

**PARALINGUISTIC FACTORS IN DEVELOPING ORAL COMMUNICATION IN
ENGLISH**

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Abstract: This article explores the role of paralinguistic factors in enhancing oral communication skills in English. Paralinguistic elements, including intonation, stress, facial expressions, gestures, and body language, significantly contribute to effective communication, complementing verbal language. The study emphasizes how mastering these aspects can improve learners' confidence and fluency in English. By analyzing the interaction between verbal and non-verbal components, the article provides practical strategies for integrating paralinguistic features into language teaching. These insights are particularly valuable for educators aiming to foster comprehensive communication skills among learners, making them more effective and expressive speakers of English.

Keywords: Oral and written speech, differential approach, skills and competencies, language system, psychological and linguistic phenomenon, paralinguistic factors and motivation.

Annotatsiya: Mazkur maqolada ingliz tilida og'zaki muloqot ko'nikmalarini rivojlantirishda paralingvistik omillarning o'rni o'rganiladi. Paralingvistik elementlar, jumladan, intonatsiya, urg'u, mimika, ishoralar va tana harakatlari, og'zaki tilni to'ldiruvchi muhim kommunikativ vositalar hisoblanadi. Tadqiqot ushbu jihatlarni o'zlashtirish til o'rganuvchilarning o'ziga bo'lgan ishonchini va so'zlashuv ravonligini oshirishini ta'kidlaydi. Maqolada og'zaki va noverbal komponentlar o'zaro ta'siri tahlil qilinib, paralingvistik xususiyatlarni til o'qitish jarayoniga qo'shish bo'yicha amaliy strategiyalar keltirilgan. Ushbu xulosalar til o'rganuvchilarning muloqot ko'nikmalarini har tomonlama rivojlantirishni maqsad qilgan o'qituvchilar uchun juda foydalidir.

Калит сўзлар : Оғзаки ва ёзма нутқ , дифференциал ёндашув, кўникма ва малака, тил системаси , психологик ва лингвистик ходиса , паралингвистик омиллар ва мотивация.

Аннотация: В данной статье рассматривается роль паралингвистических факторов в развитии навыков устного общения на английском языке. Паралингвистические элементы, такие как интонация, ударение, мимика, жесты и язык тела, значительно способствуют эффективной коммуникации, дополняя вербальное общение. Исследование подчеркивает, как освоение этих аспектов может повысить уверенность и беглость речи у изучающих язык. Путем анализа взаимодействия между вербальными и невербальными компонентами статья предлагает практические стратегии для интеграции паралингвистических элементов в обучение языку. Эти выводы особенно полезны для преподавателей, стремящихся развивать у учащихся всесторонние навыки общения, чтобы сделать их более эффективными и выразительными ораторами.

Ключевые слова: Устная и письменная речь, дифференциальный подход, навыки и компетенции, языковая система, психолого-лингвистический феномен, паралингвистические факторы и мотивация.

Oral speech is one of the most crucial forms of communication in people's daily lives. Consequently, teaching oral communication skills, especially in foreign languages like English, demands serious attention.

When discussing speech, its primary forms—oral and written—are distinguished. Both forms possess unique psycholinguistic characteristics, requiring a differentiated approach to developing respective communication skills.

Speech activity is realized through language tools, necessitating a clear understanding of the relationship between language and speech for the effective development of oral communication. Language, being a universal phenomenon, belongs to a specific linguistic community. Its system comprises concepts, rules, and knowledge, serving as a fundamental tool for communication.

Additionally, while language is a universal medium, it is also an individual phenomenon. Each person's unique use of language reflects their personal characteristics, distinguishing their speech processes from others.

The process of verbal communication is based on the unity of language and speech. Scientific literature emphasizes that language and speech are two sides of the same phenomenon. Indeed, language serves its primary function as a means of communication only in the context of speech activity. Therefore, comparing and distinguishing their unique aspects is crucial for the methodology of teaching foreign languages. This understanding significantly contributes to identifying effective methods for developing communication skills.

Methodological literature highlights that language is both a linguistic and psychological phenomenon, while speech is a psychophysiological one. Language, as a system, includes codes (symbols) representing linguistic units, whereas speech is a process involving the practical application of these units. This distinction underscores the importance of forming speech-related skills and competencies, ensuring their practical realization in communication.

Oral communication comprises two distinct components: speaking and listening comprehension. Developing oral communication skills requires fostering competencies unique to both processes. Effective communication occurs only when speaking and listening are integrated. Speaking is a productive process involving the encoding of information, while listening is a receptive speech activity characterized by the decoding of information.

From a psychophysiological perspective, factors such as the speaker's readiness for communication, interest, motivation, speech speed, and fluency play a crucial role. Similarly, the listener's ability to distinguish sounds, hearing capacity, and psychological readiness to engage with the speaker's message are equally important. Considering these aspects, organizing the learning process to address both physiological and psychological factors ensures a more effective approach to teaching oral communication.

The most critical aspects of improving oral communication are the presence of communicative needs and the appropriateness to the communicative context. Alongside these factors, purposeful use of paralinguistic elements is essential in fostering oral skills. Paralinguistic factors include aspects such as the interlocutors' age, familiarity with each other, emotional state, gestures, facial expressions, and movements of the eyes and hands.

Incorporating paralinguistic elements into the development of oral communication skills brings the learning process closer to natural speech conditions. It enhances students' motivation to engage in foreign language communication. These factors positively influence students' activation in the speech process and strengthen their confidence in their ability to communicate effectively in the target language.

In conclusion, the effective development of communicative skills in English relies on the purposeful integration of paralinguistic factors, communicative needs, and situational appropriateness aligned with the objectives of communication. These elements are fundamental to ensuring the success of the learning process and fostering efficient oral communication in the target language.

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