Mohigul Mirkomilova
Master of Uzbekistan State World Languages University
Scientific leader: Ochilova Vazira Rustamovna
Doctor of Philosophy in Pedagogical Sciences

THE ESSENCE OF TEACHING FOREIGN LANGUAGES TO B2 LEVEL LEARNERS

Abstract: This article discusses the activities for the development of discourse competence of B2 level students, its specificity, importance and direction.

Keywords: B2, student, competence, activity.

INTRODUCTION

The most important part of making an audience understand your material is knowing the material yourself. Through complex rhetoric, you could convince an audience that you are an expert when you are not, but this would be disingenuous and unethical.

Instead, be sure to have a true and thorough understanding of the subject matter. If you do not, be upfront on this point, and suggest that you could both benefit from further education.

When possible be the first part of our professor's example and know all that you can. But unlike the professor, you will use your knowledge of sociolinguistics to more effectively illuminate your point. It is one of the most important key factors to know how to improve communicative competence.

Whatever the subject, first keep in mind what it is like to be in the position of the learner, and to not be acquainted with the topic. As our specific field of expertise becomes more ingrained into us, it becomes easier to forget what it was like to learn it for the first time.

Instead, consider the foundational knowledge that was necessary for you to get to the more advanced knowledge. Like the professor who has lost touch with his students, skipping the beginning or intermediate steps of learning can lose people in the fray. Instead, risk over-explaining. Without taking it to the extreme of boring people to the point of losing them, simply ensure that they know too much when it comes to foundational knowledge.

MAIN PART

The next key factor in knowing how to improve communicative competence is to reduce social and speaking anxiety. A critical element of your content is how it is delivered. Ultimately, this is our entire struggle, as all of the information presented by the good professor and the boring professor is virtually the same. One just knows how to deliver it in a way that their audience can understand and appreciate.

The first step in getting your delivery where it needs to be in making your performance without anxiety, or with as little anxiety as possible.

Following all of the points included in this list will go quite a distance towards anxiety reduction, but keep in mind anxiety is often part of a larger lifestyle issue as well. Lack of sleep, dehydration,

and improper nutrition all play a role in setting you up for failure before you even step on stage, so to speak.

Meditation is a powerful tool that ties into anxiety reduction, which leads us to our next point.

Although a competently conversational speaker is not necessarily planning out their every move, they will usually go in with at least a rough guideline or game plan for their attack on the information.

The best way to do is actually not by taking the hyper-analytical approach of making step-by-step plans for every action.

Instead, take a moment to close your eyes and visualize how the presentation would go under ideal circumstances. Be thorough here: imagine everything from your posture, tone of voice, and content, all the way to your audience's reactions.

Too much planning can lead to cognitive dissonance when things start to stray from the plan, but visualization simply primes you. By taking a moment to imagine the perfect outcome, you subconsciously assure yourself that it is indeed possible and that you can achieve it.

One more important key factor in knowing how to improve communicative competence is control posture and breathing. Once you have visualized your outcome and have an idea of what the perfect scenario is going to be, begin to include physical preparation as well. Generally neglected, posture has an enormous effect on overall performance. By simply standing up straight, pulling the shoulders back, and looking straight ahead we can deeply affect both physical and mental acuity.

During any presentation, remember the importance of posture, and observe how it affects your breathing. When you stand up straight, you improve the function of your diaphragm, which in turn allows your lungs to process more oxygen. This leads to an overall improvement in heart function and blood flow that ultimately allows your brain to function better, as it gets more blood and oxygen.

As you have now seen, we have many means of improving our capabilities when it comes to communication skills, and or the ability to speak or write effectively. These are things one can practice on a daily basis, and I certainly hope you will do just that. Success is the byproduct of habit, and good habits are only formed through daily repetition.

You can constantly do things like focus on your posture and make efforts to improve your overall lifestyle in such a way that will optimize performance.

For teachers involved in the learning and preparatory process with students of upper-intermediate level, aiming at a B2 degree, the challenge of overcoming persistent speaking difficulties can be viewed as quite a common occurrence.

It would be counter-productive to have high demands and expectations placed on students who have reached the first and second class of Junior High school, and presume that they will be adequately equipped to fully respond to complex speaking topics required for the B2 exams, which the majority of coursebooks include in their corpus. Such topics might include unemployment, substance abuse, environmental pollution, societal structures, and others.

Teacher must ask his students' opinion of the coursebook's speaking material, and do not impose the viewpoint of the author. Slowly and steadily, with patience and persistence, make an effort to get them involved in the ideas and arguments they have to develop orally in the speaking questions of each topic in each unit of the coursebook. It is of major significance.

Currently, communication, interactivity, authenticity of communication, language learning in cultural context, autonomy and humanitarianism of education are given priority. These principles allow the development of intercultural competence as a component of communicative competence. The ultimate goal of teaching foreign languages is to teach a free orientation in a foreign language environment and the ability to adequately respond to different situations, i.e. contact Today, new methods using Internet resources are opposed to traditional foreign language teaching. To teach communication in a foreign language, you need to create real, real-life situations that stimulate the learning of the material and develop adequate behavior (that is, the so-called principle of communication authenticity). New technologies, especially the Internet, are trying to correct this error.

Communicative approach is a strategy that simulates communication aimed at conscious understanding of the material and methods of working with it, creating psychological and linguistic preparation for communication. It is not particularly difficult for the user to implement a communicative approach on the Internet. A communicative task should invite students to discuss a problem or question, students not only exchange information, but also evaluate it. The main criterion that allows distinguishing this approach from other types of educational activities is that students independently choose linguistic units to form their thoughts. In the communicative approach, the use of the Internet is very well encouraged: its purpose is to interest students in learning a foreign language by accumulating and expanding their knowledge and experience.

One of the main requirements for teaching foreign languages using Internet resources is interaction in the lesson. is to create a mystery, which is usually called interactivity in the methodology. Interactivity is "combining, coordinating, and complementing communicative goals and resulting efforts by means of speech."

By teaching the real language, the Internet helps to build speaking skills and abilities, and also ensures genuine interest and therefore effectiveness in teaching vocabulary and grammar. Interactivity not only creates real situations from life, but also forces students to respond appropriately to them in a foreign language. One of the technologies that provides student-oriented education is the project method as a method of developing creativity, knowledge activity and independence. The typology of projects is diverse. Projects can be divided into monoprojects, collective, oral, concrete, written and Internet projects. In actual practice, it is often necessary to deal with research projects, mixed projects with creative, practice-oriented and informational features. Project work is a multifaceted approach to language learning, covering reading, listening, speaking and grammar. The project method helps to develop active independent thinking of students and directs them to joint research work. In my opinion, project-based learning teaches children to cooperate, and learning to cooperate instills moral values such as mutual aid and empathy, builds creativity and activates students. In general, the inseparability of teaching and education is observed in the project teaching process. The project method develops students' ability to communicate, culture of behavior, the ability to form ideas concisely and easily, to tolerate the opinions of communication partners, and the ability to obtain information from various sources. processes using modern computer technologies, creates a language environment that contributes to the emergence of natural needs. in communication in a foreign language.

In conclusion, speaking competence is an integral part of English language teaching because it significantly affects students' language acquisition, comprehension and confidence. Teachers with strong speaking skills not only provide linguistic guidance, but also foster the supportive and engaging environment necessary for effective language learning.Kompyuterlar va boshqa qurilmalardan foydalanish butun ta'lim jarayonining muvaffaqiyatini belgilaydi.Sufficient attention should be paid to the formation of speech skills and the development of social flexibility in the training conducted during the educational process. In addition, the success of each lesson in education largely depends on the correct organization of the training. The lesson should be based on the creative cooperation of the teacher and the student. Only then will students be able to think independently and will be educated.

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