

IMPROVING SPEAKING COMPETENCE OF STUDENTS IN PHILOLOGICAL HIGHER EDUCATION INSTITUTIONS IN TEACHING FL

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Abstract: The world demand for speaking is growing day by day both for work and for education. Nevertheless, in many countries, it is a stumbling block to learn and use English. One of the fundamental goals of this article is to develop fluency in English. This article might be a good guide for university and institute students who suffer difficulty while speaking in English. It included how to escalate speech quickly and effectively and how to avoid obstacles and pauses during communication. It can be used not only independently but also as a new teaching system in higher education institutions. There are the experiences of many scientists with students over the years.

Key words: Higher institutions, private universities traditional rules, teaching improvement, memorizing

Introduction

Especially, when we focus on language-specific Higher Education institutions, the results are not always the same as we expected. For this reason, in Uzbekistan, English language teaching and learning has followed the traditional grammar translation method in all levels of education for a long time in language universities' group, the concentration was on grammatical rules, memorization of vocabulary, translation of

texts and doing written exercises. Classes were taught in the native language ‘Uzbek’ with little active use of English language. Since the English courses did not seem to improve the skill levels of the students, as expected, reform started to take place in education from independence. The globalization of English and a growing demand for competent English language users in the job markets has placed a greater emphasis on English language teaching in Uzbekistan. To raise people’s overall level of competency in English language, the Uzbekistan government made changes in its education policy. The English Language Teaching Improvement Project introduced communicative textbooks up to the higher secondary level. The project aims to facilitate the teaching and learning of communication in English with a methodology that will encourage students to acquire communicative competence in English through regular practice of these skills in the classroom. The enactment of the Private Universities such as Westminster, Webster, British management, marked another major breakthrough in the higher education system in Uzbekistan.

Literature review

Some studies outline strategies that can be used by teachers in EFL contexts to help adult learners develop their speaking skills. Shuman suggests that adult learners should develop short, interactional exchanges in which they are required to make short utterances. It will make them able to become more engaged in small talk in the target language. Jones (cited in McCarthy and O’Keeffe, 2004) proposes the technique of the ‘split story’ which involves telling students a story, but stopping at a crucial point and inviting students to provide their own imaginative ending. Pair work and group work also increase the amount of speaking involved in the activity (Brown 2001, Green 1989, Nation 1989). Nation (1989) points out that one of the most useful procedures is the movement from individual to pair to group to whole class activity” (p.26). Adult learners should be allowed to collaborate during the learning experience; it enhances the learning situation (Green 1989). According to Hinkle (2006), contextualized uses of specific

grammar structures and vocabulary help to connect the subject-matter and language learning activities. Debates and problem-solving tasks can promote increased grammatical and lexical complexity in the language of learners. They prepare learners for real life communication in an EFL environment. Researchers also place importance on learning environment which affects how much initiative students will take to speak in a foreign language. Green (1989) pointed out that non-English speaking adults are already timid about using the English language. The teacher must help to build the self-confidence of the students by being encouraging. Learning environments can have a facilitating effect on oral production (Payne and Whitney, 2002).

Methods

This research aims to improve the effectiveness of speaking English and attract more learners, grow up their interest and reduce difficulties in language learning, and teach them easily through fun methodologies. This study was tested from April to August 2021 among students preparing for IELTS in a private educational center (Royal school) in Samarkand region. For this, 3 groups of pre-intermediate level, each with 10 students, were selected and English speaking skills were taught for 4 months using 3 different methodologies. It was my own experience with students. 3 professional teachers and I were together whose ages between 22, 25 worked in this process. Method commence with the usual grammar teaching, at the same time memorizing the finished texts. New words were memorized on average. However, that was not revised and used frequently. The grammatical rules taught strictly and required regularly. 2 months later, some students desired the method be exchanged namely various drawbacks were identified by the participants regarding students' skills in spoken English. Students' knowledge in spoken English. Three out of five participants said creativity is not encouraged. The participants considered that it is the education system of old methods which has made the students unable to think for themselves and to deal with an unfamiliar situation. Thus, most of the participants blame this educational system for making the students timid about using the English language. Method 2 In contrast to

method 1, the freedoms of students were guaranteed. what was required of them was to always express their thoughts in English. During the 2-hour lesson, the conversation was enhanced by asking various unexpected questions. While grammar was taught on average, word memorization was ranked 1st. the words memorized on the day were asked with examples and tariffs. imitated the subtitles of movies and songs on a free theme. and were asked to talk about movies. more than 3 days a week, learners were encouraged to send their voicemails through websites. more foreigners were interviewed. this process was conducted with international students through an internet zoom page. Methodology 3 covers both approaches, both traditional and modern. it aimed to increase listening and speaking simultaneously, in particular, grammar topics were explained in English and required from students in the common way. various practical lessons were followed by additional lessons. Weekly competitions and discussions among students were organized to describe the pictures and so on. Since the students did not have sufficient proficiency in English, teachers found it hard to do any oral communicative activity with them. Teachers provided students with easy topics to help them getting started with speaking. As Namira, Saif and Shamim mentioned, they start working with the students giving them very simple topics like ‘Introduce yourself to other students’ or ‘world cup football’ or ‘world cup cricket’, subjects with which they are familiar. Sometimes students are asked to talk about a movie they have watched recently. Students often play games in groups, for example, the whole class is divided into groups and students are given stories with no ending and are asked to provide the ending. Sometimes they are given some material—a knife, a rope. They are asked how they will escape with the help of these things. These activities create interest among the students. Since students have a problem in initiating speaking, the teachers try to help them speak up in class. They do not teach grammar separately and emphasize fluency rather than accuracy. The teachers tend to enable the students to communicate effectively by placing importance on the socio-cultural features of communication and oral production. They teach effective communication strategies, conversational routines

(for example, small talk), conversational formulae (for example, forms of address) and speech acts such as requests, compliments, clarification and questions. To try to help students overcome their shyness, teachers of these universities make it mandatory for all students to speak in English.

Results

After 4 months, each group of students was interviewed and asked quiz questions to check their level of response. their speech and intonation were assessed separately. and finally asked for their views on the training system. the results showed that group 1 students were dissatisfied with the old methodology and encountered obstacles in speaking. cases of discomfort and excitement were observed in public or when talking to a stranger. Apparently, there are no requirements to improve the ability to speak, only 30% of them, ie 3 students were able to speak without difficulty, 40% were able to answer average questions, and the remaining 30% of students only the ability to answer general questions was achieved. Students in groups 2 and 3 showed almost the same result. their difference was that in Group 2 members, Americans and or British were seen imitating not only the accent of speech but also the intonation of line movements and even the culture of dress, which influenced their culture. almost 80% of them were able to speak fluently without restrictions, while the remaining 20% observed hesitation in specific question types and some pauses during long speech. on the other hand, 3 group members had a more formal approach to the topic and a global response. it appears that improving English speaking skills depends more on practice. it was observed that through this experience not only did they improve their speaking skills but also their worldviews.

Discussion

Although English has been studied as a compulsory subject at the primary level and the high institutions in Uzbekistan did not have the desired effect. On basic language competence. Data it revealed that universities use different strategies. 5. Development of

English speaking skills for students. Makes students talking class by making it mandatory for them all. All students, they take mandatory English lessons and they have four skills tests. You have been working as an incentive for students to develop skills ever since. It proved that if something was tested, it was important, (Shahimi 1993, Noderson 1993). Students can also exercise language. Out of class through language clubs and self-access centers Provided by these universities. Students in higher education in Uzbekistan background information on the " activities of teachers in classrooms "presenting the curriculum that students sing and leaves a small area real investigation, interrogation or criticism of Kot (Thornton, 2006:190). This study shows that most teachers blame teachers. An education system to make students wear around the use of English. The Students talk about themselves to promote dialogue, they encourage. Dialogue and discussion through questions that help students reduce their ashamedness and reluctance to speak in English. It creates a homogeneous environment in friendly and quarterly relationships. With the students, we remembered the teacher's comments in Brown (2001). Who said One of the main obstacles to be overcome by learners you know, talking is worrying about risks. Mixing things that are wrong, stupid or incomprehensible. Our mission as a teacher is to provide warmth. A climate that encourages students to speak. They can stop or break their attempts.

Conclusion

Initiatives taken so far by these higher educational universities Success in helping students develop their speech skills. With The boom in English, they're the best chance of getting a good job. But only 25% of all students in the country can study in private universities. What about the rest who are studying in public universities? Although it is a very small scale study, this research has helped to raise very important issues related to the development of English speaking skills of adult language learners in Uzbekistan. This study shows that the key strategy adopted by these universities to escalate speaking skills is making it compulsory for the students to speak. The Ministry of Education of

Uzbekistan should recruit trained teachers and take the initiative of testing speaking skills in both the Senior Secondary Certificate and the Higher Secondary Certificate examinations so that the learners are forced to practice speaking in English in their schools. Potentially, it could raise the overall English speaking competency level of students and make it more of a level playing field.

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