

TEACHING IMPROVING SPEAKING SKILL IN ENGLISH FOR YOUNG PUPILS**Eshmurodova Roziyabonu***Termiz State University, Foreign Languages 4th course*

Abstract: *This article addresses the challenge of instructing oral communication abilities within foreign language instruction. It delves into the primary obstacles hindering the development of this skill and suggests potential solutions. Additionally, it highlights various online tools and modern technologies aimed at enhancing speaking proficiency in elementary education, accompanied by illustrative examples. And also this article addresses the challenge of enhancing the effectiveness of teaching oral communication in foreign language lessons, which stems from the disparity between theoretical knowledge and practical application, as well as the passive nature of learning activities. In today's society, individuals who are actively engaged in continuous self-education, self-development, and self-improvement are highly valued. My article aims to discuss the teacher's communication with students in a foreign language both within the classroom and outside of school hours, as well as the communication among students guided by the teacher during class and in extracurricular activities conducted in a foreign language.*

Keywords: *speaking skill, English, primary school, applications, innovative technologies.*

INTRODUCTION

In contemporary society, proficiency in a foreign language (FL) has evolved from being merely advantageous to becoming somewhat of a prerequisite. Specifically, English (LA) has emerged as the global lingua franca. Its utility extends beyond international communication, proving beneficial even within one's own country. With the constant influx of English loanwords into the Russian language and the prevalence of English names and terms in everyday life, familiarity with English has become increasingly indispensable. Thus, rather than a mere luxury, proficiency in English is now regarded as a valuable supplement to one's repertoire of knowledge.

Constantly bearing in mind when instructing young learners is the understanding that they comprise a heterogeneous group with diverse abilities, motivations, levels, expectations, knowledge bases, and distinct learning styles. Therefore, it is imperative to employ varied approaches and provide ample opportunities to engage the entire class, allowing each student to find something to grasp onto, expand upon, and develop. The enhancement of speaking skills necessitates thorough examination and further discussion among educators of young learners to establish guidelines that encourage student involvement and interest in foreign language acquisition.

Learning to converse in a foreign language, such as English, entails a multifaceted process of language acquisition. For young learners, initiating the acquisition of a foreign language mirrors the early stages of acquiring one's native tongue, requiring

additional time to acclimate to hearing the foreign language in the classroom and more opportunities to repeat phrases they encounter. According to Slattery and Willis in their publication "English for Primary Teachers", while repeating set phrases does not equate to language acquisition, it remains crucial. They argue that repetition aids children in becoming accustomed to speaking English, allows them to practice intonation patterns, and fosters confidence, particularly when coupled with ample praise from the teacher. Therefore, it is recommended for educators of young learners to create opportunities and allocate more time for students to listen to words, phrases, and utterances as part of the process of cultivating their speaking abilities.

DISCUSSION AND SOLUTION

The journey of learning English as a foreign language typically commences during childhood, predominantly in elementary school settings. The landscape of teaching English at schools today markedly differs from that of several decades ago. Previously, educators relied solely on dictionaries and textbooks with prescribed exercises, often resulting in a prolonged learning process that failed to captivate student interest.

However, over time, the educational landscape has evolved significantly. Presently, we inhabit an era characterized by the prevalence of computers, innovative technologies, and the digitalization of education. Contemporary children are active consumers of gadgets and smartphones.

A primary focus within English language instruction is the cultivation of speaking skills. To foster and refine these skills within a non-native environment, it is essential to incorporate specialized exercises and tasks. Ideally, dedicated lessons should be allocated specifically for the development of speaking proficiency.

When teaching speaking skills in foreign language lessons, schoolchildren may encounter several challenges. These include:

1. Fear of speaking the foreign language due to concerns about making pronunciation errors, which could result in criticism from the teacher and mockery from classmates.
2. Insufficient knowledge of grammar rules, vocabulary, etc., hindering the ability to construct coherent statements in the foreign language.
3. Adequate language skills but a lack of factual knowledge even in their native language.
4. Lack of overall motivation to learn a foreign language.
5. Dominance of one student in the lesson, preventing others from participating.

These difficulties are widespread among students. Nonetheless, there are numerous potential solutions available to address them.

Firstly, prior to assigning speaking tasks to students, teachers should thoroughly prepare by introducing new vocabulary, practicing pronunciation, providing transcriptions, and offering examples of word usage. By doing so, students will feel more confident during English language communication.

Secondly, speaking tasks should be aligned with the topics covered in class, enabling students to utilize vocabulary, expressions, and grammar rules relevant to those topics consciously and freely.

Thirdly, teachers should pose questions that students can readily answer, focusing on accessible topics from daily life such as school, hobbies, family, and travel. Abstract and incomprehensible topics should be avoided to maintain student engagement.

To enhance motivation and understanding of the language's utility, it's crucial for students to perceive their progress in learning English and comprehend the practical significance of language acquisition. Encouraging the use of English beyond the classroom setting, where skills can be appreciated by parents, peers, and others, fosters this understanding.

To ensure all students have ample time and opportunity for communication in the foreign language, lesson plans should be designed to engage every child. Incorporating group and pair work extensively allows for discussions on various topics, promoting not only speaking skills but also motivation, critical thinking, and interest in the foreign language.

Furthermore, the significance of the teacher's speech as a didactic tool in elementary education should not be overlooked. A teacher's well-structured and carefully crafted speech creates a conducive learning environment that enhances the effectiveness of the educational process.

Furthermore, to encourage students to study English diligently, it is essential for teachers to conduct lessons in an engaging and dynamic manner, employing interactive teaching methods. Utilizing an interactive approach to foreign language instruction can streamline the acquisition of basic communication skills and enhance effectiveness. This interactive mode can extend to conducting entire series of lessons for a specific academic discipline.

In today's educational landscape, integrating various teaching application platforms proves to be an effective strategy for practicing speaking skills in foreign language lessons. These resources capture students' interest by presenting learning content in a playful format. Additionally, they simplify lesson preparation for teachers, as many applications offer pre-defined programs, games, dictionaries, and assignments. Teachers can select the most suitable ones to incorporate into the learning process.

For instance:

1. ABC Kids is a vibrant app designed to help children learn the English alphabet and vocabulary words through voiced narration, aiding in effective speaking skill development.

2. Luntik Learning English offers a range of game tasks covering everyday topics relevant to preschool and elementary school children, facilitating speaking skill acquisition.

3. Fun English allows students to memorize words and expressions through interactive lessons and games, incorporating American and British accents to help with pronunciation practice.

4. Monkey Junior offers an engaging course for learning English vocabulary, sentence construction, and formation in a playful manner.

5. English for Children with Keba employs an immersion method by presenting funny situations in a fictional world, fostering children's cognitive interest in foreign language learning.

By integrating these applications into lessons, the cognitive engagement of students in foreign language study is heightened.

CONCLUSION

The level of cognitive interest and motivation among students to enhance their speaking skills and subject knowledge is directly correlated with the creativity applied in organizing foreign language lessons. A fundamental principle in teaching children to speak effectively is to maximize speaking opportunities. Teachers should predominantly conduct lessons in the foreign language, actively engage with students, encourage dialogue among peers, and motivate students to apply the foreign language in real-life situations.

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