



Methods and approaches of teaching speaking in foreign language lessons in higher educational institutions

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ABSTRACT

The article discusses ways of effective conducting of speaking lessons in high school and in higher educational institutions. As a result, not only speech skills improve, but also oratory skills, critical thinking develop, discussion and dialogue skills, respect for the interlocutor, the ability of using argumentation and evidence during public speeches develop.

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Oliy o'quv yurtlari chet tili darslarida so'zlashish ko'nikmasini o'qitish metod va yo'llari

ANNOTATSIYA

Kalit so'zlar:

ko'nikma,
yo'l,
nutq,
bahs,
rolli o'yin.

Maqolada o'rta maktab va oliy o'quv yurtlarida so'zlashish ko'nikmalari darsini samarali o'tkazish yo'llari muhokama qilinadi. Natijada nafaqat nutq qobiliyatlari, balki notiqlik mahorati, tanqidiy fikrlash, munozara va dialog ko'nikmalari, suhbatdoshni hurmat qilish, ommaviy nutqda argument va dalillardan foydalanish ko'nikmalari shakllanadi.

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Методы и подходы обучения говорению на уроках иностранного языка в высших учебных заведениях

АННОТАЦИЯ

Ключевые слова:

навык,
способ,
речь,
дебаты,
ролевая игра.

В статье рассматриваются способы эффективного проведения урока говорения в старших классах и высших учебных заведениях. В результате формируются не только речевые навыки, но и развиваются ораторские способности, критическое мышление, формируются навыки дискуссии и диалога, уважительное отношение к собеседнику, умение использовать аргументацию и доказательную базу при публичных выступлениях.

INTRODUCTION

Currently, there are many methods and approaches for effective teaching students integrated foreign language courses. National and foreign teachers offer various techniques, ways to prepare students for future professional activities. According to the program of language higher educational institutions, combined teaching of language skills is expected: speaking, listening, reading, and writing. Practical grammar and practical phonetics are attached to these aspects and are learned at an early stage of training. This approach, according to many scientists, educators and psychologists, shows more positive results than the methods used several decades ago.

MATERIALS AND METHODS

A productive method of research in the pedagogical industry is observation, although it depends on the goal and task that the researcher sets for himself. Covert observation of students who are comprehensively learning the main skills of a foreign language (speaking, listening, reading, writing) demonstrates that the level of knowledge of these students is higher than those who were taught by the traditional method. Moreover, the survey of students shows that rating of teachers who teach them in an integrated way ranks significantly higher.

Speaking is one of the hardest skills for learners and even for teachers. Learning to speak fluently and easily requires proper practice and teaching. It takes into account pronunciation, grammar, and thematic approach. Incorrectly pronounced speech can cause misunderstanding among surrounding people and native speakers. It would be appropriate to recall that, first of all, students of foreign languages should try to speak it not only in an educational institution, during a lesson, a break, with their classmates, but also outside of it. Naturally, not everyone will be able to speak properly, but the teacher needs to explain that this method is quite effective. There are many tasks, exercises, games that contribute to the development of speech skills for students studying foreign languages. The main goal of speech skill lessons is to make students' speech understandable to native speakers.

There are different definitions of scientists about speaking skills as a pedagogical category. Speaking is a verbal communication, i.e. verbal process of interaction via language (S.V. Yefimenko); speaking is a kind of speech activity, providing communication between people (Ye.V. Smirnova); speaking is a process of verbal communication based on the action of sequent inclusion providing its mechanisms (M.I. Balikoyeva).

Speaking as a type of speech action, communicative behavior of people, initially, relies on language as a means of communication. Fundamentally, speaking is a clear understanding of the meaning of a lexical unit of communicative behavior of people obey concrete linguistic rules fixed in speech formulas (Yu.Yu.Kovalyova). Specific norms of communicative behavior reflect on lexical-grammar structure, in the system of paralinguistic means of communication, namely, sound means, speech, and gesture.

In modern linguistics, the social aspect of language, its function, and its ability to serve as a means of understanding in communication play a significant role. The contradistinction between speech and language is introduced in linguistic science. Speech is an individual act, language is a social product, and the system includes a range of subsystems.

Linguists distinguish language units and speech units. Language units characterize perfection, structurality, and consistency (of words, phonemes, morphemes, word expressions, and sentences). However, speech does not have a perfect model, which is why the usage of speech is taken into consideration.

Recently, teachers have got significant independence in the option of methods, ways, means, and approaches of educational programs. It is possible to approach creatively in the lessons.

Many national and foreign textbooks have been published that contribute to the effective teaching of speaking. Also, in the digital era of gadgets and the Internet, many apps for mobile phones have been created, various courses can be found on the Internet. And yet, lessons with real teachers have not lost their relevance up to the present day. The teacher has an individual approach to each student, based on the individual character and temperament, social status, level of knowledge, etc.

DISCUSSION

Role-playing is a highly effective way to improve your speaking skills. There are several types of role-playing games used in foreign language lessons. The first way, the teacher asks in advance to read a short story in a target foreign language, in the class students are divided into groups of 3-4 people and choose different episodes from the story, while each team shows a role-playing game, parodying the characters of the story. Of course, the conditions of the assignment may vary depending on the intelligence of the teacher. For example, a role-playing game can be prepared in advance, after school hours, and shown in class. This can save valuable time in the lesson. In a second way, the same episode is prepared by all teams, and the teacher evaluates which team coped with the task better, i.e. played the role with high acting skills. It will be very interesting for students to watch the game of classmates, it will cause laughter, smile, and curiosity on their faces. As a result of teamwork, students get to know each other better, in addition, teamwork skills will be developed. During the role-playing activity, students can dress up costumes of heroes. The third way, the role-playing game is by making a movie, students can add music and various special effects. This version of the role-playing game can be done for one episode for all teams, as well as various passages of the story depending on the situation and goal of the lesson. Participants can choose the location where the video will be filmed, for example, in a park, by a river, etc., according to where the scene takes place. Students will look with interest at themselves and their classmates in different roles, and, importantly, they will understand their mistakes and shortcomings in their speech.

Debating is another way to improve your speaking skill. In other words, this is an intellectual game for learners, which will be a great idea for a lesson. Interesting and significant issues suitable should be chosen for discussion. The task has several options. It is logical to conduct debates in the lesson on the generalization of the material. Any topic with pros and cons is suitable for debate, such as the command economy, and its positive and negative consequences (unemployment). The first way is a teacher in the lesson divides the group into two teams and gives a task based on the material covered. Discussion of problems or questions takes some time in each team, then the groups enter into a discussion of the issue. Definitely, the discussion takes place in a foreign language, and students actively argue problems and provide evidence. Arguments are theoretical, they help to consider the problem from different angles. The evidence is factual, with references to sources. Each command, refuting the opinion of the interlocutor, finds theses in defense of its position and necessarily claims to achieve the goal.

The second way, the group is divided into two teams and prepares the task after school hours. They can prepare posters, presentations, and booklets, create a name for the team, prepare badges for team members, and present in class.

Another attractive game for students is the CCS (Club of cheerful and sharp-witted) game in a foreign language. The teacher divides the group into teams, prepares questions in advance, and acts on the basis of the rules of a well-known game. Classroom furniture can be rearranged into a round or oval shape for each team.

The next method is to repeat a phrase or sentence while watching a movie, cartoon or video while removing the original sound and reading the subtitles. The listener raises and lowers his voice as needed, just as it is pronounced in the video. Student voices the character with his voice, giving expressiveness and emphasis to his speech. By removing the sound from the video material, several students can voice the conversation of the film characters. Moreover, such a task can be given at home, students will have to film the dubbing on video, and then you can watch it with the whole group and discuss it.

The next way is to read a story, article, or paragraph and retell what was read aloud in class. After reading the material, it is necessary to retell it immediately. Of course, with this method there will be errors in pronunciation, the rest of the students, after listening to a classmate, can correct the mistakes they noticed. This method helps to improve not only speech ability but also memory, and the volume of the word stock.

Karaoke is singing along to popular songs, the next method of developing speaking. The student will try to observe the accent of the singer, respectively, the pronunciation improves. In turn, if the language being studied is English, then it is recommended to choose songs with a British or American dialect. Imitation of a singer by a classmate will cause a storm of emotions among students. Such a task can be set as a homework assignment or prepare one song with several students, for example, the chorus is sung by several students, and the verses are sung by one student.

CONCLUSION

So, we have considered several ways that can be used in a speaking lesson to improve the speech skill of students in high school and higher education. These games attract and motivate even weak and passive learners. Such tasks contribute to the development of students' oratory skills, critical thinking, the skills of discussion and dialogue, respect for the interlocutor, and the ability to use argumentation and evidence base in public speaking. innovative forms and methods of teaching are recommended

to search and use during the classes in order to develop professionally oriented knowledge of students, increase the quality of foreign language lessons, increasing their effectiveness. Creativity, high skill, intelligence, talent, diligence, and humanism are the main features of a good teacher. Each lesson from a skilled teacher becomes unforgettable, exciting, and bright for the student.

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