

TEACHING SPEAKING

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***Abstract.** Speaking is considered to be one of the main aspects of teaching a foreign language. It, if used properly, can be a valuable asset and open a door of opportunities that lead to auspicious future. This article demonstrates the reasons why people find speaking important, and how learners are approaching the subject, whether correctly or incorrectly and a particular tactic to teach speaking and its importance.*

***Key words.** Communication, target language, memorizing, dialogue, conversation.*

INTRODUCTION

Language is something that we learn to properly communicate with somebody because of a certain purpose, a mean to engage in a meaningful and enjoyable conversation. When we attend courses, we go to (or we are sent to) learning centers or educational organizations to learn a language so that some day we will be able to hold conversation in a particular language with ease. And the question arises: why do people want to speak another language if they have their own one?

MAIN BODY

1. Why is teaching speaking important?
2. Misunderstanding as to how to develop speaking
3. How to teach speaking?

First of all, before delving into the topic of methods of teaching speaking, I want to shed light on the reasons why people strive learning languages. Despite the fact that the answer seems rather obvious, I prefer to apply statistics here. According to the words of Nadiia Mykhalevych[1], a marketing specialist with 7 years of experience in digital communications, every 9 people out of 10 among 1000 people surveyed believe learning a second language is important. And 58 %

of those have been embarrassed due to their inability to communicate with someone who spoke a different language. Apart from that, when they were asked a question “Why would you learn a second language today?”, almost a fifth (19%) of those said it is a practical skill, whereas 28% find it important to learn about cultures and connect with others. It is worthy to note that this survey was carried out in the US which could have been slightly different when conducted in Uzbekistan. However, what is crucial to consider seems to be that people are likely to learn a foreign language because of communication, in order to speak, to talk to the ones they want to have connection with in the native language. Therefore, we can come to a concrete conclusion that the major reason is for speaking. One feels that he is making progress when he becomes nearer toward the goal. Thus, learners feel that they have improved the language skills when they are fluent in a target language. Besides, speaking is something that can prove the fact that we have the knowledge of another language. To put it as an analogy, if a language is can be compared to a hamburger, the layers of meat look like the skill of speaking, as far as I am concerned. Therefore, language learning, especially speaking skill appears to be an important asset.

With regards to improving speaking skill, a lot of methods can be seen. But, more often than not, learners seem to be putting wrong concepts into practice. Above all, many students view the notion of speaking as a particular amount of knowledge or information, not as a skill that takes time and consistency to work on and hone. For instance, can you remember the time you learned how to cycle or swim or even the most basic skills - walking, taking stairs? How did you learn those skills? Have you read pages and pages of books full of instructions telling you how to put your first step forward or how to put your right foot on to a pedal? I assume not. The idea is that students, particularly speaking, IELTS students believe that if they read a lot of samples and memorize answers, they somehow will be able to build up their speaking skills. However, speaking, as itself tells, is a skill not a subject like a history in which your brain is required to absorb a huge amount of information as sponge does. Meanwhile, I am also of the opinion that

there may be some level of memorizing part in speaking skill including vocabulary learning, at least basic grammar structures and some tips. What I am trying to highlight is that those with great desires to be fluent look as if they are putting the necessary emphasis on the wrong side rather than practising speaking lively on a regular basis or being exposed to various topics. Memorizing is by no means the only and the most effective key to success in your fluency. Isn't it the core reason why you really want to be the best speaker in every room you are at? Isn't it the reason why you feel envious when you see someone speaking fluently: being able to hold conversation full of sincerity and humour which brings laughter to the lips and joy to the eyes of those you talk to. Having said that, you should have experience and knowledge of a variety of topics to communicate with ease. In order to do so, you should have been practising a lot of topics with different people, not just learn the model answers in IELTS books by heart.

As for how to teach speaking effectively, we can count plenty of tactics and techniques. Yet, I would like to consider the method of "Dialogues"[\[2\]](#). There are a number of benefits of dialogues and the proper steps to implement them in classroom atmosphere. Firstly, teacher can start by choosing the material in a textbook. Then, he or she may divide the roles and read the roles one by one with a volunteer student in front of the whole class. After doing this practice for several times, the teacher can move to the next step in which he can give roles to the students themselves. For the first time in student-student dialogues, teachers should consider enforcing closed dialogues since it seems to work even with shy students. As students get used to this exercise, then an open dialogue tactic can be put into practice. According to that, two of the students are chosen and they are asked to enact the dialogue in front of the class and the rest of the class observes them. This would be an appropriate way of building up students' flexibility and fostering their sense of confidence while expressing their opinions in public. Dialogue method is effective because the language is almost always practised in the form of dialogues. Another benefit worth mentioning is that this kind of exercise in the form of dialogue encourages them to learn more. Because it seems

to stimulate the pathways in the neurons responsible for communication in real life making students feel that they have already been able to practice their skill of speaking English.

CONCLUSION

In a final word, I would like to mention the analogy of how droplets of water can even cut a rock. Dripped consistently and towards the same point, the droplets of water may affect and cut hard layers of rock. The power of small droplets of liquid is not in its amount but in the water's consistency. We are human being, small beings. The secret of mankind toward achieving its goal has been due to one's consistency, repetition of the action and making it a habit. Likewise, this can be applicable to the notion of teaching speaking i.e regarding it as a skill, not as something that is only memorized. Speaking is memorizing partially, and then the repetition of the habit, not information.

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THE ROLE OF NATIVE LANGUAGE IN LEARNING FOREIGN LANGUAGES: A BALANCING ACT

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Annotation. In this article, we will explore the correlation between one's native language and their ability to acquire foreign languages. We will emphasize the importance of effective linguistic navigation by examining three sources: How does the first language affect the acquisition of foreign languages? *Bilingualism*