally, Sherman and Nguyen (2018) found that incorporating reading materials can foster more extensive and varied syntactic construction in students' spoken language.

Furthermore, the exposure to authentic language use through reading materials enhances students' oral communication skills by providing them with firsthand examples of how native speakers employ language in various contexts. This exposure helps learners develop an understanding of appropriate language use, register, and conversational norms (Smith, 2015). According to Xu and Guo (2017), reading materials expose learners to different speech acts, discourse markers, and turn-taking patterns that can be directly applied to their oral communication skills, leading to increased fluency and accuracy.

METHODOLOGY

To conduct the survey, an online Google form questionnaire was used. This method allowed researcher easily reach a large number of participants and gather their responses in an organized manner.

The participants from Fergana State University's 4th-year students were selected for the study. In total, 5 students agreed to take part in the survey. To ensure diversity, participants of both genders were participated.

To collect the data, a Google form questionnaire was created and then shared with the selected participants, providing them with a specific link to access it. The participants were given sufficient time to respond to the questionnaire, allowing for accurate data collection.

After collecting the responses, the data using statistical methods was analyzed. The multiple-choice questions were analyzed using percentages and frequencies, while the open-ended questions were examined for common themes and patterns. This approach allowed for a comprehensive analysis of the data, enabling me to draw meaningful conclusions.

RESULTS

Based on the responses to the survey question regarding the incorporation of reading materials in language classes, it is evident that a significant portion (20%) of the participants rarely or never recognize the utilization of reading materials in their classes. This suggests a potential weakness in the teaching approach of these language classes, as reading is an essential component for language learning and development. Additionally, the fact that none of the respondents selected "occasionally" indicates that the incorporation of reading materials may not be randomly or sporadically implemented, but rather, it is either consistently present or absent.

On the positive side, the majority of participants (60%) acknowledged that reading materials are sometimes incorporated into their language classes. This suggests that there is some effort made by the instructors to integrate reading activities into the curriculum. However, the proportion of respondents who reported reading materials being used frequently (20%) is relatively low, indicating a potential area for improvement in terms of the frequency of exposure to reading resources. Increasing the frequency of incorporating reading materials could enhance language comprehension and vocabulary acquisition, enabling students to develop their language skills more effectively.

The results of this survey question 'Have you noticed any improvement in your oral communication skills after incorporating reading materials in language classes?' suggest that a majority of respondents have seen some form of improvement in their oral communication skills after incorporating reading materials in language classes. Specifically, 20% of participants reported a significant improvement in their skills, while another 40% indicated some improvement.

TILSHUNOSLIK

Interestingly, a quarter of the respondents either did not notice any improvement or found the question not applicable as they had not incorporated reading materials in their language classes.

These findings indicate that reading materials can have a positive impact on oral communication skills to varying degrees. While it is encouraging to see that a significant portion of respondents experienced improvement, it is important to note that a notable proportion did not observe any noticeable changes in their skills. This suggests that other factors or teaching methods may also play a role in enhancing oral communication abilities, and future research could delve further into this area to uncover more insights.

The question of how reading materials can enhance oral communication skills received a variety of responses from the survey participants. According to 20% of the respondents, reading materials can contribute to improving oral communication skills by exposing students to authentic language use and vocabulary (figure 1). By reading a wide range of texts, students can be exposed to different expressions, idioms, and colloquialisms, which can help them expand their vocabulary and develop a more natural way of speaking.

Interestingly, 40% of the participants emphasized that reading materials can enhance oral communication skills by providing opportunities for critical thinking and analysis. When students read, they are required to interpret and analyze the text, which in turn, develops their critical thinking skills. This allows them to engage in more meaningful discussions and articulate their thoughts better in oral communication situations.

Another 20% of the responses highlighted that reading materials can improve comprehension and fluency. Reading regularly helps students develop their reading comprehension skills, which are closely linked to oral communication. As they become more proficient readers, their ability to understand and grasp information will naturally carry over to their oral communication, allowing them to express themselves more clearly and fluently.

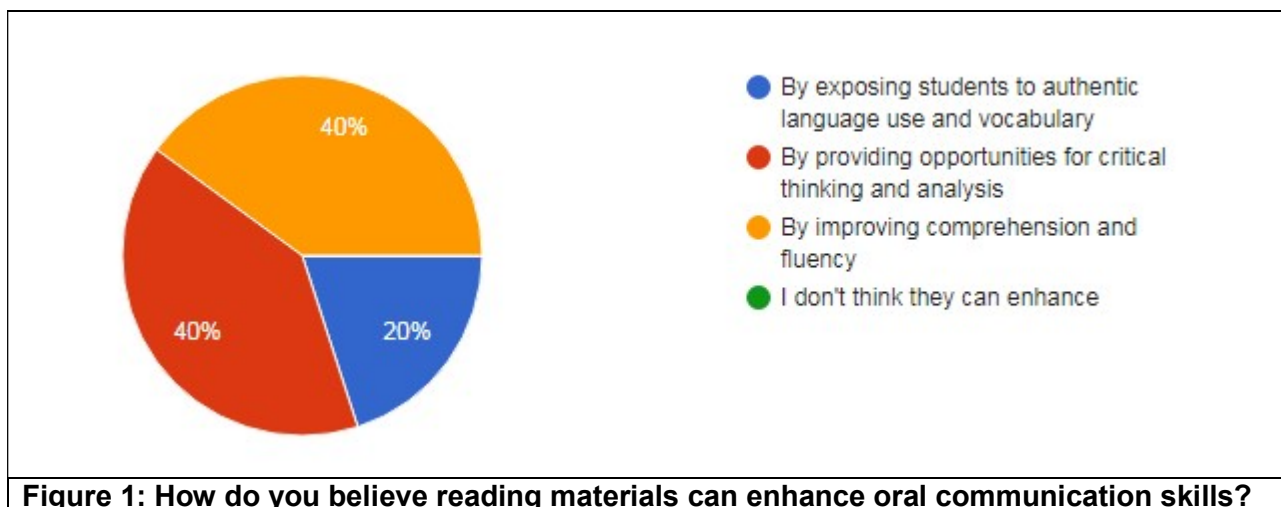


Figure 1: How do you believe reading materials can enhance oral communication skills?

In summary, the analysis of the survey responses indicates that reading materials can enhance oral communication skills through exposure to authentic language use, opportunities for critical thinking and analysis, and improvements in comprehension and fluency. These findings suggest that incorporating reading materials into language learning programs can be a valuable tool for developing effective oral communication skills.

The question of whether reading materials are helpful in expanding vocabulary and language proficiency received varied responses from the survey participants. 40% of the respondents strongly agreed that reading materials greatly enhance their vocabulary and language proficiency. This suggests that these individuals actively engage with reading materials and recognize the positive impact it has on their linguistic skills. By regularly exposing themselves to a wide range of texts, they are able to encounter new words and expressions, reinforcing their vocabulary and deepening their understanding of the language.