

## INNOVATIVE METHODS OF TEACHING SPEAKING TO THE LEARNERS OF SECONDARY SCHOOL

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***Abstract.** This article is focused on the study of significant problem of many language classes related to the teaching of speaking to the secondary school pupils by using innovative methods. Moreover, it is devoted to the effectiveness and productiveness of the teaching speaking with the help of innovative methods.*

***Key words.** Innovative methods, teaching English as a second language, hands-on experiences, motivation.*

Language came into life as a means of communication. It exists and is alive only through speech. When we speak about teaching a foreign language, we first of all have in mind teaching it as a means of communication. Since Uzbekistan gained its independence, the government has focused a great deal of attention on foreign language education. In his speech, our nation's president, Shavkat Mirziyoyev, stressed the following points. "...The time has come to establish a new system of teaching foreign languages in our country, which will be a solid foundation for the future. Since we have set ourselves the goal of building a competitive country, from now on school, lyceum, college and university graduates must know at least 2 foreign languages perfectly. This strict requirement should become the main criterion for the activity of the head of every educational institution."

[Barasa, L. Peter, 2005] said that speaking a foreign language is the most troublesome part in language learning because pupils need ample practice in speaking to be able to say a few words of their own in regarding a circumstance. This work is time-consuming and pupils rarely feel any real necessity to make themselves clear during the whole period of learning a new language in school. The stimulus the educator can utilize are regular feeble and artificial. The pupil repeats the sentence he hears, he completes sentences that are in the book, he

constructs sentences on the pattern of a given one. These mechanical drill exercises are, obviously, necessary; however, when they go on year after year without any other real language practice they are deadening. There must be occasions when the pupils feel the necessity to inform someone of something, to explain something, and to prove something to someone. This is a psychological factor which must be taken into account when instructing pupils to communicate in a foreign language.

[Carter, R., and M. McCarthy, 1997] made reference to a psycho-semantic element, which is another equally important factor. The student requires linguistic structures, sentence patterns, vocabulary, and phrases stored in his memory that he may use to express any idea he needs to. In order to teach speaking, a teacher should provide his students with the material and teach them the vocabulary and grammar necessary to discuss the suggested topic or situation.

[Brown, G and G. Yule, 1983] demonstrated that pupils of secondary school are normally in the concrete operational stage of cognitive development. This implies they learn through hands-on experiences and through manipulation of objects in the environment. Pupils in secondary school settings generally learn by doing. If this principle were extended to the English educating setting, it would imply that youngsters in language classes need should be active than passive; they should be engaged in exercises of which language is a section; they should be working on meaningful tasks and use language to accomplish those tasks. So when the teacher wants to teach children how to speak he/she should not only show them how to do it but give them tasks and practical exercises.

[Littlewood, William, 1981] suggested that pupils need not only hands-on or direct experiences, but also experiences where they are interacting with and learning from others, both adults and other pupils. In terms of language classes, an implication would be that pupils need to utilize the new language with each other and with the instructor. Another implication would be that the instructor, as the one who knows more English than the pupils, needs to interact with the pupils in English, utilizing the language that is connected straightforwardly to activities

in which pupils are engaged. So when educator needs his/her pupils to speak he/she should utilize not only method of posing inquiries, however such methods of group work or work in pairs to educate them how to speak to each other in informal circumstances.

[Bygate, M, 1987] also investigated on this topic and stated that maybe the most significant factor in a successful vocabulary-building system to improve speaking is inspiration. It will be extremely hard for pupils to study words month after month without a solid inclination that it is merits doing, that a larger vocabulary will help them in school and at work, and that it can well prompt an all the more exciting and satisfying life.

It is said that motivation and concern for good speaking are still not regarded as well researched area. Some pupils are not particularly concerned about their speaking, while others are. Motivation and concern are high, and then the necessary effort will be expended in pursuit of goals. It means that motivation is very viable in teaching speaking. For instance: while the pupils are speaking, the teacher should not correct their pronunciation mistakes. Instead of that he/she should use praise by giving oral feedback like “Your speech was great. I appreciate it. Good job, my clever pupil”. [A. Erkinova, 2023]. It motivates them and they want to speak more and more.

The innovative methods are an acceptable way which facilitates to increase secondary school learner’s speaking skill. Teachers can concentrate on offering a variety of activities to students to enhance their language learning skills by having a thorough awareness of the level of each student's learning abilities and capacities. In order to encourage students to participate in the learning process, teachers should provide a friendly environment in the classroom. Without bias, teachers ought to support and embrace the ideas that students have to offer. Teachers should provide their pupils with adequate alone time so they can grow as critical thinkers and creative thinkers for a brighter future. Students will learn English more effectively if innovative methods of instruction are used when teaching the language in the classroom. Without fear, students will grasp the

importance of learning English as a second language, giving them the tools they need to succeed and feel confident.

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## EFFECTIVENESS OF GAMIFICATION STRATEGIES IN EFL READING CLASSES

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***Abstract.** Gamification is one of the innovative teaching approaches implemented in English classrooms nowadays. This trend has particularly integrated in ESL and EFL classrooms, where educators are constantly seeking alternative approaches to enhance language acquisition and reading comprehension. This article examines the effectiveness of gamification strategies in reading classes and explores how they contribute to student engagement, motivation, and reading comprehension. The findings of this research provide*