



## COMPARATIVE STUDY OF TEACHING SPEAKING SKILLS OF ENGLISH IN UZBEKISTAN AND SOUTH KOREA

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### Annotation

Teaching conversation is an important part of language learning. This article discusses the methods of teaching English conversation in the education of Uzbekistan and South Korea.

**Keywords:** conversation, English, Uzbekistan, South Korea, method.

### INTRODUCTION

Speaking in class can be daunting for any student, but it can be especially challenging for students who are learning English as a second language. Even students who have some level of proficiency in reading and writing in English often struggle with speaking. This can be due to factors such as timidity, fear of making mistakes, or a lack of confidence.

### MAIN PART

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For example, for the first few minutes at the start of every class, you can get students to ask and answer a question with their partner. This can be a question about what they ate for breakfast, what the weather is like that day, their favorite subject, etc. Using routines like this will get students into the habit of speaking English in class and help them to see that their contributions are valued.

Informal conversations are a great way for students to practice their English speaking without feeling like they're being "tested." Strike up a conversation with them about their weekend plans or ask them about their favorite sports team.





Not only will this help them feel more comfortable speaking, but it will also give you a chance to get to know them better as individuals.

Using plenty of games and activities is a great way to get students to practice their speaking skills. Students, especially kids, learn best when they are enjoying the class and having fun. There are many speaking games you can play, but here are a few of our favorites:

### **Conversation Cards**

This is a great game for practicing speaking and listening skills. Create a set of cards with different conversation topics on them. Next, have each student choose one of the cards at random. Students must then start a conversation about that topic with the person next to them. After a few minutes, have all students stand up, walk around the class and swap their conversation card with someone else. Students should then sit down in a different seat with a different partner and have a new conversation about the topic that is on their card.

### **The Word Association Game**

This is a great game for practicing vocabulary and speaking skills. To play, each student will say a word in English. The next person then has to say a word in English that is associated with the first word. This continues until someone can't think of a word. This is a great way to help your students expand their vocabulary and practice speaking in English.

In the course, the Communicative Approach, one of the best up-to-date approach most closely aligns with instructors' current teaching style. As the instructors in the university mainly educate Students from General English and English as specific purposes (ESP), this approach can particularly be preferable and usable for teaching a language. It also focused on integrated skills, which covers all four skills namely, Listening, Speaking, Reading and Writing in Language Acquisition. In fact, it is strongly supported the idea that language can be acquired through communication. There are several techniques of the communication approach, such as role play, authentic materials, language games to develop students people/leadership and communication skills and create enjoyable lessons. Furthermore, the instructors highly considered to choose the book with high interest topics, which cover four skills: reading, writing, listening and speaking that is one of the content of the communicative approach.

In addition, the instructors use the Affective Humanistic Approach (AH) as it allows students' feelings as a priority while acquiring the target language. The Affective





humanistic Approach has many benefits for the students to remove barriers in language acquisition. Firstly, the role of human/learner is priority in this approach. Secondly, it allows the students feel comfortable in class, using various wonderful techniques that can raise the mood and refresh their mind. Finally, due to the AH approach teacher can build up a good relationship with their students. The teachers apply dramatization and multiple concerts in class at the end of each month as a project work. Because, involving students dancing and singing the instructors make students have unforgettable day in their life. In addition, the students have a strong desire to play games or roles after serious topic or lessons. The role-play is the most preferred technique for teachers as well as the students.

Teaching techniques, by English language instructors

The teaching techniques are various from each other, which help students, gain attention and inspire to acquire the target language. Mostly, the techniques are prepared according to the nine events Dr. Robert Gagne's instructional design theory. In following the nine steps of Gagne's "Events of instruction" are given:

1. Gaining the attention of the students
2. Informing the learner of the objective
3. Stimulating recall of prior learning
4. Presenting the content
5. Providing learning guidance
6. Eliciting the performance
7. Providing feedback
8. Assessing the performance
9. Enhancing retention and transfer

## CONCLUSION

In conclusion, even if Ajou University in Tashkent has been opened recently, the university achieves success in terms of academic system, management and organization of events. Not only the mentioned issues, but also in cooperation with partners such as the company Artel electronics, Seajong Institute. Moreover, the course of English communication in Ajou University in Tashkent is demonstrated the process of teaching in details. The English language instructors of Ajou University follow the 80 (practice)/20(teaching rule) or student-centered techniques as it is vital for students to practice the target language they will be using in real life situation. For this reason, the teachers take much attention to use the techniques of the Communicative (role-play, authentic materials, and language games) and The





Affective Humanistic approaches (dramatization and multiple concerts) in the guided practice and independent practice stage of the lessons.

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