

EXPLORING THE DEVELOPMENT OF SPEAKING SKILLS IN ENGLISH LANGUAGE LEARNING: ROLE, STAGES, AND STRATEGIES

Nodirbek Fayzullo ugli Khursandov

Chirchik State Pedagogical University

Scientific supervisor: Nafisa Raimovna Kobilova

ABSTRACT

This given article reveals what are the speaking skills it's role, stages and ways how to develop it in English language. It discusses lexical and analytical importance in English. The author of article shares his knowledge about how speaking skill appeared in linguistics, comparison of talks of learners in English language and their native language. Also there was described the most common mistakes in students' speech and their usage of language.

Keywords: Foreign language, speech, vocabulary, grammar, native language, public speech, spelling, ways and stages.

INTRODUCTION

In a recent days, demand for learning foreign language increased considerably. The main reason for this is period changing from time to time and increasing foreign technologies and gadgets. In order to be aware of them, individuals should know and they should have ability, they should learn one specific foreign language and speaking in this. As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective fields. Thus, the classroom is the ideal platform to acquire good communication skills, especially, speaking skills. The teachers have to understand the problems of the ELLS (English language learners) and try to implement various teaching strategies in their classrooms in order to develop their learners' speaking skills in English classrooms. Then the kinds of speaking situations and the main advantages of speaking skills are explained elaborately. Furthermore, this paper also supplies several techniques to develop speaking skills.

Advantages of speaking in English

The English language has become the universal language of communication in today's globe, which has transformed into a

global village. The English language has become the most widely used language in the world and is widely spoken. Scientific research, education, commerce, the internet, travel and tourism, media and newspapers, software, medical, engineering, information and technology, entertainment, banking, and other fields all make extensive use of the English language. English is the language that is most frequently used for online communication and commercial correspondence. Due to the fact that more than 85% of research papers are in English, it is the sole significant language employed while producing scientific research articles. It is the common tongue for business and trade worldwide. Even in the IT industry, the majority of programs are written in English, and even IT specialists speak with other software professionals that work all over the world in English. Additionally, the majority of literature about higher education are written and published in English. Many people are learning the English language because of its many benefits in order to succeed in their different areas. The majority of foreign language learners attempt to acquire English because it is used for international communication. They must master all four of the language's fundamental skills during this procedure. Such as speaking, reading, writing, and listening. Speaking and writing, on the other hand, are active or productive abilities, whereas listening and reading are passive or receptive skills...

In the modern, globalized world, effective communication is essential for success in all endeavors. The use of language in communication is common. Without the use of a language, perfect communication is not possible between people. Furthermore, without utilizing the right language to communicate, people cannot accomplish their purposes, objectives, and goals. Consequently, a language is required in order to communicate with people who live all over the world. Given that English is regarded as the universal language and that it is widely spoken, it is useful for connecting with people who reside in various world areas, states, nations, and continents. Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language

Problems of learning speaking skills

Speaking is viewed to be at the heart of second language learning among the four language skills by Egan (1990). According to Brown, speaking is “a constructing meaning interactive process that is comprised producing and receiving information”. Furthermore, Harris (1974) defines speaking as the encoding process whereby we communicate our ideas, thoughts,



and feeling orally. It means that we produce spoken message to someone.

Ideas, thoughts, and feelings that we want to communicate, influence, or engage with other individuals are included in the spoken message. Similar to this, Byrne (1984) claims that speaking is a two-way process between speaker and listener and involves productive and receptive skills of understanding. It implies that the speaker must use appropriate language to deliver the message so that the listener can understand it. Speaking, on the other hand, is defined by Lado (1964) as the capacity to articulate oneself in a given situation, the capacity to accurately record acts or circumstances, the capacity to discourse, or the capacity to smoothly express a series of thoughts. According to this theory, speaking places a greater emphasis on a person's capacity to communicate ideas through his or her language, whether they take the form of expression, reports, etc.. Additionally, Chaney & Burk (1998) defines speaking as “a process of building and sharing meaning through the use of verbal and non-verbal symbol, in a variety of contexts”. From the definition above, it can be inferred that speaking is a complex interactive process between the speakers and listeners in order to produce, decode and receive messages through the use of verbal and non-verbal symbols. In other words, speaking is a tool enabling speakers to transfer their ideas that are arranged and developed to listeners clearly, effectively and correctly. Meanwhile, according to Penny (1996), four factors that make speaking difficult for second or foreign language students are: (1) inhibition: learners are often worried about making mistakes or fearful of criticism;(2) nothing to say: even if students are not inhibited, they cannot think of anything to say or have no motive to express themselves;(3) mother-tongue use: in speaking classes, there are a number of the learners sharing the same mother tongue, so they tend to use it; because it is easier to speak to other people in a foreign language, and they feel less ‘exposed’ if they are speaking their mother tongue;(4) low participation: this problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all. From the explanations above, it can be concluded that there are two main kinds of difficulties learners often encountered in speaking English namely linguistic and non-linguistic matter.

Ways and stages of developing speaking skills

Oral communication can be maintained by three components: fluency, accuracy and pronunciation.

1) Fluency: the ability to speak spontaneously and eloquently with no pausing and with absence of disturbing

hesitation markers. It also refers to “some aspects like responding coherently within the turns of the conversation, using linking words and phrases, keeping in mind a comprehensible pronunciation and adequate intonation without too much hesitation” (Richards, 2006).

2) Accuracy: the mastery of phonology elements, grammar and discourse. It also refers to the linguistic competence that deals with the correction of the utterances to get a correct communication.

3) Pronunciation: “the production and perception of the significant sounds of a particular language in order to achieve meaning in context of language use. This comprises the production and perception of segmental sounds of stressed and unstressed syllables and of the speech melody or intonation” (Carter & Nunan, 2004).

There are three stages to teaching speaking activities. Pre-speaking activities, while-speaking activities, and post-speaking activities are the three stages. The purpose of the pre-speaking exercises is to prepare the pupils for the main speaking activity that will come next. Schema activation calls on the participants to recollect prior world knowledge that is pertinent to the speaking context. To accomplish these ends, text, images, and questions can be used. It is frequently utilized as a pre-speaking exercise during brainstorming sessions. Prior to the major speaking activity, it is beneficial to brainstorm ideas in smaller groups. The main objective of this exercise is to come up with as many ideas as you can in the allotted time. The evaluation of the concepts waits until the activity period is over. When learners have a good understanding of the communicative problem and the solutions available to them, their motivation can be increased (Gipps & Stoba, 1993).

The while-speaking activities include the speaking task itself. Students benefit from speaking practice. The pupils actually solve the communication problem as a result of the role-play, problem-solving, socialization, or communication game. Young students are a fascinating topic for discussion. As long as the learning material is understandable, they can collaborate with others and learn anything at any level. They also like to play. Children are also incredibly intellectual and energetic. Over time, the idea of young learners has evolved. Children from five to twelve were formerly considered to be early learners. Young learners today are defined as those between the ages of three and twelve who are in pre-school through primary school. The age gap must be taken into consideration while choosing a teaching method, highlighting language proficiency, and addressing cognitive skills.

CONCLUSION

Due to their limited sociocultural understanding, many students think they have nothing to contribute. Teachers should therefore introduce relevant reading materials for pupils to use in order to broaden their knowledge so they will have more ideas to contribute to discussions in speaking class. Additionally, lecturers should focus more on teaching students how to manage oral communication successfully by giving them helpful idiomatic expressions or collocations to use when they are unable to find the right words or structures to use while speaking. Last but not least, teachers should assign more speaking assignments so that students can present, discuss, and practice speaking English as much as possible; they should also encourage students to speak English with their professors, friends, or in English-speaking organizations, where they can share and talk about anything in English. English lecturers, consequently, are expected to recognize speaking skills problems faced by students so that they can seek solutions to maximize the effectiveness of their speaking classes, which enhances students' speaking ability. It is also suggested that EFL learners should take every chance to practice speaking English because practice makes perfect performance.

REFERENCES

1. Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Longman.
2. Byrne, D. (1984). *Language learning in the classroom: Teaching oral English*. Hong Kong: Longman.
3. Carter, R. & Nunan, D. (2004). *The Cambridge Guide to Teaching English to Speakers of Other Languages*, Cambridge: CUP.
4. A. L., and Burk, T. L. (1998). *Teaching Oral Communication in Grades K-8*. Boston: Allyn & Bacon.
5. Rost, M. *Teaching and Researching Listening*. Great Britain: Pearson Education. 2002.
6. Thornbury, S. *How to Teach Speaking*. Pearson: Longman, 2005. Print.
7. N. K. Raimovna (2022) Language teachers' preferences of pronunciation teaching techniques in ESL classes *ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW* pp.72-77.



8. Kobilova, N. R. (2022). Importance of pronunciation in English language communication. *Academic research in educational sciences*, 3(6), 592-597.
9. Eshonqulova, F. B. Q., & Kobilova, N. R. (2023). Teaching a language in mixed-ability groups. *Science and Education*, 4(1), 453-456.

