

Speaking Methods and Strategies in Improving the Students Speech

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ABSTRACT

This article examines the main problems that students face when trying to master speaking skills in a foreign language and analyzes possible ways to solve them. For teachers with large classes of students who have encountered some of the following or similar problems during speaking activities in their classroom.

KEYWORDS: communication, speaking skills, teachers' strategies, language barrier, lack of self-confidence, debate, tongue twisters

Language is one of the most important things in communication, and it is used as a tool of communication between peoples all over the world. Every person uses language to communicate, transmit information and knowledge, and express their ideas and thoughts. English is an international language that is widely used in all countries of the world. It is the most important foreign language both for transmitting and receiving knowledge in the fields of science, technology, art and culture, and for establishing international relations. When learning any foreign language, there are four skills that should be mastered: listening, speaking, reading and writing. The most important of them is conversation. Mastering spoken language is the most important aspect of learning English and success is measured in terms of the ability to carry on a conversation in a foreign language. In short, English language proficiency is measured by the outcome of speaking proficiency and/or oral communication. Speaking can be defined as the process of sharing information between speaker and listener in any circumstances.

Based on the above definitions, we can conclude that speaking is an activity through which people try to express thoughts, feelings, opinions and exchange information using statements in the form of communication. But mastering spoken language for students is often a very difficult task. Why is this happening? In this article, we will touch on some of the challenges that students face when learning a foreign language, as well as teachers' strategies for developing speaking skills in the classroom.

Problems with speaking English can be caused by many factors, such as:

1. Fear of making a mistake, language barrier
2. Lack of ideas, thoughts, when there is nothing to say
3. Low language level of the participants in the conversation
4. Using the native language as a support
5. Low motivation
6. Environmental factors
7. Lack of self-confidence

How can we help students cope with these problems? Spoken language is very important in people's daily life. Speaking is one way to convey your ideas and convey a message orally. For students to learn to speak, it is necessary to use language in real communication. After all, speaking is nothing more than the ability to construct coherent statements, express, convey thoughts, ideas and feelings. When learning a foreign language, speaking is one of the basic skills, in addition to listening, reading and writing. This is not an instant skill, it has to be acquired. And this becomes a long process. Language is a complex system, and each system is different and requires reorganization of students' thinking with a lot of exposure.

Therefore, students need to practice everyday communication. When it comes to conversational features, they fall into three categories: conversation as interaction, conversation as transaction, and conversation as performance. Conversation as interaction refers to conversations used in everyday activities in social interaction: when people meet, they exchange greetings, engage in small talk, talk about their experiences. While conversation as transaction deals with a situation, focusing on the meaning being conveyed or a message, such as how teachers teach students. In contrast, conversation as performance refers to public speaking that conveys information to an audience, such as classroom presentations, public announcements, and speeches.

Among the four skills, speaking is difficult to evaluate accurately because speaking is a complex skill and is not easy to acquire. The teacher's activities, in our opinion, should be aimed at the following components, recognized when analyzing the speech process. 1) **Pronunciation** is a way for students to produce clear speech. It deals with the phonological process, which refers to the component of grammar consisting of the elements and principles that determine how sounds change and are structured in a language. 2) **Grammar**: Paying attention to grammar when working to improve oral language is necessary so that students can write correct sentences, acquire the ability to manipulate structure and distinguish appropriate grammatical structures from inappropriate ones. Unity of grammar also teaches the correct way to acquire knowledge of language in oral and written form. 3) **Vocabulary**: A person cannot communicate effectively or express his ideas either orally or in writing if he has an insufficient vocabulary. A rich vocabulary affects the quality and beauty of speech. 4) **Fluency** can be defined as the ability to speak fluently and accurately.

Fluency involves speaking at a fairly high rate and with only a small number of pauses and/or "errors." These signs indicate

that speakers have not spent much time searching for the linguistic elements necessary to express the message.

What should a teacher do to help students make progress in speaking?

- Allow students to speak as much as possible in class. This would seem obvious, but often most of the lesson time is spent talking with the teacher in their native language or working pauses.
- Make sure that everyone present takes part in the conversation equally. Class discussion should not be dominated by a group of active discussants; everyone gets a chance to speak.
- Encourage high motivation. Students are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to the goal of the assignment.
- Maintain the speakers' language at an acceptable level. Students express themselves in relevant utterances that are easily understood by others and have an acceptable level of linguistic accuracy.

When teaching conversational speech, among other things, it is possible to use the following types of *speech activities*:

1. *Activities to fill gaps in information.* An information gap is when two speakers have different bits of information and they can only complete the whole picture by sharing that information, there is a gap between them. Finally, after having a discussion, they will receive information that matches the images.
2. *Storytelling.* In this exercise, students must be able to tell a story in the target language, in this case English. The teacher can encourage students to retell stories they have read in their books or found in newspapers or on the Internet. The best stories, of course, are the ones students tell about themselves and their family or friends.
3. *Favorite subjects.* This is an activity where students are asked to talk about their favorite subjects. This can be done in pairs or groups. In addition, the teacher can also use this exercise for individual assignment. Each student is asked to talk about the characteristics of their favorite item, while other students or spectators try to guess what it is.
4. *Meet and greet.* Language role-playing is a formal or business social event where they meet several people and introduce themselves. It is usually taught to beginning level language learners. Students try to use the expression of meeting and greeting in front of the class with two or more participants in the conversation.
5. *Presentation of friends.* Individual students give presentations on a given topic or person. The guys present a topic in front of the class, while other students listen to the presentation and give their feedback on it based on the results.
6. *Description of the pictures.* Each group has a picture that each participant can see. Time is limited, students must say as much as they can to describe the image. Proposals must match the image.
7. *General features.* Students sit in pairs. They talk to each other to find as much in common as possible.

8. Debate is process of presenting idea or opinion which two opposing sides try to defend their idea or opinion.

These should be things that can be revealed in conversation. For example, we are talking about human characteristics, global issues, greenhouses, animal characteristics, school and education, technology, health and body. Classroom time is often limited to a few hours a week – not enough to become a proficient speaker. I assign my students easy exercises to improve their speaking. Even just five to ten minutes a day will make a notable difference.

During the lessons of Oral Practice, I try to ask my students to listen to their favorite English song over and over again. Most likely, they will already know many passages by heart. Have them look up the lyrics online and read them while listening. Eventually, our students will be able to belt out their favorite song in the car, or just sitting in front of their laptops. Without making it feel like tedious work, they will have expanded their vocabulary and improved their pronunciation.

Many of my students feel shy about talking to others in English – especially when they are at the beginning or middle stage of their learning journey. For my method, it is better to make students enable to speak in English when they are alone, better at home in front of the mirror talk to themselves. It helps them to remove the language barrier when they speak to others.

Then I advice them narrate what they are doing or make up conversations in their mind. The key is to really talk out loud. Ideally, my learners would practice in front of a mirror to see how their mouth moves, but even just narrating their cleaning or cooking process is a great start.

Another way of developing of good speech is Tongue Twisters. Tongue Twisters are popular for a reason. They draw attention to difficult-to-pronounce sounds or words and make sure that speakers concentrate when saying them. Your students can either practice alone or with friends and family members, or you can start a friendly tongue twister competition in your classroom.

Then I ask my students to record themselves and listen to their own voices. Chances are that they will detect their mistakes and can correct them on their own.

We really hope that, based on these methods and activities proposed above on teaching strategies, each teacher will be able to find for himself | herself the most appropriate way to solve the problem of teaching students speaking, as a result of which they will finally be able to speak a foreign language fluently.

Among the most difficult and crucial abilities to develop is the ability to communicate successfully in a foreign language. Speaking is essential for learners to navigate a foreign location, study and work overseas, and build meaningful relationships with locals. Planning next speaking lesson should be made easier with the aid of our speaking tips and tactics. As you employ a range of media and tools, make sure to establish a supportive classroom environment, and where you can, use auto-grading capabilities. By implementing the activities listed above, the learners will be more motivated in learning English and the class will be more interesting.

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