



Development of Speaking Skills

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Abstract: *The goal of this essay is to help students improve their speaking skills. Communication skills are extremely important in today's society, and mastery of these abilities is required for success in any career. In order to communicate effectively in our global environment, speaking is the most critical of the four language skills.*

Keywords: *Activities, communication, English classrooms, speaking skills, techniques, learners, chances, goals, challenge, and demand.*

INTRODUCTION

The most crucial aspect of learning is teaching students how to talk. The ideal strategy is to incorporate speaking and listening into all elements of their education. Students utilize speaking and listening to solve issues, hypothesize, discuss ideas, make decisions, and consider what matters. Conversation is important in the classroom, because friendships and pleasant contact enhance students' confidence and attitudes toward learning. As a result, having the appropriate language to articulate their thoughts, rationalize their ideas, and discuss their feelings and perspectives is critical in all aspects of schooling. Basic speaking skills must be taught in all topics and areas of study. The current world of media, mass communication, and the Internet need a strong command of the English language, particularly spoken English. Everyone who wants to profit from contemporary education, research, science, trade, and other opportunities realizes that it's impossible without a solid grasp of English and effective communication skills. In this age of competition, a person who lacks oral communication skills may find it challenging to advance in their career. A essential language ability is speaking. It is the primary means by which we exchange data. We ask "how well do you speak...?" when we want to know how well we can operate in a second language, therefore our ability to talk fluently is the best indicator of our competency in another language [2. 41-46 p.].

However, as instructors, we must remember that speaking entails more than merely using words to express our thoughts, and that there is more at stake than simply urging children to utter the words they know.

Communicative competence: Being a "good speaker" involves a variety of abilities in addition to correct syntax, vocabulary, and pronunciation, albeit they are the fundamental building blocks for understanding a message. Whether eating a sandwich at a snack bar or making a keynote address at an academic event, a great communicator picks the words they use and the way they talk to various individuals in different settings. The abilities involved in how we engage with people in various situations are referred to as communicative competencies: teachable talents that shape the language used in various circumstances. Speaking as a language skill necessitates these skills far more than it

necessitates linguistic correctness, thus when we talk about 'teaching speaking,' we are referring to something other than grammar or vocabulary practice. Speaking can be used to practice new language, as in question-and-answer exercises or role-playing following particular language training, although this type of activity may not develop the ability of speaking [4. 38 p.].

Teaching speaking as a set of skills includes the following: We can break down and provide the component abilities that make up speaking as a pure language skill in the same way we can teach, present, and practice individual grammatical elements to students. The following are some helpful language sub-skills that may be transformed into practice activities:

- ✓ Repetition is avoided;
- ✓ Listening and responding correctly;
- ✓ Turn-taking strategies;
- ✓ Deportment;
- ✓ Circumlocution (using existing language to communicate around unfamiliar ones);
- ✓ Extending thoughts.

None of these sub-skills include grammar, vocabulary, or pronunciation, despite the fact that these are plainly important for pupils to convey what they want to say. It is thus recommended to lead speaking assignments on themes that are known to students and using language that is within their capabilities to focus on these competencies. By removing the stress of learning a new language from speaking activities, students may concentrate on the pure sub-skills outlined above. This is analogous to how native speakers are 'trained' for public speaking or assertiveness in social situations: they are familiar with the structure of their own language but wish to improve other abilities that go along with it [2. 46 p.].

Many of these characteristics of speaking fall under the area of discourse, which is the organization and style of a message as it is given in various settings. Consider how individuals genuinely speak in that scenario when teaching speaking in a certain setting. Find recordings of people interacting at restaurants, banks, or other locations where your lecture will be held, and consider the functional phases of the interaction as they occur. Most of the interaction you hear is usually formulaic and predictable, so it may be utilized as a structure for the dialogues you present and rehearse in class, with the organization and sequencing of the speech as the emphasis of the class rather than the content of the conversation [1. 331-336 p.].

Restricted and free speaking: We can include these target skills into regular forms of classes, just as we do with grammar and vocabulary. We can show a feature of speech through an audio or video assignment, and then ask students to practice using the characteristic in a restricted task. For example, gapped conversations, script line sequencing, or selecting the best response from three options in a chat. Again, as long as the students are using language they are already familiar with, their "discourse brains" will be more engaged, and they will be more focused on the skills they are learning. Free speaking activities should be precisely that: student-student engagement with little restrictions. Ask students to write a script for a typical encounter in a given setting. Assign various pupils alternative roles so they may practice speaking to different 'people' and compare how they flex their views when speaking to their boss against their 7-year-old daughter. This will allow them to apply the elements they're learning to diverse forms of speech [3. 331-336 p.].

Finally, keep in mind that, while your students have been focusing on these great features of spoken communication, they have not yet had the opportunity to fully apply them until they have spoken completely freely, without a script or notes to work from (after all, native speakers don't carry scripts around with them to use in sandwich shops, though they do have a 'expected script' in their heads that informs their use of language), by participating in a speaking event with native speakers. To guarantee spontaneity and flexibility with language, the same discussion used in free practice might

be repeated, but with new participants. Only then can you conclude that towards the conclusion of the semester, pupils have fully implemented what they have learned.

CONCLUSION

Overall, remember that utilizing language in conversation is not the same as practicing speaking as a language skill when organizing a speaking skills session.

The spectrum of skills required to become a "good speaker" requires a focus on how we talk to various individuals and how we frame our messages.

Because it is unrelated to the grammar and vocabulary we use in everyday life, it should be kept distinct from pure language input in the language school.

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