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ANALYSIS OF THE SYSTEM OF ACTIVITIES AND TASKS AIMED AT IMPROVING PUBLIC SPEAKING SKILLS

Annotation

This article examines the system of activities and tasks intended to improve public speaking abilities.The study examines theoretical frameworks, current methodology with a focus on contemporary approaches to public speaking education and recommends some effective activities. A thorough examination of many viewpoints from subject matter experts yields a thorough study of the most effective public speaking activities. Key insights emphasize the significance of drama-based activities, presentations, improvisation, role playing and peer-feedback.

Key words: Public speaking, skill development, exercises, tasks, communicative competence, drama-based activities, presentations, peer feedback.

АНАЛИЗ СИСТЕМЫ МЕРОПРИЯТИЙ И ЗАДАНИЙ, НАПРАВЛЕННЫХ НА УЛУЧШЕНИЕ НАВЫКОВ ПУБЛИЧНЫХ ВЫСТУПЛЕНИЙ

Аннотация

В этой статье рассматривается система мероприятий и заданий, предназначенных для улучшения навыков публичных выступлений. Исследование охватывает теоретические рамки, современные методики с акцентом на актуальные подходы к обучению искусству публичных выступлений и предлагает эффективные мероприятия. Тщательное изучение множества точек зрения экспертов в данной области позволяет провести детальный анализ наиболее эффективных методов улучшения навыков публичных выступлений. Основные выводы подчеркивают важность мероприятий, основанных на драматическом искусстве, презентациях, импровизации, ролевых играх и обратной связи от сверстников.

Ключевые слова: Публичные выступления, развитие навыков, упражнения, задания, коммуникативная компетентность, драматические мероприятия, презентации, обратная связь от сверстников.

OMMAVIY NUTQ SO'ZLASH KO'NIKMASINI TAKOMILLASHTIRISHGA OID MASHQ VA TOPSHIRIQLAR TIZIMI TAHLILI

Annotatsiya

Ushbu maqolada ommaviy nutq so'zlash ko'nikmalarini takomillashtirishga mashq va topshiriqlar tizimi ko'rib chiqiladi. Tadqiqot nazariy asoslar, zamonaviy metodologiyalar va hozirgi ommaviy nutq so'zlash ta'limotiga oid yondashuvlarni o'rganadi va samarali topshiriqlarni tavsiya qiladi. Mutaxassislarning turli nuqtayi nazarlarini chuqur tahlil qilingan holda, eng samarali ommaviy nutq mashqlari batafsil o'rganiladi.Tadqiqot natijalariga ko'ra, dramaga asoslangan topshiriqlar, taqdimotlar, improvizatsiya, rolli o'yinlar va tengdoshlar fikr-mulohazalarining ahamiyatiga urg'u beriladi.

Kalit so'zlar: Ommaviy nutq, ko'nikmalarni rivojlantirish, mashqlar, topshiriqlar, kommunikativ kompetensiya, drama asosidagi faoliyatlar, taqdimotlar, tengdoshlar fikri.

Introduction. Public speaking is a crucial component of communication skills and is indispensable in educational, professional, and social environments. Improving public speaking skills involves a series of strategies and activities that foster confidence, clarity, and effectiveness in delivering messages to diverse audiences. This paper's main goal is to evaluate the exercises and activities designed to help students become better public speakers by analyzing their effects from various pedagogical and scientific vantage points. This research will lay the groundwork for understanding how organized activities can enhance a student's capacity for clear and confident public speaking.

Literature review. Several studies have explored the importance of exercises in enhancing public speaking abilities. It is well known that in teaching a foreign language, speaking skills are taught through a system of specific exercises and tasks. In her research, K. Muradkasimova emphasized that exercises are the main tool of education, and their implementation plays an important role in achieving the intended educational goals[1]. Each type of exercise serves to achieve the objectives and tasks set by the educational subject. The main task of the exercise system in teaching a foreign language is aimed at improving communicative competence. Although communicative competence is a broader concept than public speaking skills, they are interconnected in certain aspects. In her research, M. Gulyamova studied the development of communicative competence based on an integrative approach. According to her, communicative competence includes the following components[2]:
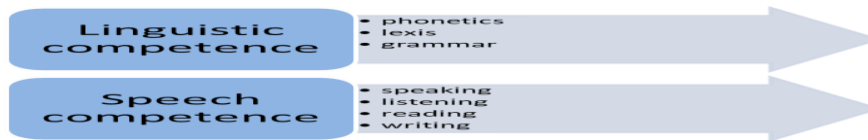
1.The components of communicative competence

Additionally, she emphasized that in order to develop communicative competence, it is crucial to first acquire knowledge related to linguistic competence. As can be seen from the diagram, public speaking is the main part of the structure of speech competence. Theories from scholars such as Lucas (2015) and McCroskey (2006) emphasize the importance of speech structure and audience awareness in effective communication [3,4].Lucas (2015) points out that public speaking skills can be honed through repeated practice, focusing on articulation and modulation [3]. Furthermore,

McCroskey (2006) highlights the role of reducing speech anxiety as a critical aspect of public speaking training, suggesting that tasks aimed at familiarizing speakers with the audience's expectations significantly lower apprehension [4]. Other scholars, such as Beebe and Beebe (2017), focus on exercises that emphasize body language and non-verbal communication, arguing that these factors can account for up to 55% of a speaker's impact [5]. Leong classifies the typology of speaking exercises into seven types:[6]
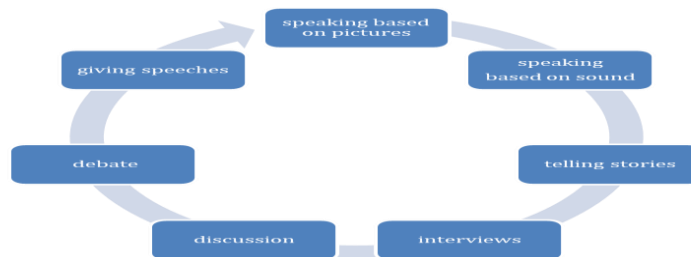
2. The typology of speaking exercises

M. Stinson and K. Freebody emphasized the importance of drama-based activities in enhancing public speaking skills.They conducted an empirical study in Singapore to see whether using theater activities in the classroom helped students' English speaking abilities. According to the findings, as a result of the implementation of drama-based activities, the intervention group produced more notable improvement above the comparison group in terms of vocabulary, clarity, and topic relevance engagement with the examiner and the requirement for guidance [7]. Other researchers also advocate the implementation of theatre activities.Two studies by I. Prisana, K. Sakon, and P. Iamsaard, S. Kerdpol examined how dramatic exercises helped Thai high school students' communicative speaking abilities in English. The findings showed that following the use of drama-based exercises to improve speech abilities students showed significant improvement in their language learning and showed a strong appreciation for dramatization tactics [8].Moreover,Task Based Language Teaching (TBLT) can be implemented in classroom environment to enhance the communicative competence of students. It is a strategy which concentrates on tasks of how to use English communicatively in real life circumstances. Richards & Rodgers (2001) claim that Task-Based Language education (TBLT) is a method that centers language education around the use of tasks as the main component of lesson design and instruction [9]. One of teaching strategies for public speaking practice is by giving task of presentation. By giving a presentation, students can learn how to open a presentation speech, carry on a discussion, answer questions, and also attract audience's attention.Melion and Thompson in (Suliman, 2022) state that if oral presentation is guided and organized, it will give the students a learning experience and teach them an important skill which will be beneficial to ESL/EFL in all their education subject and later in their work [13].

Research methodology. To conduct a comprehensive review of the literature on the tasks and exercises aimed at improving public speaking, a systematic approach was adopted.

The following research methodology outlines the steps taken to identify and analyze relevant studies for inclusion in this article.
1. Identification of Relevant Literature:
A comprehensive exploration of scholarly repositories, including Google Scholar, Science Direct, ERIC, and Elicit, was carried out with keywords associated with "public speaking," "exercises and tasks," "improving public speaking," and "speaking activities."
The initial search produced a sizable number of research articles related to the topic.
2. Evaluation and Selection of Studies:
To evaluate the papers' quality, methodology, and contribution to the study issue and extract relevant data a critical assessment was conducted on the chosen ones.
Based on the studies' importance and theoretical framework to the research topic, a final selection was made.
3. Data Extraction and Synthesis:
In order to find recurring themes, patterns, and trends within the research, a thematic analysis technique was utilized.
The results of several investigations were compared and contrasted to identify commonalities, discrepancies, and areas of agreement in order to synthesize the findings.
4. Reporting and Writing:
The literature review's findings were presented in an organized way, giving readers a clear picture of the studies' methodology, main conclusions, and summary.
Finding, assessing, and integrating pertinent research permits a thorough examination of the subject, giving academics and researchers insightful knowledge on the effective activities to enhance public speaking.

Analysis and results. The analysis and synthesis of the selected studies shed light on the effectiveness of using activities in enhancing public speaking. Based on the theories and principles of the aforementioned scholars, and in support of their ideas, we will propose several activities to enhance public speaking, each grounded in different communication theories and teaching methodologies.

1.Drama-based activities can be implemented into foreign language instruction at any level. Such dramatization exercises and tasks that enhance public speaking into English language classes, elective courses, and extracurricular activities in upper-secondary general secondary educational institutions

In a conventional PPP (Presentation, Practice, Production),Instructional structures include CAP (Context, Analysis, Practice), ESA (Engage, Study, Activate), and practice. Drama-based activities might be incorporated in three stages:[10]

1.The stages of drama-based activities

1.PPP	2.CAP	3.ESA
The learners are exposed to the language or "presented," by the introduction of a scenario or context. The instructor asks thoughts or ideas from the class, encourages them to share their opinions with one another regarding the subject, etc. This can help students to remember the terms and phrases they are already familiar with.	Sentence intonation exercises, role plays for more controlled and free practice, short improvisations, and guided simulations are implemented in the second stage of the lesson. Correcting errors is crucial since accuracy is the stage's goal. The instructor keeps a careful eye on the students and corrects their mistakes slowly.	A one-minute monologue-style public speaking exercise can be used as a public speaking challenge.The student is allowed ten seconds to gather their thoughts on the topic, and then they have one minute to discuss it with the class as a whole and then they make five-minute speech as a role of celebrity.This can be called as a "Hot Seat" exercise.

2.Presentation-based activities play a crucial role in the wide area of language instruction methodologies.According to Pradhananga et al., (2022), the primary goal of these activities is to imitate real-world dialogue scenarios, motivating students to surpass the constraints of simple memory or comprehension that is passive [11]. Solmaz (2019) gives his perspective and claim that activities that include presentations cover a wide variety of tasks from controlled activities, including giving formal speeches or making presentations on preset topics, to more adaptable exercises like unplanned talks, discussions, or role-plays [12].

3.Peer feedback, according to Garrison and Ehringhaus (2007), can enable students to have an understanding of how others view them [14]. Peer criticism also fosters a positive atmosphere that encourages steady progress. Peer evaluations help students improve their public speaking abilities by teaching them to critically evaluate others as well as provide criticism.

4. Improvising and role-playing are effective techniques for enhancing public speaking. Brown (2004) claims that these exercises allow speakers to rehearse speaking under duress by simulating real-life speaking conditions [15]. This supports the cognitive-behavioral approach, which holds that exposing people to anxiety-inducing events repeatedly might help them become less afraid and perform better. Particularly with improvisation, students are required to think fast and express ideas on the fly, which boosts confidence and spontaneity.

Conclusion. In conclusion, public speaking is a critical skill in both academic and professional settings, yet it is one of the most daunting tasks for many students.The review of the literature on the use of activities in teaching public speaking provides valuable insights into the benefits and implications of incorporating into language instruction. The analysis of the system of activities and tasks aimed at improving public speaking skills demonstrates the critical role of drama-based activities,presentations, improvisation, role playing and peer-feedback. By embracing such kind of activities, educators can create dynamic, supportive and engaging learning environments where all students can thrive as public speakers. Future research could further explore how technological advancements, such as virtual reality simulations could be integrated to enhance public speaking training.This research suggests that combination of traditional methods with modern technological tools could offer even greater potential for skill development.

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