

THE IMPROVEMENT OF SPEAKING SKILLS IN TEACHING FOREIGN LANGUAGES

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Annotation: *This article reflects the analysis of resources and tools that can help develop students' knowledge of speaking skills. The author tries to examine communication activities and speaking functions to improve learners' accuracy in communication.*

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The language skills that are categorized into productive skills are speaking and writing.[1] They indicate the ability to make conversation during written or spoken speech. They are also called active skills, which demonstrate the production of communication between the speaker and recipient. There are two sub-skills of productive skills such as speaking and writing. A learner should think and construct what to say or write. They should show their ability to produce information. These skills are more difficult rather than receptive skills. Learners while reading some passages can understand the meaning and answer the questions using some words and phrases, however, to show their ability to speak they should create their version of the speech. They try to find suitable words and put them in the correct order.

The difference between them occurs like following, the accuracy of written or spoken speech refers to the correct construction of a sentence, accurately using Grammar and punctuation marks in it. The fluency of productive skills is used to analyse someone speaking or writing ability through investigating statements as smooth and fluent speech, without long pauses and hesitation in spoken speech, and well-used structure of cohesion and coherence in written speech. A teacher should first, teach accuracy and then language fluency. Learners should be confident using the structure of language, and then they learn how to develop fluency in it.

It is essential for achieving balance in a language. If students have problems with their speech, listeners cannot understand their point of view, but mistakes in accuracy are not as important as fluency. For example, a learner makes a mistake in his speech. She sing songs every day. Although the speaker uses grammar tense in the wrong way, a listener can easily comprehend the meaning of a sentence. (adverbs of time). Children mostly forget to add the suffix “-s” to the third person singular verb in the present indefinite tense, or they can add it to other persons as well.

e.g.: I play football every day.(I plays football every day . The suffix -s is not added to the verb in this sentence because it comes only with the pronoun he, she, it) He plays football every day. [2]

However, if a learner has problems with using pauses, and connecting words smoothly, it will be difficult to understand his speech. For example, she mmm she sings ... songs every

day. To provide students with appropriate knowledge, we need to understand their abilities and outlooks.[3]

There is a range of communication activities such as discussions, debates, information gaps, and role-play. Discussions refer to indicating discussions, which can be held between two or more participants. Discussions can be related to reading activities, speaking, or listening during the process of learning. There are three types of discussions like following:

a. one-two-one-class (a learner can take some notes according to a given topic and discuss it with a teacher)

b. group class (a teacher divided the group into two groups and then they should their opinions on a topic)

c. online class (this type is held online with opening break-out rooms during teaching from a distance). It can be used after reading and listening activities, it improves student's outlook, learn how to prove their idea and give reasons for them. Due to covering all groups, a teacher should choose an interesting and controversial topic for discussion. It should awaken and stimulate all groups to participate in the discussion. If a teacher finds a suitable topic, (the topic should not be general), learners try to participate and it helps to improve their speaking and listening skills.

Debates is a type of communication activity, which refers to giving an opinion on some topic. Usually, it is held between two groups, for and against a given topic. A teacher should give opportunity for choosing a topic of debate to students. It increases the chance of participating in all groups. The theme of the debate should be in a narrow sense and with concrete features. A teacher should divide students into two (pro) and two (against) groups. It gives the opportunity to participate more students in activities. To reach the beneficial effects of the debate a teacher should give the theme of the debate in advance, which can increase students' interest and critical thinking about it. In addition, students should be taught words and phrases that are used in the debate to show agreement or disagreement with the statements. The debate can be held in online classes. A teacher can give the topic time to think and make notes, and then all participants explain their point of view with reasons why. (advanced students).

Information gaps are interesting and effective for improving students' speaking ability. It indicates that participants do not have full information on some topics, and then they should identify information from their peers and then fill in the gaps to gain full information on it. This activity is useful for consolidating new vocabulary, to learning topic-based words and phrases. It is also relevant for use online with the help of documents and digital resources. It influences students to talk and communicate much more due to students' willingness to fill gaps in information. For example, A student has half information about the proverb, and X student has the other half of this information. Students should find each shortage of information, which does not exist in their sheet of paper.

Roleplay is a funny way of showing a learner's knowledge in real-life situations. However, some students can feel embarrassed to participate, a teacher should help them to adapt and overcome this problem. This type of activity is relevant for conducting post-stages because a teacher can observe students' reactions while using new words and phrases. After that, a teacher can identify whether she should explain the theme again or not. There are

many advantages of using role-play activities such as high interest in participating, more student interaction with each other, and even students with lower level knowledge can participate by acting out or using body language during the activity.

Teachers can improve students' speaking abilities by introducing speaking functions such as the following:

Politely interrupting is a type of functional language indicates giving questions to someone politely. Politely interrupting is an essential device of language in international or Business negotiations. It is difficult for non-native speakers because the target language has different phrases and phraseological units. I don't mean to interrupt you please can you tell me about this place? [5,6]

Checking understanding is used to analyse whether the recipient follows you during the conversation. This functional language can be effective in supporting conversation. Due to it, you can give information more or less to your addressee. For example, my life is not full, as I want. You always try to avoid conversation between us. Do you understand what I mean? Alternatively, you see dear students! Phonology is a very complicated and important part of teaching language.

Changing the subject is a convenient position for supporting conversation. This type refers to moderate communication by changing the subject.[7,8] It demands speakers to have a wide range of experiences using body language and be confident during supporting communication. For example, you have problems with your weight and your acquaintance in conversation speak about overweighting among people. You feel discomfort and can change the subject of your dialogue speaking about famous celebrity's clothes. That reminds me of comedy, in which the main hero was Eddie Murphy. He always feels sad somebody talks about his appearance. Another example, By the way, did you hear about your ex-boyfriend? He is married to a pretty girl. Oh, she is very attractive and gorgeous. I think she is also very clever.

Expressing agreement and disagreement is an essential aspect of conversation to show your agreement and disagreement for the subject. There are different kinds of phrases and words that indicate this function of language. For example, I agree with his announcement we should support our classmates.

Persuasion refers to convincing someone to act, as you want it. It happens by telling them strong reasons for your opinion. In our classes, we can give learners persuasive activities to learn how to persuade someone to do something in real life. Examples can be the following, your friend cannot speak in front of an audience. How can you persuade him to do it?

In conclusion, we can say the improvement of speaking skills by analyzing learners' needs and conducting lessons by using communication activities and speaking functions in the classroom.

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