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DEVELOPMENT OF SPONTANEOUS SPEECH SKILLS IN ENGLISH LESSONS

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Abstract: This article presents an analysis of the literature on game learning in terms of the development of spontaneous speech. The author explores the advantages and disadvantages of this method, as well as its implementation in different cultures.

Keywords: speaking, spontaneous speech, methods, game forms, analysis.

Introduction

What do swimming and socializing have in common? Both processes involve a lot of practice. You can only learn to swim by starting to swim. Performing all movements on the shore, you will only imitate the process. Communication can only be learned through communication. The ability to communicate freely in a foreign language in real life situations is one of the indicators of the quality of language proficiency. "Achieving a pre-threshold level of foreign language communicative competence" is a requirement of the Federal State Standard of Basic General Education. The participants of the English language Olympiads are expected today to speak the language independently (level B1, B2).

The works of Russian and foreign methodologists [1,58] show that the most effective approach to attracting students to active conversational speech in a foreign language is the use of various, so-called "communication activities" that allow the teacher to create an environment of real communication. Spontaneous communication in the lesson occurs when the learning situation turns into a natural one.[2,1644]. Such communication has the following features: its content is not always predictable; transitions from one topic to another are possible; unfamiliar or forgotten words, unfamiliar or insufficiently mastered grammar are required; active mobilization of speech-

thinking reserves: a variety of communicative strategies are used to "adapt" the not always perfect and accessible form to the conceivable content of the utterance; a foreign language is used in real action. The main way to familiarize students with new language material that provides effective teaching of spontaneous communication in a foreign language is the semantic-situational method.[3,58]. The implementation of the semantic-situational method requires the teacher to be guided by the following provisions:

- "grammar itself is a language";
- the interest of students in the discussed topics used to introduce grammatical material;
- the necessary information is obtained by the students themselves in the course of classes;
- the use of the introduced material is inevitable and cannot be bypassed in any way;
- overcoming the fear of making a mistake

How do you make students speak fluently without experiencing language barriers? Each teacher has his own arsenal of methods and techniques. I want to share my work experience. I would like to start with a phonetic warm-up + an interactive method of role play, since emotionality in speech also needs to be taught. Fragment of the lesson (reading the rhyme "Why do you cry, Willy?", Speech situations: strict teacher, late student; doctor and patient, role-playing participants,

instead of words, pronounce a rhyme, conveying the emotions of their characters). Role-playing, in my opinion, enlivens the classroom and teaches you to control the degree of emotionality in speech. A description of the use of role-playing games can be found in the works of ND Galskova, EI Passov, D.B. Elkonin and other well-known methodologists. Game situations develop business and friendly communication. Pupils try on different roles and learn to behave appropriately for the situation. Role-playing involves the use of spontaneous statements, and this is a good way to teach a child dialogical speech and feel free in any communication situation. The basis of the role-playing game is the situation that arises in role-playing games should be related to life, that is, there is a possibility that they will arise in the lives of students.

The next technique that motivates spontaneous speech is battle - debate. The essence of the technique is as follows: an actual topic is proposed, and the participants in the debate defend their point of view, giving arguments in turn, the one for whom the last word wins. (Focus group topics: Robots will teach children in the future)[5,59].

Sayings and proverbs also help in the development of unplanned speech. For example, I offer my students the saying "If life gives you lemons, make lemonade". They have to change the saying. For example, "If life gives you money, spend them." Pupils work in pairs, in 1 minute they need to be offered as many variations of the proposed saying as possible. After such a brainstorming session, we choose the most original, funniest, most serious statement.

You can use the statements of prominent people on various issues. Make a thematic selection of statements (problematic, controversial, not leaving students indifferent) for almost every lesson. Utterance can serve as a near-ideal basis for developing untrained speech skills, provided that it meets the following requirements:

- is able to evoke an emotional response from students;
- it contains a range of problems that are of great subjective significance for students and are capable of stimulating their speech-thinking activity;
- it has a high degree of authenticity.

For example, at the beginning of the school year, it is appropriate to use the well-known motivating statement of Confucius "Teachers open the door, but you should enter by yourself" and invite students to express their opinion, citing arguments from personal experience. One of the constantly developing and improving technical means that are widely used in teaching a foreign language is video. Showing a video in a foreign language class makes it possible to visually acquaint students with the peculiarities of oral speech, typical language patterns, intonation, etc. The educational video creates an additional language environment, reproduces the speech situation by sound and visual means and provides additional opportunities for mastering unprepared situational speech in the classroom. Without leaving the classroom, students expand and deepen their knowledge of a foreign language, becoming, as it were, participants in visually perceived events. The educational film introduces students to a large number of realities and provides new information about the country of the target language. Video provides multiple reproduction of the sample, creates new real situations for the development of oral speech, affecting emotionally, stimulates spontaneous speech. When working with any text in the methodology of teaching foreign languages, it is customary to distinguish three main stages: the pre-text stage (pre-viewing), the text stage (while viewing), and the post-text stage ((post) after-viewing).

The purpose of the stage: to use the source text as a basis and support for the development of productive skills in speaking or writing.[6,409].

At this stage, in addition to the above exercises, you can use:

- project work related to the preparation of similar videos on your own (conducting a video tour of the city / school, etc., attending a school concert, telling about your family, etc.)
- role-playing games based on the plot or situations of the video film. Moreover, they can be partially modified.

Songs are fertile material in the study of the English language, including in the development of speech. They help to emotionally engage learners in the speaking process.

A fragment of a lesson with a focus group (listening, filling in the gaps in the text, performing the song "It's a beautiful day", identifying the main idea, free talk in a closed pair for 1-2 minutes or using the interactive method "Microphone")

Storytelling not only develops imagination, memory, but also spontaneity in speech. A specific object (pen, chair, toy) is proposed, the genre of the upcoming story is determined, and the process of spontaneous co-creation begins. Students repeat the resulting story according to the "Snowball" principle, key words or clue pictures are recorded on the board.

The teacher can provoke speech situations, including his own creativity.

"Non-standard entrance to the lesson" is a universal technique aimed at involving students in active thinking activity from the first minutes of the lesson. The teacher begins the lesson with a contradictory fact that is difficult to explain based on the existing knowledge.

Fragment of the lesson (the teacher comes in a jacket, put on inside out and waits for the students' reaction, asks about the weather, the students answer, but do not take their eyes off the teacher, he asks: "What's wrong?", The students explain what is wrong, what the teacher introduces the idiom "Get out of bed on the wrong side", shares their impressions of

their day and invites students to discuss the topic "When you get up on the wrong side").

To date, methodologists and practicing teachers have developed many methods and techniques that contribute to the development of spontaneous speech. The choice of methods depends on the individual characteristics of gifted children, but the main thing in this work is to avoid routine.[13,410].

There are 12 tips for enhancing speaking in foreign language lessons: Even the most confident learners are reluctant when it comes to speaking. As a teacher, you cannot press the button to "switch" students to speaking mode, but you can always encourage any attempt at expressing your opinion, using little tricks like nodding your head and smiling. We must help reduce students' fears of learning speaking skills and provide a comfortable environment for their development. So how should you proceed? How can we motivate our students to really love speaking English? What can we do to help reduce fear and give them confidence that they really need it? Here are some helpful tips and tricks for English teachers.

1. Not to interrupt. Imagine being stopped after every second word, pointing out mistakes in pronunciation, grammar, and so on. In the end, this conversation will be perceived as a negative experience. Forget mistakes, just be happy with what your students say. Yes! See how well they speak! It is possible that there are many grammatical errors in their speech, and their opinion is erroneous, but is it not enough that they use English to express their own attitude ?!

Students, especially at the initial stage of language learning, are easily distracted, lose their train of thought if the teacher constantly interrupts them. Of course, you will want to correct mistakes directly during the speech, but keep nodding, smiling, because if you interrupt the student, then the miracle of overcoming the fear of public speaking may not happen, and the student will remain a brilliant connoisseur of English grammar who

does not dare to speak, fearing to be mistaken.[4,59].

Undoubtedly, all the most typical mistakes should be generalized, analyzed, but after speaking, perhaps at the stage of reflection, or in a separate lesson.

2. Showing students that you are responsive to their needs and interests! We all love to talk about those topics that are close to us, referring to a funny story in our childhood, in our everyday life and life in our country - talking about our own experience in this or that issue, we feel our own significance. Why not ask the students at the stage of explaining the topic to the teacher: "What do you think?" If a teacher whom we respect is interested in your opinion, and it is really important for him, this can be an excellent incentive to start using the language being studied.

3. Providing students with key messages on the topic under discussion. One of the things that I use all the time is a diagram, or a set of key ideas or questions ("Life Map" or "Net work") that are worth discussing when parsing a particular topic. "Life Map" allows students to see the signaling moments, which can be relied on during the speech. If visual cues fail, provide students with language constructs to support them while speaking. Often, the key to unlocking a student's potential lies on the surface, sometimes you just need to offer students several language constructions, explaining the cases of their use, which will help them connect disparate ideas together, and as a result, you get an excellent answer on a given topic. The teacher can simply write language structures such as In my opinion..., Personally..., As far as I know... on the board to help students express their own opinions.

4. Using pair and group work to develop your speaking skills! Well-organized pair and group work allows students to feel more free and relaxed while speaking. The practical use of language combined with the creative moment of group work can have a positive effect on student motivation.

5. Giving students time to respond! Is it realistic to expect that every student will be able to instantly answer the question posed? Of course not. Some students need time to think about a question or a situation. So if you want them to "finally" speak, you need to give them those precious seconds they need. If this is difficult for you, ask them a question and allow time for reflection, while in the meantime discuss the question with other students who are willing to answer.

6. Using learning aids. The use of interesting audio material, videos, excerpts from your favorite videos and cartoons, thematic pictures, cards with role-playing tasks will help to organize a favorable environment for oral communication.[7,77].

7. Not to waste time with useless stories and giving students this opportunity! Often the teacher tries to take a leadership position during the speaking process, not suspecting that students are able to come to a solution to this or that problem themselves, it is only necessary to give them the opportunity and encourage their activity in every possible way.

8. Not to fill the silence in class with useless chatter. Of course, you can discuss everyday problems with students, but leave this for the very beginning or end of the lesson, or, even better, for recess. During the lesson, try to focus all your efforts on getting the students to speak.

9. Trying to provide an opportunity for students and asking each other questions themselves! Encourage students to ask questions that require thought and detailed response. The teacher, on the other hand, should perform a regulatory function throughout the entire lesson.

10. Imagining that you do not understand the native language! If students try to say something in their native language, just say that you do not understand them. Ask them to say what they want in English. Try to keep the situation not stressful and humorous in nature, which will ultimately have a practical effect. Lower the level of complexity of the question

posed depending on the student's level of knowledge. Create an atmosphere of involvement of everyone in the speaking process by asking easier questions of students who are reluctant to speak up during the lesson, gradually increasing the difficulty level of the questions.

11. Trying to be a little more compassionate and tolerant! Imagine yourself in the shoes of students who are required to speak a language that is foreign to them. Naturally, at first you will feel insecure, awkward and hardly willing to start speaking from the very beginning of the lesson. The teacher needs to pre-tune the students in the right way and create a favorable atmosphere for communication.

12. Not to humiliate! Students often give short or incorrect answers because, in fact, they have nothing to say about the issue or they are not knowledgeable enough about the given topic. Rather than humiliating the student by giving a negative response, help your students by asking them appropriate follow-up questions and pushing them to make the right judgment or answer.

In conclusion, it is worth saying that just watching and waiting for the students to speak in English is the best way of teaching speaking.

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