

Strategies and methods for improving speaking skill

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ABSTRACT

The article raises the issue of the importance of developing and improving speaking skills when teaching English. It considers some difficulties in mastering speaking skills that arise in English classes. In analyzing scientific works on the problem of developing speaking skills, the author formulates his own vision of the main difficulties in developing speaking skills and identifies the reasons that cause them.

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Nutqiy ko'nikmalarni takomillashtirish strategiyalari va usullari

ANNOTATSIYA

Kalit so'zlar:

nutq ko'nikmalarini
rivojlantirish,
ingliz tili,
kompetensiya,
tilshunoslik,
nutq aloqasi,
kommunikativ o'zaro ta'sir,
monolog aloqa.

Maqolada ingliz tilini o'rgatishda nutq ko'nikmalarini rivojlantirish va takomillashtirish muhimligi masalasi ko'tarilgan. Ingliz tili darslarida nutq ko'nikmalarini o'zlashtirishda yuzaga keladigan ba'zi qiyinchiliklar ko'rib chiqildi. Nutq ko'nikmalarini rivojlantirish muammosiga bag'ishlangan ilmiy ishlarni tahlil qilish jarayonida muallif nutq qobiliyatlarini rivojlantirishdagi asosiy qiyinchiliklar haqida o'z nuqtai nazarini shakllantirdi va ularni keltirib chiqaradigan sabablarni aniqladi.

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Стратегии и методы улучшения навыка разговорной речи

АННОТАЦИЯ

Ключевые слова:

развитие навыка
говoreния,
английский язык,
компетенция,
лингвистика,
речевое общение,
коммуникативное
взаимодействие,
монологическая
коммуникация.

В статье рассматривается вопрос о важности развития и совершенствования навыков устной речи при изучении английского языка. Подробно анализируются основные трудности, с которыми сталкиваются учащиеся при овладении навыками говорения на уроках английского языка. На основе изучения научных работ, посвящённых данной проблеме, автор сформулировал своё видение ключевых сложностей, возникающих при развитии устной речи, и выявил основные причины их возникновения.

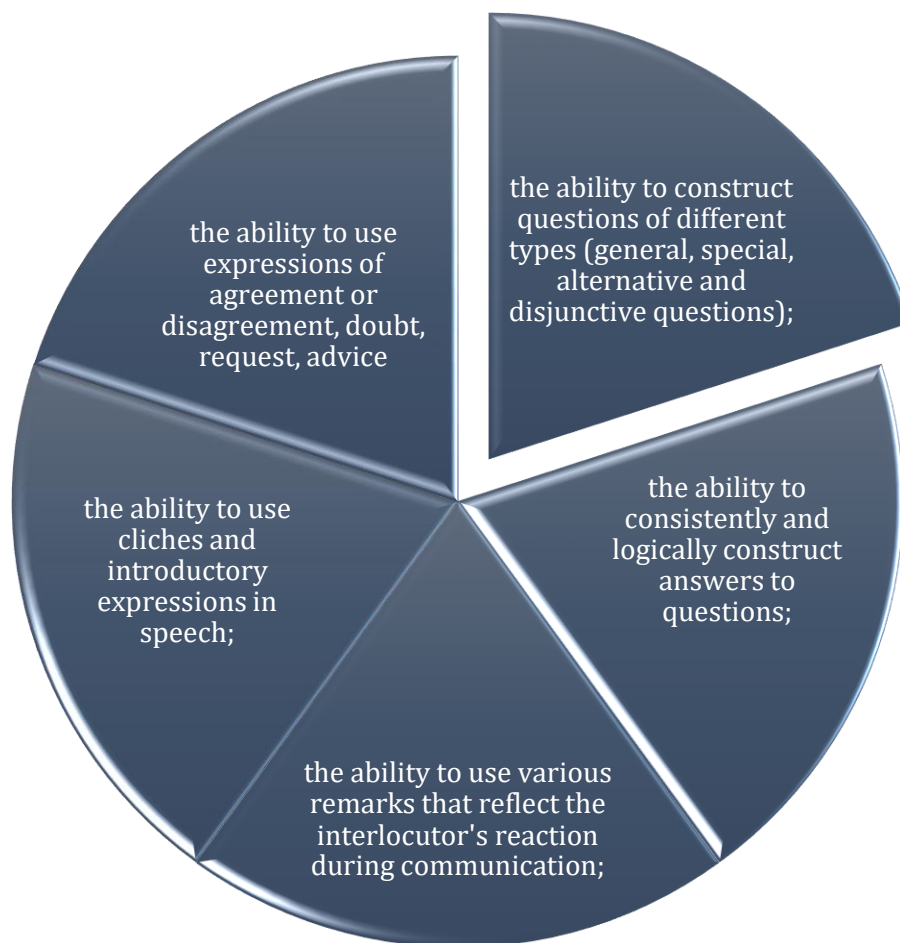
Speaking means bringing together various skills to communicate and make an impact. At a bare minimum, you must find the appropriate words, put them in the proper order, and pronounce them correctly, so that they can be understood. You might even extend speaking skills such as body language and gestures. You will also need to be able to listen to what other people are saying while you are at it. But now I focus on improving speaking methods in particular. If you want to improve your English-speaking skills, you have to practice. The teacher should create an atmosphere to speak. Studying grammar will never improve a learner's speaking. The audio-lingual method itself barely improves speaking. It is supposed to have an actual reason to speak. But if a learner does not have someone to communicate. There should be practice and usage of learning language. Well, there is a technique that allows a learner to speak English by himself. No speaking partner is required. This technique can help improve many aspects of spoken English [3].

Another popular and productive, in our opinion, tool for developing speaking skills is classroom viewing of feature films, documentaries, scientific films, and videos about cultural heritage, historical monuments, natural anomalies, and geographical features of the country of the language being studied. Watching films provides students with the opportunity to become familiar with lesser-known areas described in printed educational materials. This is a kind of informative material for a general discussion of what was watched in the classroom, a resource for completing oral and written assignments. In addition, students may have different views on what they saw in the films, which can become an impetus for encouraging other, less active speakers, to discuss. The presence of subtitles during the viewing process is also desirable, since the oral speech of a native speaker in films is not always completely clear, especially for those students who have difficulty with listening [1].

However, it is necessary to recognize the possible limitations that arise when using film viewing as a tool for developing speaking skills in English classes. Firstly, films and video materials within the lesson require the teacher to prepare for practical tasks after viewing, significantly using his time resources, which are already limited by his daily preparation for lectures and practical classes. In this regard, many teachers refuse to consider the considered method of developing speaking skills.

A popular way of developing and improving speaking skills is also considered to be the active use of monologue and dialogic types of speech. According to the author's position of Bredikhina I.A., "the distinction between dialogic and monologue speech should be considered conditional" [2]. The author explains her point of view through the presence of a listener in both monologue and dialogic speech, which makes it possible to include monologue speech in the process of oral speech communication, in other words, in dialogic speech. In this case, we are talking not just about the use of the dialogue method in teaching English, but about the process of teaching students a dialogic form of communication.

This approach requires the teacher to develop and improve the students' existing basic skills and abilities in constructing dialogic speech in English. These include:



In our opinion, the success of mastering the speaking skill is also determined by the characteristics of students' memory. According to the well-known classification of memory types, according to the time of storing material, instantaneous, short-term, operational, long-term, and genetic memory are distinguished [5]. According to the predominant analyzer in the processes of memorizing, storing, and reproducing material, motor, visual, auditory, olfactory, tactile, emotional, and other types of memory are distinguished [2]. Thus, to memorize new vocabulary, systematic repetition is required to transfer the received educational information into long-term storage. It should be taken into account that students often find the method of systematic repetition of words and expressions in

training exercises boring, leading to a loss of interest and motivation necessary for learning a foreign language. For example, N.A. Solovieva considers students' motivation for learning "one of the important factors for mastering a foreign language masterfully" [4]. In this regard, the mnemonic technique, which is necessary for developing speaking skills and is actively used in modern methodological developments and recommendations, is very popular.

Mnemonic technique is defined as the science of memorizing new information by transforming it into images. This science abounds in various techniques, methods, methods, associations that make the process of memorizing new foreign words more productive [5]. This is a kind of creative approach to teaching speaking skills, which, according to Solovieva N.A., is not aimed at facilitating the learning process, but "makes it fast, high-quality, and completely controllable" [4]. In addition, the method has another positive effect – a constant interest in a foreign language, the development of the ability to self-educate, and an increase in interest and motivation.

A review of scientific literature on the problem of developing and improving speaking skills in the process of teaching English allowed us to formulate some general conclusions of the author. Thus, the communicative competencies of the teacher and students are defined as a priority goal in teaching English, since with the competent organization of the lesson and the use of active speech communication methods by the teacher, the student's interest in learning depends, on the "language barrier" is overcome, an atmosphere of trust is created in the lesson, and the degree of students' uncertainty in speaking English is reduced.

Of course, involving students in active speech activity, and creating an environment of natural communication in English within the framework of classes is the task of the teacher, and it is not always solved with ease. The development of a work program for practical training in oral English (Oral practice guide) with a detailed description of practical tasks for developing speaking skills, and methodological recommendations represents scientific novelty and can be compiled and implemented in the educational process within the framework of subsequent scientific and practical developments, since this scientific article presents a theoretical overview of the problem and the author's attempt to assess the importance of speaking skills in learning a foreign language. Thus, the development of the work program determines the prospects for further research in the field of teaching speaking skills in English.

As the main difficulties in teaching speaking skills in English and the reasons that determine them, we identified the following, representing the theoretical and practical significance of the study:

1) psychological discomfort. Reasons: lack of confidence in one's abilities, fear of making a mistake in front of an audience, fear of criticism;

2) lack of thoughts or the inability to express them verbally. Reasons: low concentration, lack of composure, poor vocabulary;

3) speaking in Russian. Reasons: lack of active vocabulary on a specific topic, emotional tension due to an unnatural communication environment;

4) unequal degree of participation in the speaking process and different levels of students' preparation. Reasons: some students are well prepared and speak English fluently, while others experience difficulties, speak little or prefer to "sit out unnoticed" because they cannot cope with long-term communication in English, as a result of which

they get less language practice, are not involved in collective speech communication, and lose motivation.

It is obvious that the smaller the group, the closer the students are in their level of preparation and development of speaking skills, the more productive and successful the process of teaching it is. In conclusion of the conducted theoretical study, the author expresses his position regarding the obligatory possession by the teacher of not only good methodological and technological resources when teaching speaking skills, but also the ability to actively use his psychological and pedagogical knowledge to take into account the individual age characteristics of students, their level of motivation for learning, etc. Speaking skill, like any other, is not formed independently, it is necessary to teach it purposefully, have good preparation and competently build the educational process, organizing active communicative interaction of all participants in this process, taking into account all modern methods for developing speaking skills. Based on the general conclusions of the article, the author noted the achievement of the set goal, which consisted in studying the theoretical aspect, covering the problems of developing and improving speaking skills in teaching English.

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