

## **CHOOSING APPROPRIATE EXERCISES IN IMPROVING STUDENTS' POLILOLOGIC SPEECH**

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### **Abstract**

This article deals with the topical problems of improving students' polilogic speech skills and provides the system of exercises in improving students' polilogic speech, thus it provides four stages of exercises. Each stage has its own title, and objectives to achieve the goal. Before teaching the polilog, questionnaires are conducted among university professors and students.

In teaching polilog, students' knowledge is first determined, that's their ability to participate in a polilog is tested. According to the data we created our system of exercises.

**Keywords:** polilog; debate; discussion, round table discussion, group games, collaborative learning, replica; situation; stage; speech activity; improvement; exercise. In our previous articles we gave definitions and stated types of polilog. Now we are going to present the system of exercises in improving students polilogic speech to c1 level. The system of exercises consists of 4 stages.

### **STAGE 1 . Preparatory stage for polilogic speech.**

1. Express your attitude to the statements giving an argument or two to explain what you mean. Let your partner respond with one or two other arguments supporting your point of view or opposing it. Don't exchange your ideas before your turn comes round!

Absent-minded people can't be successful in research.

A good memory is absolutely necessary for a teacher.

An unscrupulous person can be a good teacher.

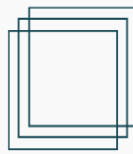
It's no use working hard if you have no inborn abilities.

Learning things word for word makes a student dull.

2. Characterize Mr. Hobdell making use of the following vocabulary (you may break the given pairs into separate elements and combine them in your own way). Justify your choice by giving facts from the story:

"Industrious but dull, hard-working and talented, clever but slow, absent-minded but amusing, absent-minded but able to concentrate, quick-witted and resourceful, kind but strong-willed."

3. The story you read last week, "Sam's Boy", is a story about an orphan boy who embarrasses people by calling them "father" and "mother" and who finally gets adopted



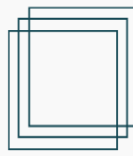
- by a kind elderly couple, after a series of amusing incidents.  
Give a one-sentence summary of the story "Uncle Theo" according to the above-given pattern.
4. Explain whether the human situation presented in this film has anything to do with the one given in "Pride and prejudice".
  5. After watching the film "Teachers and Actors" - answer the following questions:
    - a) What are the qualities of an actor a teacher needs to become a professional?
    - b) What are the means a teacher employs to make his approach more effective?
    - c) What are the differences between the work of a teacher and that of an actor?
    - d) What qualities can prevent a good teacher from becoming an actor?
  6. Would you like to have Theo Hobdell for a teacher? Explain, why. Try to be objective: give your arguments and counter-arguments.
  7. Give your idea of a good lecturer. Use the questions below, the text for oral comprehension and the hints given in Tasks 1, 2 and 3:  
Is it right for a lecturer to read the text of his lecture to the audience? Is he supposed to make use of his notes? Must he give lots of examples to illustrate his ideas? Is it right for a lecturer to give ready-made answers to the problems he discusses? Must he make his audience take part in the lecture? Must he always be serious or must he be amusing at times? Is it more important for a lecturer to make his students think over some problems or to make them remember the facts? Must the end of the lecture be unexpected for the listeners or must it be easily fore seen?, \ etc.

**STAGE 2. Exercises in using polilogic phrases and polilogic skills**

1. Write down all possible phrases which can express the following:

|                                       |                                       |
|---------------------------------------|---------------------------------------|
| To agree entirely                     | I completely agree with you           |
| To add an argument                    |                                       |
| To support the opinion                |                                       |
| To disagree in a strong way           |                                       |
| To disagree to give reasons           |                                       |
| To explain the point of view          |                                       |
| To ask for an opinion                 |                                       |
| To support the previous point of view |                                       |
| To interrupt                          | Sorry for interrupting, but may I say |
| To make a proposal                    |                                       |
| To give an argument                   |                                       |
| To warn of negative consequences      |                                       |

2. According to the following intentions given below name the speech patterns which are suitable for these intentions:  
Starting, Taking the floor, Checking an agreement, Moving on. Disagreeing, Asking for clarification, Coining back to the main point, Asking for an opinion, Dealing with interrupting, Asking for further information, Correcting misunderstanding, Building up



an argument, Presenting a counterargument, Closing a discussion.

3. Choose the phrases given below according to the following: opening, keynote speech, discussion, summary, closing.

I would like to point out that; That's right; Summing up all you've just said; To make matters worse; What I would like to do is to; One way of dealing with this would be to...; Shall we get started? The main aim of our discussion today is...; All things considered; We propose to... .

4. Group the phrases given below. Decide who can use them: A speaker, participants or both. Don't forget to speak about the stages of a dialogue:

We need to discuss; I wonder if I might comment on the last point; OK; Shall we get started? Let's turn to; What's your opinion about this? I recommend to; I agree with you on the whole, but... ; You are right; In most cases... ; Wouldn't you agree that...? Why don't you...? In general...; Thank you.

### **STAGE 3. Exercises on preparation for discussions.**

1. The film is shown for students "Pride and Prejudice".

Mr. Bennet was among the earliest of those who waited on Mr. Bingley. He had always intended to visit him, though to the last always assuring his wife that he should not go; and till the evening after the visit was paid she had no knowledge of it. It was then disclosed in the following manner. Observing his second daughter employed in trimming a hat, he suddenly addressed her with:

"I hope Mr. Bingley will like it, Lizzy."

"We are not in a way to know WHAT Mr. Bingley likes," said her mother resentfully, "since we are not to visit."

"But you forget, mamma," said Elizabeth, "that we shall meet him at the assemblies, and that Mrs. Long promised to introduce him."

"I do not believe Mrs. Long will do any such thing. She has two nieces of her own. She is a selfish, hypocritical woman, and I have no opinion of her."

"No more have I," said Mr. Bennet; "and I am glad to find that you do not depend on her serving you."

Mrs. Bennet deigned not to make any reply, but, unable to contain herself, began scolding one of her daughters.

"Don't keep coughing so, Kitty, for Heaven's sake! Have a little compassion on my nerves. You tear them to pieces."

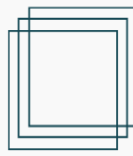
"Kitty has no discretion in her coughs," said her father; "she times them ill."

"I do not cough for my own amusement," replied Kitty fretfully. "When is your next ball to be, Lizzy?"

"To-morrow fortnight."

2. Conversation

Newsagent's shop. Sunday morning. A young married couple, Anne and Jim, meet



Ronald Marcer, a middle-aged librarian, while buying the Sunday newspapers.

Ronald: 'Sunday Telegraph', please. Thank you.

Jim: We would like all the Sunday papers. Why... hullo, Mr. Marcer?

**Ronald:** Hullo.

**Jim:** You know my wife, Anne, don't you?

**Ronald:** Yes, We've met once or ... How are you?

**Anne:** Yes, of course. How are you, Mr. Marcer?

Ronald: Buying up the whole of the paper shop morning?

**Jim:** Well ... We want to plan our summer holiday you see. And it's about is time of year especially that... that all the holiday adverts appear in the ... **Anne:** So we thought we'd have a good look at about everything that's going. **Ronald:** I see ... Yes ... You have to book up early these days. Are you thinking of going somewhere?  
my point of view, if I were you, I would argue about this matter».

3. State your opinion according to the film:

- to agree or disagree partly;
- to suggest another decision;
- to avoid the answer or keep back your own opinion;
- to express support.

4. How about going on a package to Europe':  
Do you think our lives have been improved by the Internet?

- to agree and begin speaking;
- not to support the talking but explain the reasons;
- not to agree, suggesting another decision of the matter.

You will take the floor at the conference, won't you?

Would you tell a group of London students about Russian folksong tradition?

#### **STAGE 4. Exercises For Real Discussion**

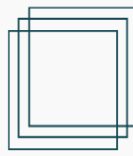
1. Discuss with your partners "What kinds of clothing do you wear in different situations?"

2. Complete mini-dialogues. Practice them using the expanding phrases, advices, recommendations, proposals, phrases expressing priorities, emotional reactions, link words: adding points, reporting conclusions etc.

3. Share your opinions about the professions you like or don't like including the information about the clothes appropriate for each profession.

4. Discuss your first impressions when you saw college professor, computer programmer, car salesperson, taxi driver, and musician. Answer the question: What do you think they are like? Choose from these words and phrases; don't forget to use link words:

outgoing, self-confident, approachable, sociable, shy, dull, boring, conceited, aggressive, chatty, a bully, a bore, good company, reserved, easy-going, easy to get on with.



5. Respond to the following:

- Why are you always anxious about your appearance?
- You wouldn't dream of wearing last year's fashions?
- What is your personal dress code?
- It's very difficult to resist judging people immediately!
- It's silly to dress for the occasion!

6. Compare your impressions with other students. Discuss which of these factors influenced you most: physical appearance, clothes, body language. Give your arguments.

7. Complete the questions for your groupmates using Why, When, Where, What, Who according to the theme.

8. Discuss the problem in groups. Make a list of some fashions and today which you think will be most popular in the next few years. Say: What fashion or clothes you 'II choose and why? How has fashion changed over the past 50 years in your country?

As a conclusion we can state that in order to improve polilogic speech one should implement four staged exercises in the real life or into the classroom as polilog is an oral type of speech that requires lots of knowledge, practice and skill.

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