

METHODS FOR TEACHING SPEAKING SKILLS IN MODERN PEDAGOGY

Djumanova Barno Uglonbek kizi
3rd year student of Chirchik state
pedagogical institute of Tashkent region

***Abstract.** Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking plays a crucial role in second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have gone on teaching speaking just as a repetition of drills or memorization of dialogues. However, today's world requires that the goal of teaching speaking should improve students' communicative skills.*

This paper purposes to explore some innovative teaching methods, techniques and activities used for developing speaking fluency and its effects of pupils oral competency.

***Keywords.** English , methodology, oral competency, speaking fluency ,students, activity,teacher*

The teaching and learning of English as a foreign language has grown enormously. It has become a dominant language and almost billion of people are utilizing The English language as a convenient one for communicate orally or in written. More specifically, the focus has recently been on how to speak and use the language effectively. But , what does teaching speaking means?

According to scientist Nunan What is meant by "teaching speaking" is to teach ESL learners

to:

- Produce the English speech sounds and sound patterns
- Use word and sentence stress, intonation patterns and the rhythm of the second language.

- Select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.
- Organize their thoughts in a meaningful and logical sequence.
- Use language as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

Besides this point of view, nowadays .Teaching and learning of English as a foreign language gives priority to speaking skills. For this purpose, several methods, approaches, and techniques are being innovated and utilized in ESL and EFL classrooms. Modern English language pedagogues are expected to use them and in the following some of new and effective methods are introduced:

1. Two Texts

This challenging task is great for more capable students and it involves reading. Having texts in front of them can make adult students feel more supported. For organizing this activity the teacher should choose two short texts and print them out, clearly, print enough of each text for half of the class. Then, they create a list of simple questions for each text and print out the same quantity. the class is divided into two groups and hand out the texts. Next , teacher should hang onto the question sheets for later. One group gets one text, the second group gets the other text. The texts can be about related topics (or not). Group members then read their texts and are free to talk about them within their group, making sure they all understand everything. After 5 minutes or so, take the papers away. Each student is paired with someone from the other group. Each student must tell their partner everything they learned from their text. Then they must listen to (and remember) what the other student tells them about their group's text. Students return to their original groups and are given a list of questions about their original text. Students are paired again, this time with a various person from the other group. Each student must test their partner using the questions about the text which their partner never read and was only told about, and likewise answer questions about the text they were told about. Another

day use two different texts and try this activity again. Students do remarkably better the second time!

2. Running Dictation

This beneficial activity requires students to use all four language skills—reading, writing, listening, and speaking—and if carefully planned and well-controlled can cause both great excitement and exceptional learning. Firstly, students are paired up then chosen who will run and who will write. (At a later stage they could swap tasks.) Trainer should print out some short texts (related to what they're studying) and stick them on a wall away from the desks. You should stick them somewhere out of sight from where the students sit, such as out in the corridor. There could be several numbered texts, and the students could be asked to collect two or three each. The texts could include blanks which they need to fill later, or they could be asked to put them in order. There are many possibilities here! The running students run (or power-walk) to their assigned texts, read, remember as much as they can and then return to dictate the text to the writing student. Then they run again. The first pair to finish writing the complete, correct texts wins.

Be careful that you do not:

Let students use their phone cameras to “remember” the text.

Let “running” students write—they *can* spell words out and tell their partner when they're wrong.

Let “writing” students go and look at the text (or let “running” students bring it to them).

3. Surveys and Interviews

Becoming competent at asking and answering questions is invaluable in language learning. In the simplest form of classroom survey practice the teacher hands out ready-made questions—maybe 3 for each student—around a topic that is being studied. For example, let's say the topic is food. Each student could be given the same questions, or there could be several different sets of questions such as questions about favorite foods, fast foods, breakfasts, restaurants, ethnic foods, home-style cooking, etc. Then each student partners with several others (however many the

teacher requires), one-by-one and asks them the questions on the paper. In each interaction, the student asking the questions will note down the responses from their peers. At the end of the session students may be asked to stand up and summarize what they found out from their survey.

Furthermore, in the second or foreign language classroom context, teachers should train learners to utilize and practice the different strategies that can help them face difficult situations. The only way of training students in this direction is by means of a bank of activities in which they become aware of the different possibilities that they can put into practice. Authors such as Goodwin or Lazaraton offer a varied list of exercises to be used in class: poems, rhymes, dialogues, monologues, role plays, debates, interviews, simulations, drama scenes, discussions, conversations...

By the way of conclusion, Teaching speaking is a very important part of second language learning and in order to develop speaking skills in ESL and EFL classrooms educationalists are expected to use different ,interesting and peculiar methods that are really useful for pupils. They should conduct every lesson with various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

REFERENCES:

1. Chaney, A.L., and T.L. Burk. 1998. Teaching Oral Communication in Grades K-8. Boston: Allyn&Bacon.
2. Lazaraton, Anne. 2001. "Teaching Oral Skills", in Marianne Celce-Murcia (ed) Teaching English as a Second Foreign Language. Boston: Heinle and Heinle.
3. Brown, H. D., & Lee, H. (1994). Teaching by principles: An interactive approach to language pedagogy. Englewood Cliffs, NJ: Prentice Hall Regents.
4. Makhmudov, K. (2020). Current Problems of Teaching English and New Approaches to Resolve in Secondary Education Schools. In Modern Trends in

Linguistics: Problems and Solutions (pp. 271-273). Retrieved from <http://conference.adu.uz/>.

5. Djumanova, B. O. (2021). ROLE OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN EDUCATION. Zamonaviy ta'limda raqamli tizimlarni qo'llash: Filologiya va pedagogika sohasida zamonaviy tendensiyalar va rivojlanish omillari, 15-16.