

## METHODS OF GENERATING AND FACILITATING STUDENTS SPEAKING SKILLS IN EFL CLASSES

Saparbaeva Nazigul

*A-second year masters' degree student at the department of English language and Literature, Nukus State Pedagogical Institute named after Ajiniyaz*

**Abstract:** *Obviously, the requirement of learning foreign languages demonstrates rapid increase and people are attempting to learn English more than before because of its dominance that there is no door without its visiting. Especially modern pedagogy is expected to educate oral speech of target language fast, interestingly and more effectively. For this purpose, this article analyzes importance of speaking skills. Also, it focuses on introducing some productive methods for teachers.*

**Key words:** *speaking skills, English language, classroom, teacher and student, teaching methods*

### INTRODUCTION

Speaking is the most important skill among four skills (listening, speaking, reading, writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it because "there is no point knowing a lot about language if you can't use it" (Scrivener,2005,) [6:146].

Speaking is a skill that very needs many exercises. In EFL, the times to do exercise is limited in the classroom. When the learners out from the class they will use their mother language. From the fact, the teacher should choose the most suitable method in teaching speaking. Therefore, the language that teacher present, model, elicit, and treat takes on great importance. The focus of teaching speaking, of course, is to improve the oral production of the students. Therefore, language teaching activities in the classroom should aim at maximizing individual language use. (Haozhang,1997) [5:33].

In the past, oral communication instruction was neglected because of the misconception that oral communication competence develops naturally over time and that the cognitive skills involved in writing automatically transfer to analogous oral communication skills (Chaney,1998). Talking about speaking it relates with oral language acquisition. Oral language acquisition is a natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection. To speak in more effective ways requires particular attention and constant practice ( Zhang et al. 1995) [8:5].

Speaking fluency appears to develop with increased exposure to second language (L2) input (Al-Sibai,2004) [1:144]. Input refers to the language data which the learner is exposed. ( Zhang,2009) [9:148].

## METHODOLOGY

According to Chaney (1998) "speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts [2:13]. Hornby (1995) says that teaching means giving the instruction to (a person): give a person ( knowledge skill, etc.) [4:37]. While speaking means to make use of words in an ordinary voice. So, teaching speaking is giving instruction to a person in order to communicate. From the definition it can be defined that speaking is expression in delivering or sending message from 1st speaker to the 2nd speaker (interlocutors). As we know, in delivering or sending message in speaking uses verbal language and accuracy and understanding of both speakers will decide the success of communication. Harmer shows the role of a teacher as an organizer in the following way:

Engage~instruct(demonstrate)~initiate~organize~feedback.

There are some methods to support teaching speaking English for EFL learners are Direct Method, The Silent Way, Community Language Learning, Total Physical Response, and Communicative Language Teaching. Direct Method receives its name from the fact that meaning is conveyed directly in the target language through use of demonstration and visual aids with no recourse the learners native language (Diller,1978) [3:13].

The Silent Way supposed that learning is a process which we initiate by ourselves by mobilizing our inner resources to meet the challenge at hand. Community language learning by applying this method, learners confident will appear and they will be communicative in saying something based on their idea because teachers support them and consider their learners as whole persons. Total Physical Response, in this method after the learner internalize an extensive map how the target language works, speaking will appear spontaneously. Communicative Language Teaching became clear that communication required that learners perform certain functions as well, such as promising, inviting, and declining invitations within a social context ( Wilkins,1976) [7:34].

## CONCLUSION

Teaching speaking a very important part of foreign language learning. The ability to communicate in a foreign language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking.

**REFERENCES:**

1. Al- Sibai, 2004 Promoting oral Fluency of second language learners: Educational Linguistics p.144
2. Chaney, 1998 A.L., and T.L.Burk (1998) Teaching Oral Communication in Grades K-8. Boston : Allyn & Bacon p.13
3. Diller, 1998 K.C. The Language Teaching. Rowley, Mass: Newbury House p.13
4. Hornby, 1995 A. S. Oxford Advanced Learners. Dictionary of Current English. Britain: Oxford University Press p.37
5. Haozhang, 1997 Promoting oral Fluency of second language learners: Educational Linguistics p.33
6. Scrivener, 2005 p.146
7. Wilkins, 1976 p.34
8. Zhang et al., 1995 Department of English. King Saud University, see Adult Learners of English p.55
9. Zhang, 2009 Department of English. King Saud University, see Adult Learners of English p.148