



CENTRAL ASIAN JOURNAL OF LITERATURE, PHILOSOPHY AND CULTURE

Volume: 03 Issue: 02 February 2022

Developing Students' Research and Communication Skills

Shakhnoza Urinboeva Tursunovna

*Global Perspectives teacher at Presidential school in Jizzakh
hishahnoza@gmail.com*

Received 27th Jan 2022, Accepted 29th Jan 2022, Online 15th February 2022

Abstract:

This article looks into vocal communication research in the context of teaching the English language, as well as its value and necessity in everyday life. The teacher should assist students in improving and developing their verbal communication skills, according to the article. For this reason, certain practical and effective approaches and methods for teaching the English language have been provided, which we must employ in order to improve students' verbal communication skills and speech etiquette. The chosen topic is relevant because verbal communication and speech etiquette play an important role in a person's success; as a result, many scholars and article readers are interested in this topic. Speech etiquette, like property and comprehension of speech etiquette, is a part of the linguistic cultural image of the world. In this article discusses about developing students' research and communication skills.

Keywords: English Language, Verbal Communication, Skills, Language Teaching, Speech, Learning, Ethics.

The intricate limitlessness of current language semantics, especially English, makes the relationship between language and meaning difficult to understand. In the sense that there are an unlimited number of words and sentences, language is productive. New words are added to a language's vocabulary on a regular basis, hence there is no limit to its vocabulary. Although they are closely tied to verbal and nonverbal symbols in terms of how we make the meaning of language, words are not the only thing we need to communicate. Every symbol has a meaning associated with a specific activity. Communication development is an excellent educational strategy for enhancing technical communication skills and empathy in pupils. Verbal communication aids in the expression of diverse demands as well as the asking of questions that provide us with information. Verbal communication also aids people in informing, persuading, and considering things, events, occasions, people, and ideas by allowing them to describe them. To put it another way, vocal expressions assist us in communicating with others by allowing us to express our observations, thoughts, feelings, and desires.

Good communication skills provide self-assurance by allowing a person to gain more control over their lives through acquiring knowledge, conducting good research, conceptualizing, organizing, and presenting ideas and arguments. Verbal communication skills are essential for success in any topic; while mastering these skills takes time, better practices can help students learn more rapidly and apply what they've learned in the workplace. Furthermore, with enhanced communication skills, students will have the confidence and knowledge to not only land a solid job but also to advance in their careers. Communication skills are defined

as the ability to offer and receive various types of information, as well as its role in the development of personality throughout a person's life. During this time, communication becomes critical for personal development, as communicating people discover themselves, gain self-confidence, and define their relationships with others. When people refuse to understand the perspectives, thoughts, ideas, and feelings of others, they will fail to develop strong communication skills.

The following factors, in particular, are used to assist pupils in enhancing their verbal communication skills and speech etiquette: how to choose words and terminology for various discussion topics, as well as how to use important phrases in various talks; by watching movies students will be able to understand the language, eye contact, accents; and how to paraphrase and summarize the spoken language, and respond to different types of questions. This article has an actual place in linguistics because important role of verbal communication and speech etiquette in language learning and teaching process.

Teachers must have sufficient communication skills because they are one of the most critical factors of teaching and learning success. The word "educate" is designed to train learners linguistic abilities to grow themselves, in addition to imparting knowledge. The impact of higher education, the economy, and the larger society has changed over time in numerous ways. Teachers should mix their verbal and nonverbal communication abilities when carrying out the learning process; their ability to utilize these types of communication can help improve both teachers and students' impressions of the teaching and learning process. The teacher is the one who constantly explains and provides learning information to the class; as a result, the teacher should have sufficient patience. The teacher must be able to comprehend pupils' verbal communication and assist them in improving their verbal communication skills. Verbal communication abilities, whether spoken or written, entail a wide vocabulary and the ability to select the appropriate words to convey meaning to the audience. Verbal abilities also include the ability to logically order words.

Communication, moreover, is the expression of correct and open attitudes in the exchange of knowledge between learners and pupils. Culture and communication are inextricably linked. Nonetheless, the culture itself can pose a problem in fostering engagement that could lead to miscommunication. Hearing and pronunciation issues, as well as speed, tone, and melody, can all be linked to language issues. Teachers and students that are involved in the educational process are participants in this study. The ability of students and teachers to communicate effectively demonstrates their ethical level in the language learning and teaching process. One of the most crucial things that people require on a daily basis is ethics. In this article, we'd like to focus on the regulation of ethical communication in foreign language instruction. Ethics is a branch of philosophy that has been researched by many experts for thousands of years.

Curricula and ethics are frequently regarded crucial in service-learning courses, community-engaged activity, and communication activism in communication studies, as students come face-to-face with society's harsh realities. Some pupils may be witnessing and interacting with people who are in need of basic resources, adequate educational chances, or are exposed to environmental risks, to name a few recurrent injustices. These experiences lend themselves to a rich consideration of communication ethics at the individual, organizational, and systemic levels to understand how one voice intersects with others to affirm the dignity of all people while also promoting learning and competence in everyday communication, as well as social changes through a broad and systemic transformation; ethical communication is necessary for social media, with governmental regulation on ethics.

Competent and competent communicators are ethical communicators who are responsible for the creation, impact, and effects of messages in a variety of contexts, including the media, interpersonal, intercultural,

professional, and public settings. Stimulating the moral imagination is an important aspect in assisting students in recognizing communication ethical difficulties. They learn to balance their own interests against the interests of others, so that their communication skills might help to build the ethical component in the environment they live in. In this regard, the phrase speech etiquette is defined in this article through a terminology analysis. We attempted to define speech etiquette and its function in foreign language learning and instruction in this article.

The linguistic cultural picture of the world includes speech etiquette. Possession, comprehension, and selection of speech etiquette formulas are all influenced by people's actions. In foreign language study, the choice of speech etiquette formulas is particularly important. It is difficult to enter, sustain, or complete a communication without proper speech etiquette. Speech etiquette refers to a system of rules that govern the form, substance, order, personality, and situational significance of remarks in this culture. Speech etiquette, in instance, covers words and expressions used by people to say farewell, requests, and apologies, as well as types of treatment, intonation elements that distinguish polite speech, and so on. Speech etiquette, on the other hand, can be evaluated from the standpoint of language norms. As a result, certain concepts about the standard in the sphere of speech etiquette are included in the concept of correct, cultural, normalized speech.

Active listening, adaptability, adapting one's communication styles to support the situation, clarity, confidence, and assertiveness, constructive feedback to give and receive it, emotional intelligence for identifying and managing teacher and student emotions, empathy, interpersonal skills as social skills that are especially useful the characteristics of effective verbal communicators that are very important. The best strategy to improve your verbal communication skills is to mention characteristics about both the teacher and the students. In general, teachers can utilize a variety of approaches and resources to help students develop their verbal communication abilities. The most useful thing here is to employ technology, such as films and audios, which are becoming increasingly vital in today's world. They will also be interesting and successful for students and learners. Dialogue is one of the most basic and important communication abilities. It enables people to share their thoughts, opinions, and ideas while also receiving information. Despite the fact that it may appear simple on the surface, effective conversations require a give-and-take dialogue that involves aspects such as language, eye contact, summarizing, paraphrasing, and reacting. Students can learn the fundamentals of a conversation by watching films or videos of real-life conversations. "What message is the listener giving by crossing his arms?" the teacher can ask while pausing the film. What else can you infer from the conversation's language expressions?"

Listening is as important as speaking when it comes to communication. By reading a sample of material to the class and then having the class discuss and reflect on the topic through student explanations, the teacher can assist their pupils in developing listening skills. Listening actively also entails listening to understand rather than respond. Encourage pupils to practice asking clarifying questions in order to fully comprehend the speaker's message to reinforce the development of strong listening skills. Students can improve their oral and written communication abilities by participating in team-building exercises. It not only allows students to work in small groups, relieving some of the strain, but it also allows them to dispute their points of view, take turns, and collaborate toward a common goal. Another task-based method for improving student communication skills is through critical thinking exercises. These can be done either verbally or through written projects that allow students to respond to questions in a creative manner using their own words and expressions.

Students' communication strengths and weaknesses can be assessed by recording them reading selected text or videotaping group presentations. In small groups, students can discuss their speaking performance. Then, to get used to taking constructive criticism, have each pupil analyze the others. Aside from these strategies and methods, there are additional activities that can be used to improve students' verbal communication abilities, such as role-playing, which has shown to be helpful in the past.

Conclusion. More than just speech is required for effective verbal communication. Both the delivery and reception of messages are covered by verbal communication. Communication is a crucial talent for every student, teacher, and person, including workers, who can clearly and effectively express information to be highly regarded by employers. Employees who are able to decipher messages and act appropriately on the information they get have a better chance of succeeding in their jobs. It is impossible to join, continue, or complete a conversation without proper speech etiquette. Speech etiquette is defined as a collection of rules governing the form, content, order, personality, and situational significance of utterances used in this culture.

REFERENCES:

1. Bowen, S. A. (2020). Communication Ethics as a Foundational Construct in Applied Communication Theory, Research, and Practice. In *The Handbook of Applied Communication Research* (1015 p.). Hoboken, NJ: Wiley VCH. <https://doi.org/10.1002/9781119399926.ch33>
2. Emanuel, R. (2011). Critical Concerns for Oral Communication Education in Alabama and Beyond. *Education Research International*, 2011, Article ID: 948138. <https://doi.org/10.1155/2011/948138>
3. Kereksha, I. A. (2019). Speech Etiquette as a Component of the Cultural Minimum. *Young Scientist*, 7, 259-260.
4. Kromydas, T. (2017). Rethinking Higher Education and Its Relationship with Social Inequalities: Past Knowledge, Present State and Future Potential. *Palgrave Communications*, 3, 1-12 <https://doi.org/10.1057/s41599-017-0001-8>
5. Parikh, S. P., Esposito, J. M., & Searock, J. (2014). The Role of Verbal and Nonverbal Communication in a Two-Person, Cooperative Manipulation Task. *Advances in Human-Computer Interaction*, 2014, Article ID: 375105 <https://doi.org/10.1155/2014/375105>
6. Piller, I. (2007). Linguistics and Intercultural Communication. *Language and Linguistics Compass*, 1, 208-226. <https://doi.org/10.1111/j.1749-818X.2007.00012.x>
7. Reith-Hall, E., & Montgomery, P. (2019). PROTOCOL: Communication Skills Training for Improving the Communicative Abilities of Student Social Workers: A Systematic Review. *Campbell Systematic Reviews*, 15, e1038. <https://doi.org/10.1002/cl2.1038>