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THE EFFECTIVENESS OF TEACHING ENGLISH BY USING SPEAKING

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Annotation: Students usually get difficulties in learning English subject. Especially for speaking section. Teaching speaking is not as simple as people think. They should have any more practice and should enlarge their knowledge to deliver speaking materials especially at senior high school grade Based on the explanation above, the aim of this research is to know what method used in teaching speaking applied by English teachers at tenth grade, and how the method is used in teaching speaking.

Key words: grammar exercises, linguistic peculiarities, methodologists, teacher's supervision, students' skills.

Language is an essential tool used in communication among people apart from using gestures. For hundred years, English has been a medium of communication using worldwide.

Most of students said that English is one of the most difficult subjects, especially in school. Students usually get trouble to remember the vocabulary which had been stated by the teacher at school. Students usually forget the material which had been given by the teacher after they come into their home because they do not ever learn again about the material which had been given by the teacher at school.

Method is a way to deliver the materials from the teacher to the students. The English teachers should know the way how to deliver the materials well to the students.

Teaching speaking is a task for the expert. English teacher should have supervised practice to deliver the speaking materials. English teacher had to focused on speaking study and already had the supervised practice to achieve knowledge and skill because teaching speaking is not as simple as people think. Listening and comprehension are difficult for learners because they should discriminate speech sounds quickly, retain them while hearing a word, a phrase, or a sentence and recognize this as a sense unit. Students can easily and naturally do this in their own language and they cannot do this in a foreign language when they start learning the language. Students are very slow in grasping what they hear because they are conscious of the linguistic forms they perceive by the ear. This results in misunderstanding or a complete failure of understanding.

When listening to foreign language students should be very attentive and think hard. They should strain their memory and will power to keep the sequence of sounds they hear and to decode it. Not all the students can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting. This is possible on condition that he will take into consideration the following three main factors which can ensure success in developing students' skills in the content of the material suggested for listening and comprehension; conditions in which the material is presented.

Comprehension of the text by the ear can be ensured when the teacher uses the material which has already been assimilated by students. Students need practice in listening and comprehension in the target language to be able to overcome three kinds of difficulties: phonetic, lexical, and grammatical.

There are two forms of speaking: monologue and dialogue. Since each form has its peculiarities we should speak of teaching monologue and teaching dialogue separately.

In teaching monologue we can easily distinguish three stages according to the levels which constitute the ability to speak: (1) the statement level; (2) the utterance level; (3) the discourse level.

1. No speech is possible until students learn how to make up sentences in the foreign language and how to make statements. To develop students' skills in making statements the following procedure may be suggested:

Students are given sentence patterns to assimilate in connection with situations.

Students make statements of their own in connection with the situations suggested by the teacher.

Give it a name.

Teacher: We write with it.

Student: It is a pen.

When students are able to make statements in the foreign language within grammar and vocabulary they have assimilated their speech may be more complicated. They should learn to combine statements of various sentence patterns in a logical sequence.

2. Students are taught how to use different sentence patterns in an utterance about an object, a subject offered. First they are to follow a model, and then they do it without any help.

3. Free speech is possible provided students have acquired habits and skills in making statements and in combining them in a logical sequence. At this level students are asked to speak on a picture, a set of pictures, a film-strip, a film, comment on a text they have read or heard, make up a story of their own; of course, this being done within the language material students have assimilated. To help students to speak the teacher supplies them with "what to speak about". The devices used for the purpose are: visual aids which can stimulate the pupil's speaking through visual perception of the subject to be spoken about, including a text read; audio aids which can stimulate the pupil's speaking through auditory

perception of a stimulus; audio-visual aids when students can see and hear what to speak about.

In teaching monologue instruct students how to make statements first, then how to combine various sentences in one utterance and, finally, how to speak on a suggested topic.

A dialogue consists of a series of lead-response units. The significant feature of a lead-response unit is that the response part may, and usually does, serve in its own turn as a fresh inducement leading to further verbal exchanges. A response unit is a unit of speech between two pauses. It may consist of more than one sentence. Students “receive” the dialogue by ear first. They listen to the dialogue recorded or reproduced by the teacher. The teacher helps students in comprehension of the dialogue using a picture or pictures to illustrate its contents. They listen to the dialogue a second time and then read it silently for better understanding, paying attention to the intonation. They may listen to the dialogue and read it again, if necessary.

- a) Students enact the pattern dialogue. We may distinguish three kinds of reproduction:
- b) Students make up dialogues of their own. They are given a picture or a verbal situation to talk about. This is possible provided students have a stock of patterns, a certain number of phrases for starting a conversation, joining in, etc. They should use those lead-response units they have learned in connection with the situation suggested for a conversation.

In teaching dialogue use pattern dialogues; make sure that your students go through the three stages from receptive through reproductive to creative, supply them with the subject to talk about.

In teaching speaking the problem is what form of speech to begin with, and what should be the relationship between monologue and dialogue. Some methodologists give preference to dialogic speech in teaching beginners, and they suggest that students learn first how to ask and answer questions which is

mostly characteristic of a dialogue, and how to make up a short dialogue following a model.

As to the relationship between monologue and dialogue, it should vary from stage to stage in teaching speaking. Not all the students can cope with the difficulties entailed. The teacher should help them by making this work easier and more interesting.

Speech is a process of communication by means of language. Oral exercises are quite indispensable to developing speech. However, they only prepare students for speaking and cannot be considered to be “speech” as some teachers are apt to think and who are often satisfied with oral exercises which students perform following the model; they seldom use stimuli for developing students’ speaking in the target language.

In conclusion, it should be said that prepared and unprepared speech must be developed simultaneously from the very beginning. The relationship between prepared and unprepared speech should vary depending on the stage of learning the language.

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