

DEVELOPMENT AND IMPROVEMENT OF SPEAKING SKILLS IN THE PROCESS OF TEACHING ENGLISH

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Abstract. *The article discusses the importance of developing and improving speaking skills in teaching English. The authors consider subjective and objective reasons that influence the success of mastering the speaking skill. The article also analyzes the positions of various authors regarding the ways and methods aimed at developing the speaking skill. Some difficulties in mastering the skill of speaking that arise in the classroom of the English language are considered. The authors are convinced of the priority of the communicative competencies of the teacher and students in teaching English. In the process of analyzing scientific papers on the problem of developing the speaking skill, the author formulated his own vision on the main difficulties in developing the speaking skill and identified the causes that cause them. The article emphasizes the great importance of the educational level of an English teacher in the preparation of practical tasks for speech activity, as well as the ability to actively use their psychological and pedagogical competencies in practice.*

Keywords: *development of speaking skills, English, competence, linguistics, speech communication, communicative interaction, dialogic communication, monologue communication, means of communication.*

Any foreign language training involves the development and development of mandatory skills such as reading, writing and listening. Difficulties in mastering speaking skills arise for a number of objective and subjective reasons. By objective, we mean the insufficient material and technical equipment of lessons, the inconsistency of the educational and methodological complex with the goals and objectives to be solved in the process of developing speaking skills, the overload of the student collective, which reduces the time of oral communication allotted to the educational and methodological complex for conducting reading classes, the insufficient level of competence of the teacher [1, s. 147].

As subjective reasons, we consider the student's psychological and emotional state (self-doubt, low self-esteem, fear of making mistakes, etc.); a small amount of knowledge in academic disciplines such as regional studies, cultural studies, linguistics; limited vocabulary and inability to use it as Active vocabulary is considered.

All difficulties that arise in the process of teaching English speaking skills constitute the so-called "language barriers", overcoming which requires a high level of competence from the teacher. More precisely:

- competent planning and organization of lessons;
- taking into account individual psycho-emotional characteristics of students;
- the group's collective interest in motivating each student and improving their speaking skills;
- creating an atmosphere of trust and support within the lessons;
- encouraging students to succeed [2].

In this regard, it is necessary to recognize the relevance of creating accessible and modern methods of developing speaking skills in English language learning.

English serves as the main means of communication and cooperation, exchange of knowledge and experience.

Thus, teaching communication skills, in particular, speaking skills, should be defined as the main goal of English language classes

in higher education institutions in the preparation of specialists in various fields.

In the last decade, the lexical component of language competence has been given considerable attention in the methodology of teaching foreign languages, which is explained by the reconsideration of the nature of language and the role of lexical units in it.

In the scientific theoretical-practical field, which includes issues of English language teaching, many theories and experts' views on the issue of speaking in English have been collected.

Many researchers consider speaking skill as the main and most important aspect in learning any foreign language, where productive speech activities and oral communication are not possible.

According to some scholars, the ability to speak a foreign language includes "students' motivation, goal orientation, personal interest, speech and thought activity, students' interaction within the learning process, contact (emotional, meaningful, personality), situational communication, mastering speech material. the functionality of the process, the content, informativeness and complexity of the educational materials, novelty and expressiveness in the use of verbal and non-verbal means of communication" accumulate such indispensable conditions [3].

And from the point of view of other scientists, speaking is defined as "a very multifaceted and complex phenomenon, the mastery of which is primarily the achievement of basic communicative competence" [4].

Learning to speak often begins with the basics, that is, the development of speaking skills, grammar skills, vocabulary, and listening skills. At the initial stage of learning a foreign language, it is very difficult to separate these stages in any way, as a whole, the teacher introduces students to a new structure that includes the study of new words, sounds, and intonations. Students listen to this structure and repeat it after the teacher or audio recording, and then use it in a mini-dialogue with each other or with the teacher [5]. When such structures are sufficient, they can be expanded and combined into small monologues and dialogues. In order for the speech to be a speech not only in form, but in substance, it

must be remembered that motivation is at the heart of everything. Students must have the motivation to speak and create a speaking situation for this to occur. At the initial stage, it is very important, no less than others.

Special attention should be paid to the interview method as a very useful and "undeservedly neglected" tool for the development of speaking skills in English language teaching. The interview method is carried out in the form of a dialogue, involving two or more speakers who must have certain skills and characteristics in the speech process.

The main advantages of the interview:

- participation of students in the speech process is shown;
- minimize the teacher's participation in this process;
- students have the opportunity to independently discover their creative and speaking potential;
- students gain new knowledge and share active vocabulary with each other [6].

In our opinion, another popular and productive tool for the development of speaking skills should be considered in the audience viewing artistic, documentary, scientific films and video materials about cultural heritage, historical monuments, natural anomalies, geographical features of the country. Watching movies allows students to familiarize themselves with lesser-known, published educational materials [7]. We think of it as a type of informational content for the general discussion of the materials seen in the audience, a resource for performing oral and written tasks. In addition, students may have different viewpoints from what they see in the movies, which may encourage the remaining, less active speakers to participate in the discussion. It is also reasonable to have credits during the viewing process, as the spoken language of native speakers in films is not always clear, especially for students with poor listening skills.

However, it is also important to recognize the limitations that may arise from watching films as a tool for developing speaking skills in English classes. First of all, film and video materials in the lesson require the teacher to prepare for practical tasks after watching, and

to use his time resources limited by his daily preparation for lectures and practical lessons. Because of this, many teachers give up the method of developing speaking skills.

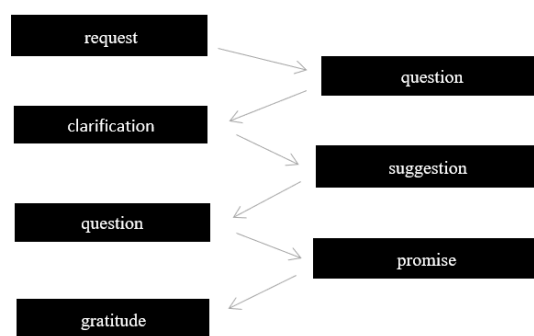
Active use of monologue and dialogue forms of speech is considered a widespread method of development and improvement of speaking skills. I.A. According to Bredykhina's author's position, "the delimitation between dialogic and monologic speech should be considered conditional"[8]. The author explains his point of view by the listener's participation in both monologue speech and dialogue speech, which allows monologue speech to be included in the oral communication process, that is, dialogue speech. Here we are talking not only about the use of the dialogic method in teaching English, but also about the process of teaching students a dialogic form of communication.

This method requires the teacher to develop and improve students' initial skills in constructing dialog speaking skills in English. Among them:

- ability to create different types of questions (general, special, alternative and dividing questions);
- ability to create answers to questions in a coherent and logical manner;
- ability to use various replicas reflecting the interlocutor's reaction in the process of communication;
- ability to use clichés and introductory phrases in speech;
- ability to use agreement or disagreement, doubts, requests, advice [8].

An example of a dialog model is shown in the following illustration:

(Figure 1. A model of dialogue)



The success of learning speaking skills, in our opinion, is also determined by the characteristics of students' memory. According to the generally known classification of memory types, material is divided into quick, short-term, operative, long-term and genetic memory according to the storage time. In the process of memorizing, storing and reproducing material, according to the pressure analyzer, it is divided into action, sight, hearing, smell, tactile, emotional and other types of memory. Thus, in order to memorize new vocabulary, it is required to repeat it systematically in order to transfer the received reading information to long-term storage. At the same time, it should be taken into account that the method of systematic repetition of words and phrases in teaching exercises often leads to boredom in students, loss of interest and mo-

tivation necessary for learning a foreign language. It follows that students' motivation to study is one of the important factors of mastering a foreign language [9].

Another technique is known as mnemonics. Mnemonics is defined as the science of memorizing new information by converting it into images. This science is complemented by various methods, methods, and associations that make the process of memorizing new foreign words more productive. This is a kind of creative approach to teaching speaking skills, he, N.A. According to Solovieva, it is not aimed at making the learning process easier, but "makes it fast, high-quality, fully manageable." In addition, the method gives another good result. This is a constant interest in a foreign language, development of self-learning ability, interest and motivation level.

As the main difficulties in teaching English speaking skills and their determining reasons, we identified the following criteria, which represent the theoretical and practical significance of the study:

1) psychological inconvenience. Reasons: lack of confidence in your abilities, fear of making mistakes in front of the audience, fear of criticism;

2) lack of thoughts or inability to verbalize them. Reasons: lack of attention, lack of concentration, lack of vocabulary;

3) speaking in Kyrgyz or Russian languages. Reasons: lack of active vocabulary on a certain topic in the vocabulary, emotional tension due to an unnatural communication environment;

4) uneven degree of participation in the speech process and different levels of preparation of students. This is because some students are well prepared and speak English fluently, while others have difficulties, speak little or prefer to "sit back" because they cannot cope with long-term communication in English. As a result, they get less language

practice, do not participate in group verbal communication, and lose motivation.

The following criteria can be used to evaluate speaking ability:

- Performing a communicative task;

- Interaction with the interlocutor;

- Lexical-grammatical correctness of speech;

- Keeping the standard of pronunciation (no phonemic errors);

- Intonation correctness of words.

It is clear that the smaller the group, the closer the level of students' preparation and development of speaking skills is to each other, the more productive and successful the learning process will be. As a result of the conducted theoretical research, we note that it is necessary for the teacher not only to have good methodological and technological resources in teaching speaking skills, but also to be able to actively use his psychological and pedagogical knowledge in order to take into account the individual age characteristics of students and the level of their motivation to study.

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РАЗВИТИЕ И СОВЕРШЕНСТВОВАНИЕ РАЗГОВОРНЫХ НАВЫКОВ В ПРОЦЕССЕ ОБУЧЕНИЯ АНГЛИЙСКОМУ ЯЗЫКУ

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***Аннотация.** В статье рассматривается важность развития и совершенствования разговорных навыков при обучении английскому языку. Авторы рассматривают субъективные и объективные причины, влияющие на успешность овладения навыком говорения. В статье также анализируются позиции различных авторов относительно способов и методов, направленных на развитие навыка говорения. Рассмотрены некоторые трудности в овладении навыком говорения, возникающие на занятиях по английскому языку. Авторы убеждены в приоритетности коммуникативных компетенций учителя и учащихся в обучении английскому языку. В процессе анализа научных работ по проблеме развития данного навыка авторы сформулировали собственное видение основных трудностей в развитии навыка говорения и выявил причины, их вызывающие. В статье подчеркивается большое значение образовательного уровня учителя английского языка при подготовке практических заданий к речевой деятельности, а также умение активно использовать свои психолого-педагогические компетенции на практике.*

***Ключевые слова:** развитие навыков говорения, английский язык, компетентность, лингвистика, речевое общение, коммуникативное взаимодействие, диалогическое общение, монологическое общение, средства общения.*