Methods of Spoken Interaction

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Abstract
In learning Russian language is long, complex process because a learner should know the grammar, phonetic, and other rules to follow. Besides, a learner should have sufficient vocabulary knowledge or be aware of technical terminology in that sphere of expertise. Communication is the main skill of the language learning process as it may provide a learner comprehending the words during the spoken interaction. Furthermore, learners should know the cultural identity of that society for spoken interaction. This paper reveals the methods and activates learners may accomplish and learn for active communication in Russian language.

Keywords: Russian language acquisition, communicative activities, target needs of learners.

Introduction.
Today, different genres of communities based on variety of purposes of communication, they use different terminology which is relevant to specific environment. Besides, Parks (2001) suggests that a prime role for the on-site second language consultant is to raise learners’ awareness of the resources for help with communicative practices that are already available in the workplace (Helen Basturkmen. 2006:96). The philosopher Austin was interested in the fact that people do not use language just to state things but to do things, in other words, to perform actions. He argued that we should try to understand how people communicate effectively with the linguistic resources available to them (Helen Basturkmen. 2006:48). Moreover, communication activities do not occur all the time if you cannot comprehend that speech in the target environment. In such case, you should have enough background knowledge of terminology which uses in that community. In communicating with people of that community, learners need to acquire terminology and principles of communication in Russian language.

Moreover, we made needs analysis in having carried out experiment with a wide range of terminology learners need to know for communication purposes.

Oral Production in Visual Aids. The integration of information technology into language learning can ensure successful improvement in students’ communication abilities by making the teaching more learner centered, creating an environment where learners become independent managers of their own learning activity and make their own decisions, while the teacher becomes a “facilitator, moderator, tutor and a resource person” “…rather than the only authority figure in the classroom” (Sumaira Sarfraz et al., 2015). Besides, Films usually pertain to different genres and are characterized by the use of Russian language in specialized domains (i.e., law, politics, economics, tourism, and medicine). In language teaching, a multimodal approach can help students learn to exploit modes beyond verbal language (e.g., visual, gestural, and spatial) to both understand and produce texts in the target language more effectively. This becomes particularly important in situated communicative contexts where domain-specific discursive, pragmatic, and cultural features can create significant obstacles for language learners. The advantages of using audiovisual products in language teaching have been acknowledged in several research works. These show how exposure to visual and aural elements in films help learners to widen vocabulary, and it also gives students the chance to “see the ‘language in use’” (Jeremy Harmer, 2007: 308). Additionally, these let them to see how paralinguistic elements are
used in different contexts and also broaden their intercultural communication competence, and listen to various accents. Furthermore, it helps them become more aware of non-verbal cues (e.g., gestures, facial expression, gaze direction, physical proximity, as well as the use of pauses and intonation patterns) and of how they contribute to integrating or supporting the verbal message. One of the most verbal language occurs in communication is technology based programs; What’s up, Skype, a video call, even assessment by e-learning through MOODLE program, they all serve to exchange a verbal message with each other, and transform data to one another, which promote students interacting into communication with each other.

**Activities for spoken interaction.** The content of the programs of teaching Russian as a second language involves mastering of lexico-grammatic minimum development of oral and written communication skills that allow for communication in professional and business topics (Akishina & Kagan, 2010; Kryuchkova, 2011).

A variety of games, role plays, simulations, and task-based communication activities have been prepared to support communication in Russian language classes. Different kind of objects can be used to support communicative exercises, such as a plastic model to assemble from directions (Jack Richards and Rodgers, 2001:80).

What’s more, teaching language always requires a variety of activities which involve learners doing exercises, making dialogues, playing games, and accomplishing tasks. Additionally, activities also can promote learner interact into communication in language classes. There are different speaking activities which enable students communicate more and more. They are; Discussions, Role play, Simulations, Information gap, Brainstorming, Storytelling, Interviews, Story completion, Reporting, Picture Narrating, Picture Describing, Find the difference and others, for example, picture describing make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

**The words for spoken interaction in the area of petroleum engineering**

In learning English for oil and gas engineering, we come across with necessity of acquisition of terminology in this sphere because technical language cannot be existed without studying terminology and their application to industry. In fact, it is industrialized language, which requires more terminology to get to make a speech and contribution in written context. The terms we utilize in the oil and gas settings are in regard to description of productions (Kh. Abdinazarov, 2022:181).

**Butane, ethane, propane, methane, search, exploration, seismic, play, work, accomplish, drill, dig, perform, refining, piping, crude oil, cylinder.**

**Conclusion.** H.H Stern (1989:179) states that communicative categories: appropriacy, use, value, utterance, illocutionary act, coherence, communicative abilities. Furthermore, some methods focus primarily on oral skills and say that reading and writing skills are secondary and drive from transfer of oral skills. Some methods set out to teach general communication skills and give greater priority to the ability to express oneself meaningful and to make oneself understood than to grammatical accuracy or perfect pronunciation. (Jack Richards and Rodgers, 2001:75). The research was conducted identified the communication needs in the engineering field and to address those needs within Russian language courses as much as possible. Teaching and learning are also influenced by learning needs such as learners’ background knowledge of the specialized contents, knowledge of Russian language, preferred teaching and learning styles. What’s more, we made experiment, having carried out survey with forty engineering students in order to find out their target needs in communication skills of Russian language learning. As a result, findings showed target needs of engineering students in learning Russian language.
References


