

**ANALYSIS OF EXERCISES AND ASSIGNMENTS AIMED AT  
DEVELOPING THE ORAL SPEECH COMPETENCE OF ACADEMIC  
LYCEUM STUDENTS IN ENGLISH LESSONS**

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**ABSTRACT**

*This article tells about analysis of exercises and assignments aimed at developing the oral speech competence of academic lyceum students in English lessons. In this current day oral speech competence is a main role in language teaching and learning. With the help of this students can improve their speaking skills in learning language.*

**KEYWORDS:** *Oral Speech Competence, CLT, Communicative Competence, Mature, Innovative Communicative Games.*

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**INTRODUCTION**

In the current context of globalization, the priorities of modernization of the education system in our country have been developed, and one of the main goals is to raise and educate a competitive, well-thought-out, mature and well-rounded young generation. The rapid development of science is one of the most pressing issues of our time. One of the main tasks is to cultivate a sense of pride in our ancient and rich heritage, in the spirit of national and universal values. Radical reforms in all education systems around the world have created the necessary conditions for today's generations to master foreign languages, to express themselves in all areas with knowledge of a foreign language, to improve their oral and written skills in a foreign language. (writing) The wide development of speech development problems is becoming one of the advanced tasks of today's English language education system. At present, great importance is attached to teaching foreign languages in our country. This, of course, is not in vain. There is no need to underestimate the importance of perfect knowledge of foreign languages for our country, which today is striving to take its rightful place in the world community, for our people, who are building their great future in cooperation with our foreign partners. Importantly, since independence, the interest and need to learn foreign languages has also increased, and this has served as an important tool in opening the doors of many opportunities for young people. As a result, new methods and requirements have been developed in our country in accordance with the Recommendations of the Pan-European Framework for Assessment of Knowledge and Skills of Foreign Language Teaching and Knowledge Assessment (CEFR). In accordance with it, textbooks, multimedia programs, dictionaries, textbooks, additional literature for independent reading have been created for students of secondary schools, academic lyceums, vocational colleges. Classrooms are equipped with colorful visual aids, especially for students of academic lyceums, enriched with innovative information and communication techniques and reflecting

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various topics. In addition, in order to further improve the quality of education and the training of competitive professionals, the adoption of a new form of the Law "On Education" of September 23, 2020 will update the content of education, improve the effectiveness of teaching and the development of teachers' professional skills, including the wide-ranging improvement of advanced pedagogical practices. One of the most important tasks was to radically reform the education system, improve curricula and create new textbooks. In addition, the rapid development of science, technology and industry requires the staff of the education system to raise the quality of education to a new level in terms of content, and every employee of the system, especially teachers, assigned responsibilities. It is obvious that in the period from pre-school to higher education, one of the main tasks of teachers is to develop the abilities of each student and prepare him as a mature, mature person and staff. To this end, based on the content and methodology of pedagogical activity, the necessary pedagogical-psychological and organizational conditions are created for the successful and transparent identification of talented students. At present, a well-founded mechanism for identifying talented young people has been developed in the country. This is reflected in the Resolution of the President of the Republic of Uzbekistan dated December 3, 2020 "On the system of selection of talented youth and measures to improve the activities of academic lyceums." Advanced research and practical results are being achieved in order to create the necessary conditions for the support of the younger generation, to stimulate the aspirations of the younger generation to science, to systematically implement reforms to realize their intellectual and creative potential. A key indicator of the development of communicative competence of academic lyceum students through communicative games is the ability to express their thoughts fluently, coherently and logically, with an understanding of the language of communication and any activity of partners in expressive communication. and the ability to respond accordingly is used. To this end, the use of a number of innovative communicative games to develop students' communicative competence in English language classes in specific areas of academic lyceums today, these methods play a huge role in developing their speaking and writing skills. In order to develop the speaking competencies of the students of the academic lyceum, we have used the following game technologies in the process of teaching English and developing the speaking skills of the students.

## **DOODLES**

**Level: Academic lyceum students**

**Age :** Any

**Time:** 15 minutes

**New words: up to the topic**

**Procedure:** Draw a doodle on the board. This shouldn't be designed to represent anything in particular. Invite students to say what they think it represents. Elicit as many interpretations as you can. For example, doodle a in Figure, I might be snakes in a love dance, or road map, or the lines on ice left by a skater. You decide which of the interpretation you think was best (best\* being in combination of appropriate, original and interesting). This student who produced the best interpretation draws the next doodle and invites interpretations from the class. The student who drew the doodle decides whose interpretation was best and who, therefore, gets to draw the

next doodle. Continue until the class has had enough: probably about six or seven doodles is enough for one session

**FIND THE DIFFERENCES**

**Level : all**

**Time:10- 15 minutes**

**Focus: listening comprehension and speaking**

**Needed: two similar yet different version of a picture, one labeled as A and the other as B**

Two students have each version of a picture or drawing, but the two versions have some differences. Without showing their papers to each other, they have to talk about their pictures to identify all the differences. Students must not see their partner's paper. If students can see each other's paper, then this is no longer a two-way activity but rather a one –way activity.

**FIND SOMEONE WHO ...**

**Level: From pre-intermediate to advanced**

**Time: 15 minutes**

**Focus: speaking and listening comprehension**

**Needed: A piece of paper, listing 15 to 20 characteristics.**

**A copy of the paper for each student.**

**Characteristic**

When students find,, someone who drives a truck'' ,or ,, someone who has born at home'', they write that person's name on their checklist of paper and move on to the next person with the hope that that person meets one of the other characteristics on the master list. The goal is to meet and talk to as many people as possible within the time limit in order to put one name by each of the characteristics. Students use a checklist as they walk around the room trying to find a person who has certain.....

**Example of find someone who...**

**Find someone who has a pet.**

**Find someone who has at least one grandparent still alive.**

**Find someone who drives to school every day....**

.....  
.....

**WHAT'S IN MY BAG?**

**Outline Students guess what the teacher has in his or her bag**

**Level: Academic lyceum students**

**Age : all students**

**Time: 10 minutes**

**Preparation:** You will need a bag with 10-15 items in that the students can name in English. Make sure that these include not just routine objects you would be expected to carry around, such as a pencil or a mobile phone, but also unexpected ones such as a baby (pictured) or an elephant (toy representation).

**Procedure:**

Display the bag, and tell the students `I have ten (or however many you have)

**THINGS IN MY BAG.**

**Can you guess what they are?**

Take objects one by one. Define the objects and ask where or why we use them. show the objects and applause the students who find the objects.

**WHO I AM?**

**Age: Academic lyceum students**

**Level: Post-beginner / B1 upwards**

**Time: 10 minutes**

**New words: up to the topics**

Each child is given a male or female animal identity, which is unknown to themselves, but is shown to the others by a sticker on their forehead. The idea of this game is for the children to discover their identity, without talking, and then to find their partner and form male/ female pairs. To find out what animal and gender each player is, the children must help each other by looking at each other's stickers and then giving clues through actions and animal noises, but without talking. For example, for a bull, a child could display two big horns on his head. For a cow, a child could say `moooo` and show her udders. At the end of the game, the children should be lined up along the hall, with cow and bull, fox and vixen, cock and hen, boar and sow , and

**INTERRUPT ME**

**LEVEL: Academic lyceum students**

**AGE: Any**

**TIME: 10 minutes**

**New words: up to the topic**

**PREPARATION: Prepare a personal anecdote to recount to the class.**

**Procedure:** Tell the students you are going to start telling a story. As soon as anyone thinks of a question to ask about it he or she should raise a hand. When a student raises his or her hand, stop, listen the question and answer it. For example: "Yesterday morning I left home.....yes, Alan?" "What time did you leave home?", "at seven o'clock." This continues until you manage to finish the story (or don't!)

#### Follow-up

Ask one of the students to be the storyteller, in this case, you yourself, as well as the other students, may raise your hand ask questions.

#### Variation

Instead of using a story, you could begin a set of directions and instructions. For example: “Let me tell you how to prepare a Spanish omelet...” Alternatively, you could recount a description: This is what the view is like from the top of the building....”.

### TALK FOR A MINUTE

**Level :** Academic lyceum students

**Age :** Any

**Time :** 10 minutes

**Procedure:** Tell students that they will be giving a one-minute talk to the class about a topic of their choice. Give them a minute or two to choose the topic and think about what they will say. They should choose something they know quite a lot about. It could be a personal topic (my family, my job, my hobby, a person or place I like) or a skill or subject on which the student is an expert. Ask one student who is fairly competent and confident to get up and give the first talk. When he or she finishes, other students may ask questions. Ask one other student to do the same, with similar follow-up questions.

If you see that the process is going well, continue with another two or three students. Otherwise, bring the activity to an end and tell them there will be more talks in later lessons. Continue in later lessons until everyone has had a chance to present at least once.

#### Follow-up

The individual presentations can later be used as the topic of writing assignments.

#### Variations

1. You may need to be flexible about the timing. A very shy student who is not very good at English might be asked to say only a sentence or two. More advanced and confident ones may speak for more than a minute.
2. Instead of asking for a talk about a topic, suggest that students tell a short story: it could be (part of) a well-known folk tale or fable, or a personal anecdote.
3. Students can be asked to bring an object from home that has special meaning for them and talk about it (an activity sometimes known as show and tell). This is particularly appropriate for younger learners, but it can be used with older ones as well.
4. With more advanced classes, give students little or no time to prepare: they just get up and give an important talk.
5. With advanced classes, try choosing the topic yourself instead of letting students decide.

**Note:** It is best to have presentation early in the lesson

## PICTURE DICTATION

**Level**            **B1-B2**

**Age:**        **Any**

**Time:**    **15 minutes**

**New words: up to the topics**

**Procedure:** Draw a rough sketch of a tree on the board, with a line under it to indicate the ground. Invite students to add items by describing them and where they are. For example, “There is a dog under the tree”. The contributions should be in full sentences: Draw in the items the students describe. Continue until the picture has a lot of items in it

Follow-up

1. Ask students to get into pairs and tell one member of each pair to draw a tree (or house, or table or any item you like that is easy to sketch) in the middle of a blank sheet of paper. Students then take turns dictating to each other new items to draw in, using full sentences as above (you may need to remind them of this point as you walk around listening). The resulting drawings can later be displayed and described.
2. An amusing continuation of the basic full-class activity is to invite students to deny the existence of different bits of the picture: there is no tree in the picture! , The dog doesn’t have any ears. For each such sentence, you erase the item until the board is empty. Again, the contributions have to be in full sentences.

### Variations

- When students suggest new items, ask for further details: “Is the dog big or small?”, What is it doing ?
- Use other basic drawings to start with, such as those used in Activity. 1.14 : Pass it round
- With lower-level classes, allow students to contribute ideas that are not in full sentences, for example “a bird in the tree”

### Tip

Don’t worry if you are not good at drawing. As long as your sketches are just about recognizable for what they are meant to be, it is still worth doing the drawing yourself. Alternatively, you could ask students to draw, but they usually take much longer, and a lot of valuable talking may be wasted waiting for them to finish.

## WHAT AM I DOING?

**Level :**        **B1-B2**

**Age:**        **Any**

**Time:**    **15 minutes**

**New words: up to the topics**

Cleaning the table, Dancing in a ballet, Dreaming, Drinking tea, Eating spaghetti, Listening to music, Playing football, Playing a guitar, Putting on shoes, Reading messages on a mobile phone, Riding a bicycle, Running to catch a bus, Sending a message, Talking to a small child, Walking in the rain, Watching television.

**Procedure:** Mime a simple activity, and challenge students to guess what you are doing. Insist that they guess exactly what you are doing: “Are you drinking tea”, for example, not just “are you drinking?” The successful guesser then thinks of an action of mime it for the others to guess. If they can’t think of one of their own, whisper a suggestion to them for the list below. If the guessers find it really difficult, the mimer may give them hint.

Beginner – Elementary	Intermediate – Upper-intermediate
Cleaning the table	Arresting a criminal
Dancing in a ballet	Ballroom dancing
Dreaming	Blowing up a balloon
Drinking tea	Doing a parachute jump
Eating spaghetti	Doing the washing up
Listening to music	Feeding a small child
Playing football	Frying an egg
Playing a guitar	Getting money from a cash machine
Putting on shoes	Giving an injection
Reading messages on a mobile phone	Opening a tin can
Riding a bicycle	Shopping in the supermarket
Running to catch a bus	Skiing
Sending a message	Squeezing lemons
Talking to a small child	Travelling by bus
Walking in the rain	Watching a funny programme on television
Watching television	Wrapping a parcel
	Writing a shopping list

**FIND THINGS IN COMMON**

**Level ALL**

**Age Any**

**Time 20 minutes**

**Language focus the use of Both**

**Preparation None**

**Procedure**

1. Students sit in pairs and exchange information about each other in order to find at least four things that they have in common. These cannot be obvious things, such as We both have blue eyes or we are both learning English, that could be found out without talking.
2. They note down briefly on a piece of paper, or on a laptop or tablet computer, what they have found out.



3. After three or four minutes of chatting, students change partners and do the same with the new partner
4. Invite students to share with the full class some of the more interesting or unexpected things they found in common with each other

#### Variation

Amore difficult variation is to follow the same procedure with groups of three students instead of pairs

#### Note

This is an excellent ice-breaker for a new class whose members don't yet know each other very well. It also contributes to the feeling of warmth and solidarity within the group as it emphasized sharing and similarities between students in their lives and experiences outside the classroom

When doing activities that require collecting and remembering ideas, it is sometimes a good idea to elect someone as secretary to write down each of the suggestions. Remember, though, that slows the whole process down as writing takes a lot longer than saying and time may be wasted waiting fir the writer to finish each time. It is therefore often better just to ask students to use a mark or tick, or to make a very brief note

### DIALOGUES

**Outline**          **Students learn dialogues by heart and perform them**

**Level**            **B1-B2**

**Age**              **Any**

**Time**            **20 minutes**

**Language focus (see Variation)**

**Preparation you will need a simple dialogue based on two or three exchanges, such as those shown on page 37**

#### Procedure

- Optionally, write the dialogue on the board
- Perform the dialogue yourself taking both roles
- Teach it to the students, asking them to repeat each line after you, If you have written the text on the board, Delete each bit as they learn it, until they can recite the whole dialogue by heart.
- Discuss with the class briefly who the people might be, where they are and what they are talking about
- Practice a bit more if you feel necessary , and then ask a pair of volunteers to perform the dialogue in front of the class
- Put the students into pairs. Each pair rehearses the dialogue and later performs it in front of the class. Encourage them to be as dramatic as they can.



#### Follow-up

1. In the next lesson, invite students to perform again, but suggest that they perform the dialogues in different moods; for example, they might be crying or laughing all the time, or both be very scared or very angry
2. For homework – or even in class – ask students to record or video each other performing the dialogue, using digital mobile devices, and then play the result back to the class in the following lesson

#### Variations

1. Invite students to perform the dialogue in different roles which the other members of the class have to guess; For example, a teacher and a student, two dancers two very small children; two old people; two soldiers, or an interviewer and interviewee on television
2. Suggest that students vary the text of the dialogue when they perform it to the class: them may change a single word or a whole utterance, or add extra lines to the end.
3. You can design the dialogues to practice particular grammatical structures: for example, question forms or imperative

#### Notes

1. You may find you need to spread the procedure over two or three lessons, reaching the stage where all the students can perform the dialogue on their own only in the second or third session.
2. This activity result in students learning a lot of useful expressions that they use later in their own improvised speech. This also applies to Activity

### **DRAWING A PICTURE**

**Level- all**

**Time - 15-20 minutes**

**Focus- speaking and listening**

**Needed-** Two pictures, one labeled A and one labeled B. You will need pictures that are easy to explain how to draw. Remember that you actually want communication to break down. You want some confusion. Confusion must be repaired, and this repair will be done by speaking and listening.

Two students each have a different picture or drawing. Student 1 can see the picture. Student 1 explains to Student 2 how to draw the picture while student 2 draws. Student 2 can and should ask clarification questions throughout the process. Afterward, the process is reversed as student 2 explains his or her picture to student 1.

### **INFORMATION GAP: SIMPLE COMPLETION**

**Level: all**

**Time: 10 -15 minutes**

**Focus: speaking, writing and also listening**

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**Needed:** An A form (for half the students in your class) and a B form (for the remaining half of your class) of an information gap activity.

Students work in pairs to trade or verify missing pieces of information to complete a task such as a train schedule, a simple map of an area, or a family tree. On your word processor, create one master form of the information gap activity. Ideally, this is a collection of information. (It is words, not a picture.) This could be a simple train schedule with columns- such as destination, platform, and departure time –or even a grocery list.

### **RANKING**

**Level : All**

**Time : 15-20 minutes**

**Focus : listening and speaking**

**Needed:** A master list of ranked items (countries by population, items by price, or football teams by wins) These should be real – world items that are relevant to the students. Include the actual figures to explain the ranking (population, prices, number of titles...)

Working in small groups (perhaps five to seven students), students will rank a series of real-world items (usually six to ten items) in order and then discuss their rankings to reach a group consensus. The goal is for the group to come up with answers that match the actual correct ranking.

### **TRUE OR FALSE?**

**Level: all**

**Time: 15-20 minutes**

**Focus: Speaking**

**Needed:** A good example of this activity: four believable sentences about yourself, three of which are true and one of which false.

Students work in small groups of three to four to correctly identify which one statement of four about the speaker's family is false. The goal is to trick the other students into choosing the wrong sentences. Announce that you are going to do a speaking activity in which students have to guess whether their partners are telling the truth or lying. You could preface this by writing the phrases to tell the truth and to tell a lie on the board. As an opener, you might ask who is good at lying.

### **AUCTION**

**Level: all**

**Time: 10- 15 minutes**

**Focus: speaking**

**Needed:** A sheet with fifteen to twenty sentences on it; about 35 percent of the sentences should have an ESL error, most of which are related to something you have covered in class.

In this speaking game, teams (two or three) of students (three to six members; no more than six ever) work together as they complete to „buy” correct sentences. Prepare a list of fifteen to twenty sentences that contain either a grammar point (comparative, gerunds and infinitives, present perfect tense) or a vocabulary item (words such as perturb, absurd, relative or idioms such as out of the blue, the bottom line, come up with...) Create an error in about one-third of the sentences. Prepare enough copies of this handout so that each student receives a set of sentences.

### **IF YOU WERE THE JUDGE (REAL COURT CASES)**

**Level: advanced**

**Time: 20-25 minutes**

**Focus: Speaking**

**Needed:** A court case that is written at the students’ proficiency level on a legal question that they can understand

Students read and consider the facts of a real court case to come up with their own verdicts as if they were the judge.

Find a court case on a topic that is of possible interest to your students. Summarize it in two or three short paragraphs. It is important that students not have to read very much for this speaking activity. Modify the language so that almost all of the words and expressions are already known by your students; keep new vocabulary to a minimum.

### **LIAR (GROUPS OF 4)**

**Level: intermediate, advanced**

**Time: 20-40 minutes**

**Focus – speaking**

**Needed** - A list of actions that you want your students to perform, A student with a watch with a second hand

Working in groups of four, one of three students acts out a given situation without letting the fourth person see who did the action. Then all three students repeatedly deny and accuse the others of doing the activity. Only one is lying. The fourth student must listen, continue asking, and correctly guess who the liar is.

The action can practice specific language points.

- a) Vocabulary – if animal vocabulary is being reviewed, then you can have students draw a snake, make the sound of a horse, or draw a picture of a cat.
- b) Grammar- If you have covered irregular past tense , then have students draw/drew a giraffe, take/took a stuffed cat, or write/wrote the word snake on the board.

You will need approximately six to ten actions to do this activity once. Depending on the class , this could take between 20-40 minutes.

## **PAIR TALKING**

**Level: all**

**Time; 20-30 minutes**

**Focus: speaking**

**Needed:** Sheets with a series of four illustrations that are very similar and that feature difficult sounds for ESL learners; an ideal sheet might have six sets of four illustrations

In this activity, students work in pairs from a sheet with four pictures. Student A must describe one picture to Student B, B must be able to identify the exact picture. Student B does this by asking Student A questions. The activity is difficult because the pictures practice difficult sound pairs for ESL students such as /b/ and /v/ for Spanish speakers and –teen versus –ty (for most ESL students).

## **COMMUNICATION CROSSWORD PUZZLES**

**Level: all**

**Time: 15-20 minutes**

**Focus: Speaking and listening**

**Needed:** A simple crossword puzzle, no more than ten letters by ten letters in size.

Students work in pairs or threes to solve a crossword puzzle cooperatively. Some of the clues are on the page with the puzzle, but about half of the clues are divided among the two or three students. Prepare two copies of the crossword puzzle, one with all the words filled in and the other blank. Write about half of the clues on the puzzle sheet. Divide the remaining clues into three groups labeled A, B, and C. In general, only one student will have each clue. However, to create a little confusion and therefore the need for negotiation of meaning by the speakers, give clues for one word to two or more of the students – but not the same exact clue. For example: If 6 across is aunt, then student A's clue might be „ your uncle's wife”, but Student B's clue might be sounds like ant ,” while student C's clue might be „ your cousin's mother”.

## **TWENTY QUESTIONS**

**(PAIRS, SMALL GROUPS, OR WHOLE CLASS)**

**Level: all**

**Time: 15-20minutes**

**Focus: speaking**

**Needed: a list of items that your students know the names of**

**In** this commonly used activity, students take turns asking yes-no questions in an attempt to guess what the teacher (or a designated student) is thinking of. The game is called twenty questions because the maximum number of questions allowed is 20. If a person gets a yes answer, which is at least partially luck, then that person gets to ask the question again. This is advantageous because you can only make a specific guess such as „ is it a cat?” or „ is it a doorknob?” If you have the floor – that is, it is your turn to ask a question . If a person gets a no

answer, that information is certainly useful, but the turn passes to the next person. This element of luck is crucial in speaking activities. It allows the weaker students to gain upper hand at times, something that often annoys the higher – proficiency learners and at the same time motivates them more.

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