

METHODS OF TEACHING SPEAKING

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ABSTRACT

This article is about teaching speaking in interactive methods.

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INTRODUCTION

Language is primary and foremost a spoken and not a written entity. Human beings talked and listened ages before there was anything for them to read. This is why it is said that in the long history of the human race, the creation of writing was an event of yesterday. Talking is a major skill in communication. This review article highlights how the ability of speaking is taught in communication classroom; what are the prominent beliefs about the speaking skill; what are the principles of learning and teaching speaking skills; the different activities and tasks associated to boost the communication skill and lastly, how to teach pronunciation to the learners of communication

METHODS AND MATERIALS

Language is mainly speech. A very large number of languages in the world are only spoken with no writing script. Majority of languages even with writing scripts use their oral forms more than the written ones. It is an agreed fact that language is learnt by speaking it first after a lot of listening to the sounds, words, phrases and sentences from the surroundings. Listening and speaking are the essential skills, and if only the foundation is firm, the edifice built on it will be strong. In mother tongue, children get a very natural opportunity of listening and speaking in their surroundings. Thereafter, they are sent to the school to learn reading and writing skills. But, in the case of communication classroom, the existing environment of the learner is mother tongue in his surroundings; therefore, the teaching learning strategy should

differ greatly. Hence, there is a dire need of paradigm shift on teaching and learning speaking skill through focus deviation towards spoken orientation, training the teachers, and developing suitable curriculum.

BELIEFS ABOUT DEVELOPING SPEAKING SKILLS

The experts believe about developing skills that:

- Of the four skills, listening and speaking are taught and learnt in quick succession. The teacher introduces the language item in the class and the learners situationalize it;
- Talking is the best introduction to other language learning skills. Learning through speaking is a ordinary way of learning a foreign language;
- Speech is significant because it offers the opportunity for the practical usage of a foreign language;
- Speech brings fluency, correction then accuracy among EFL learners; and - It allows the teacher to use the class time economically.

PRINCIPLES OF TEACHING SPEAKING SKILLS

Following are the principles of teaching speaking skills:

- Inspire students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences.
- Tolerate the students if some of them simply repeat what they say.
- If a student gives one word answer to any question, bear it for the time being.
- Let the learners speak actively with whatever English knowledge they have.
- Offer structures/phrases/words and let the learners use it in diverse situation and drill as much as possible.
- Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences.
- Organize role play and pair-work as much as possible and supervise the learners to correct the energetic ones and activate the passive ones.
- Be well prepared in advance in terms of lesson planning, activities and tasks.
- Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner

RESULTS AND DISCUSSION

Inspire conversation.

Every social interaction gives students a new chance to practice language. Some of your students might need a little direction from you to engage in conversations, so spark interactions whenever you can. Ask questions, rephrase the student's answers, and give prompts that encourage spoken conversations to continue.

Model syntactic structure.

Your students may not use complete spoken syntax in informal speech, but inspire them to do so when they're in the classroom. When a student uses fragmented syntax, model complete syntax back to them. This builds verbal language skills and gives students practice in a skill necessary for mastering written language.

Keep eye contact.

Engage in eye contact with students during instruction and inspire them to do the same. Keeping eye contact will help learners gauge their audience's attention and adjust their language, their volume, or the organization of their speech. This will help them be better understood, communicate more clearly, and successfully interpret nonverbal cues about their clarity.

Prompt students to speak loudly and articulate clearly.

Ask students to feel the muscles used for speech while they're talking and monitor their volume and articulation. Prompt them that clear and loud-enough speech is essential for holding the attention of the group and communicating their information and opinions successfully.

Have students summarize heard information.

Inspire students to orally summarize or otherwise discuss the information they hear. This should begin in kindergarten and continue with increasingly difficult questions as students grow older. Teach students to ask for clarification when they don't understand something, and emphasize that they can ask you directly or query fellow students.

Model and guide sentence structure.

Some students have anxiety getting started with the wording of a sentence. Saying the beginning word or phrase for the student can help the student structure their response. Give students time for thinking and formulating a spoken or written response. Students' explicit experience in both producing their own spoken language and processing others' language will help help their comprehension of reading material.

Clarify the subtleties of tone.

Your students have probably experienced playground arguments related to tone; confusions are common when students are using loud outdoor voices. Repeat your students how tone of voice—which includes pitch, volume, speed, and rhythm—can change the meaning of what a speaker says. Often, it's not what they say, it's how they say it that can lead to mistake of motives and attitudes. Ask your students to be mindful of tone when they're trying to get a message across, and adjust their volume and pitch accordingly.

Join to listening skills.

Confirm that your students are listening by using consistent cues to get their attention. You might use a phrase like “It's listening time” to give students a reminder. Some students might also advantage from written reminders posted prominently on your wall.

CONCLUSION

Good pronunciation and fluency in speaking skill is the symbol of culture and it is the responsibility of the teacher to complete this goal about as an Englishman does. Incessant effort is needed in this path from the teachers and learners. The teachers should be given training in pronunciation. The syllabus should emphasis over the skill of speaking and pronunciation. The examinations should also tilt towards spoken abilities of the student. Then there is no cause that the students may fail to acquire good speaking skill and pronunciation.

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