

DEVELOPING SPEAKING SKILLS IN TEACHING ENGLISH

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Abstract: *this article is written for teachers with large classes of students who have encountered some of the following or similar problems during speaking activities in their classroom. Why should teachers teach speaking skills in the classroom? Many students equate being able to speak a language as knowing the language and therefore view learning the language as learning how to speak the language, or as M. Nunan (1991) wrote, "success is measured in terms of the ability to carry out a conversation in the (target) language". Therefore, if students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon get de-motivated and lose interest in learning. On the other hand, if the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.*

Keywords: *human communication, equate, common arguments, cultural barrier.*

РАЗВИТИЕ РАЗГОВОРНОЙ РЕЧИ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Аннотация: *эта статья написана для учителей с большими классами студентов, которые столкнулись с некоторыми из следующих или подобных проблем во время занятий в классе. Почему учителя должны учить языковым навыкам в классе? Многие ученики приравнивают то, что они могут говорить на каком-либо языке, к знанию языка, и поэтому изучают язык, изучая, как говорить на этом языке, или, как писал М. Нунан (1991), «успех измеряется с точки зрения способности выполнять разговор на (целевом) языке». Поэтому, если учащиеся не учатся говорить и не имеют возможности выступить в языковой школе, они могут вскоре получить мотивацию и потерять интерес к обучению. С другой стороны, если правильные действия преподаются правильно, говорить в классе может быть очень забавно, повышая мотивацию для учащегося и делая класс английского языка интересным и динамичным.*

Ключевые слова: *человеческое общение, приравнивание, общие аргументы, культурный барьер.*

Speaking is fundamental to human communication just think of all the different conversations you have in one day and compare that with how much written communication you do in one day. Which do you do more of? In our daily lives most of us speak more than we write, yet many English teachers still spend the majority of class time on reading and writing practice almost ignoring speaking and listening skills. Do you think this is a good balance? If the goal of your language course is truly to enable your students to communicate in English, then speaking skills should be taught and practiced in the language classroom. Dealing with common arguments against teaching speaking skills in the classroom Students won't talk or say anything [1, 1991; 26-27].

One way to tackle this problem is to find the root of the problem and start from there. If the problem is cultural, that is in your culture it is unusual for students to talk out loud in class, or if students feel really shy about talking in front of other students then one way to go about breaking this cultural barrier is to create and establish your own classroom culture where speaking out loud in English is the norm. From day one teach your students classroom language and keep on teaching it and encourage your students to ask for things and to ask questions in English. Giving positive feedback also helps to encourage and relax shy students to speak more. Another way to get students motivated to speak more is to allocate a percentage of their final grade to speaking skills and let the students know they are being assessed continually on their speaking practice in class throughout the term. A completely different reason for student silence may simply be that the class activities are boring or are pitched at the wrong level. So maybe you need to take a closer look at the type of speaking activities you are using and see if they really capture student interest and create a real need for communication. Another way to encourage your students to speak in English is simply to speak in English yourself as much as possible in class. If you are shy about speaking in English, how can you expect your students to overcome their fears about speaking English? Don't worry if you are not completely fluent or don't have that elusive perfect native accent, as Swain (1985) wrote "We learn to speak by speaking" and that goes for teachers as well as students [2, 1985; 132-134]. The more you practice the more you will improve your own oral skills as well as help your students

improve theirs. When students work in pairs or groups they just end up chatting in their own language. Is the activity or task pitched at the right level for the students? Make sure you give the students all the tools and language they need to be able to complete the task. If the language is pitched too high they may revert to their L1, likewise if the task is too easy they may get bored and revert to their LI. Also, be aware of the fact that some students especially beginners, will often use their LI as an emotional support at first, translating everything word for word to check they have understood the task before attempting to speak. In the case of these students simply be patient as most likely once their confidence grows in using English their dependence on using their LI will begin to disappear. Are all the students actively involved and is the activity interesting? If students do not have something to say or do, or don't feel the need to speak, you can be sure it won't be long before they are chatting away in their LI. These are just some of the problems that teachers with large classes face when teaching speaking activities in the classroom. These problems are not new nor are the solutions offered above. Teachers all over the world continue to face the same hurdles, but any teacher who has overcome these difficulties and now has a large class of energetic students talking and working in English in groups together will tell you it is worth all the trial and error and effort at the outset.

References

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