



DEVELOP SPEAKING STRATEGIES IN TEACHING ENGLISH

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Annotation

Speaking is a crucial part of learning and teaching a second language. Despite its importance, English language teachers have continued to teach speaking as a repetition of drills or memorization of dialogues for many years. However, in today's society, the purpose of teaching speaking should be to increase students' communicative abilities, because only this manner can students express themselves and learn how to follow the necessary social and cultural rules in each communicative situation. As a result of recent pedagogical study on teaching pupils conversation, various guidelines for defining aims and approaches have been established. This article explains how to create speaking strategies in the classroom when teaching English.

Keywords: Development, teaching English, speaking strategies, communicative competence, discussion, role play, brainstorming, storytelling.

Introduction

Speaking is a fundamental language ability. It is the principal method by which we communicate. We ask "how well do you speak..." when we ask how well we can operate in a second language, therefore our ability to talk fluently best symbolizes our skill in another language. However, as teachers, we must remember that speaking requires more than just using words to express our thoughts, and that there is more at stake than merely teaching children to utter the words they are familiar with.

1. The ability to communicate. Though perfect grammar, vocabulary, and pronunciation are the fundamental building blocks that allow a message to be understood, being a 'good speaker' demands more than that. Whether ordering a sandwich or holding a business meeting, a great communicator picks the words they use and the way they talk to different people in different contexts.
2. Instructing students on how to talk as a set of abilities. We can break down and provide the component abilities that comprise speaking as a pure language skill in a systematic manner, just as we may teach, present, and practice individual grammatical characteristics to students.





3. Message organization and conversation Discourse – the organization and style of a message as it is presented in various settings – encompasses many of these features of speaking. When teaching speaking in a specific circumstance, think about how people actually communicate in that setting. Find recordings of people interacting at restaurants, banks, or other locations where your lesson will be held, and consider the functional steps of the interaction as they happen.

4. Restricted and unrestricted speech We may combine these target competencies into regular formats of classes, just as we can with grammar and vocabulary. For example, we can offer a characteristic of speech through an audio or video job, and then ask students to practice applying the feature in a restricted task.

The major goal of many adult learners is to communicate in English. Their personalities will have a big influence on how quickly and accurately they accomplish this goal. Those who aren't afraid of making mistakes will be chattier in general, but it may be tough to break bad habits if you make a lot of them. Conservative, shy students may take a long time to talk confidently, but once they do, their English is often free of faults, and they are proud of their ability. Pronunciation and grammar, both of which are necessary for efficient oral communication, are regularly covered in speaking lessons. In a grammar or reading lesson, a speaking task could be added. In either situation, your pupils will need to prepare for the speaking activity ahead of time. This comprises both an introduction to the topic and a model of the speech they will deliver. Students will require clear and detailed directions about the task to be completed if a model does not apply to discussion-type activities. The kids will then practice speaking using the actual exercise.

These acts include imitating (repeating), responding to verbal signals, participating in a discussion, and providing an oral presentation. Here are some ideas to think about as you prepare for your speaking engagements. The content should be as practical and applicable to real-life situations as possible. Rather than acquiring new vocabulary or grammar, focus on speaking in the students' original language. You must provide sufficient feedback and correction, but not at the price of communication flow. While pairs or groups are chatting, take notes, then address difficulties with the rest of the class after the activity, without criticizing the child who made the error. You can make a note of the error on the board and inquire as to who can correct it. If a speaking exercise loses traction, you may need to switch to a role-play, ask more discussion questions, clarify your instructions, or discontinue an activity that is too difficult or dull.

Many linguists and ESL instructors now believe that "interacting" is the best way for pupils to learn a second language. This is best accomplished through collaborative





learning and communicative language education. The teaching of communicative language is centered on situations in which communication is required. If this method is implemented in ESL classes, students will be able to speak with each other in the target language. In conclusion, ESL teachers should create an environment in the classroom that encourages spoken language development through real-life interaction, realistic activities, and meaningful work.

For a variety of reasons, after a content-based class, a discussion can be held. Students may strive to come to a conclusion, share their ideas about an incident, or suggest solutions in their discussion groups. Prior to the conversation, the teacher must establish the purpose of the activity. As a result, the discussion subjects are relevant to the goal, and students don't waste time talking about other things. Students can take part in agree/disagree discussions, for example. The teacher can divide the students into groups of four or five and deliver contentious claims like "people learn best when they read vs. when they travel" in this form of discussion. After that, each group works on their topic for a predetermined length of time before presenting their results to the class.

This activity encourages critical thinking and quick decision-making by teaching students how to explain and justify oneself nicely while disagreeing with others. For efficient group discussions, it is always best to avoid assembling large groups, as mute students may avoid contributing in large groups. Students can choose their own group members or the teacher can assign them, but groups should be switched after each discussion activity so that students can work with a range of people and learn to be open to different ideas.

This activity requires students to work in pairs. One student will have knowledge that the other does not, and the two students will share it. Closing the information gap serves a number of purposes, including problem solving and data collection. Furthermore, each partner plays an important role because the task cannot be completed unless the partners provide the knowledge that the others demand. These exercises are beneficial because everyone has the opportunity to talk extensively in the target language.

Storytelling. Students can give a quick summary of a narrative or story they heard previously, or they can make up their own stories to share with their classmates. Telling stories encourages creative thinking. It also aids students in expressing ideas in the format of a story's beginning, middle, and finish, as well as the characters and setting required. Students can also tell jokes or riddles. For example, at the start of each class session, the teacher may invite a few pupils to speak brief riddles or jokes as an introduction.





Overall, remember that using language in conversation is not the same as practicing speaking as a language skill when organizing a speaking skills session. Developing the range of skills required to be a "good speaker" necessitates a focus on how we talk to various people and how we frame what we say. This is independent from the grammar and vocabulary we use in real life, so should be kept separate from pure language input in the language classroom.

Conclusion

The ability to communicate is dependent on one's ability to speak. Teachers can assist learners in improving their speaking and overall oral proficiency by analyzing what successful speakers do, what speaking assignments can be employed in class, and what specific requirements learners report. Teaching speaking is an essential aspect of learning a second language. The capacity to communicate clearly and efficiently in a second language adds to a learner's academic performance as well as success later in life. As a result, it is critical that language teachers place a high priority on teaching speaking skills. Rather than focusing solely on memory, it is preferable to create a rich environment in which real conversation can take place. With this aim, various speaking activities such as those listed before can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

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