

## METHODS OF IMPROVING SPEAKING SKILLS OF STUDENTS IN ENGLISH LANGUAGE CLASSES

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<https://doi.org/10.5281/zenodo.10381852>

**Abstract.** *The main purpose of this article is to develop speaking skills in English, to develop students' oral speech in English, and to form the skills of communicating with others. This article analyzes the system of learning and teaching the speaking mechanism of English language development in the primary classes of general secondary schools, which requires mastering several methods of using special teaching methods. The teaching methodology is a whole system, which consists of such components as educational conditions, goals, content, methods, tools. Below is clear information about this and that issue is discussed in detail.*

**Keywords:** *speech skills, analysis, determining the essence, assistance, goals and tasks, grammatical forms, communication.*

**Introduction.** The main factor of its quick and easy achievement in order to analysis of oral speech exercises in general secondary schools of English language and formation of students' oral speech skills in English and help acquire the skill of using it in speech communication is related to the organization of foreign language education in relation to the purpose and direction of learning.

One of the most important tasks in the education and training of elementary school students in schools is to teach foreign languages in addition to teaching students' mother tongue, and in this regard, teaching English. It is the ability to make the student interested in the English language, to develop his speech in English, to teach him how to speak and behave. The main goal of speech education is to develop students' oral speech in English and to form the ability to communicate with others.

The process of teaching English oral speech to elementary school students is directly related to conversational skills, and its subject is "oral speech skills". And they, in turn, form the methodological basis of the system of formation in the English language education of elementary grades of secondary school. One of the most important elements in learning a foreign language is to increase students' interest in learning English, especially from elementary school. Formation of vocabulary and consolidation of learned words by using learned words and forming simple sentences, using visual aids, memorizing words belonging to one group, colors, days of the week, months, seasons and similar words in the form of poems leave a deep impression on the student's mind.

**Research materials and methodology.** The main goal of the research is to analyze and study the methodological features of the formation of "speaking and listening comprehension skills", which are a component of the activity of oral communication in a foreign language. Realization of this goal, in turn, requires research of the following tasks:

- to determine the place and essence of oral speech in teaching foreign languages and to achieve this goal by studying linguistic, pedagogical, methodical literature on the subject and using them critically;

- distinguish between speaking and listening comprehension, which are types of oral speech, and comparative study and analysis of their place in language education;

- to study the role of knowledge about the phonetic system of the native language and the possibilities of relying on it in the formation of oral speech skills;

- analysis of the coverage of oral speech material in English language textbooks and training manuals intended for elementary grades;

- to analyze the system of exercises aimed at the formation of oral speech skills in elementary school textbooks and to summarize the instructions on the use of their effective types;

- to define the principles of implementation of given methodical instructions and to show methodical ways, etc.

**Research results.** The task of developing speech includes a number of special tasks:

1. Acquaint students with the classroom and its surroundings, develop their speech, and enrich their vocabulary.

2. Formation of the grammatical aspect of speech.

3. Education of sound culture of speech.

In today's technologically advanced world, there are numerous innovative methods available for enhancing students' speaking skills. One such approach involves utilizing interactive language learning applications and virtual reality platforms. These cutting-edge tools provide students with dynamic and immersive experiences that simulate real-life conversation scenarios, bolstering their conversational fluency and boosting their confidence. Additionally, incorporating speech recognition technology can offer personalized feedback and suggestions for improvement, allowing students to refine their pronunciation and intonation. Furthermore, social learning platforms and online discussion forums offer opportunities for collaborative practice, enabling students to engage in meaningful conversations with peers from around the globe.

In addition to visual aids, work on the vocabulary is carried out through exhibitions in the classroom and familiarization with the environment. In the process of introducing the students to the surrounding objects, events, plants, animal world, and animals, we will say their names, qualities, and characteristics in English. It is very important to work with vocabulary in English lessons, and the teacher helps students to communicate with their friends in English and introduces them to their speech using dialogic speech. Students are not only taught to understand the translation of words, but also get used to actively using these words in their speech. Vocabulary is the building material of language. Grammar defines the changes of words in a sentence and their connection methods. In addition, grammar determines the construction model of the language (word builders, word modifiers). The sooner a student learns all the grammatical forms of the English language, the faster he develops both intellectually and verbally. If the grammatical side of the speech is formed incorrectly in the student, mental development is delayed. The teacher should correct grammatical errors in student's speech in each activity and game. A grammatical error that is not corrected in time is reinforced in the student's speech and causes grammatical errors to appear in the speech of other students listening to him. However, in specially organized games, it is necessary to work on warning of one or another negative aspect of the student's speech, and eliminate the grammatical errors that appear in the student's speech in time.

**Discussion.** The scientific hypothesis of the study is as follows that the main factor of quick and easy achievement of the formation of English speaking skills in elementary school students and helping to acquire the skill of using it in speech communication is related to the organization of foreign language education in relation to the purpose and direction of its learning. The use of the linguistic features of the selected language material, the interlingual typology of indicators and the use of exercises based on the consideration of speech situations related to the language, shows a positive effect on the formation of students' speaking skills. As a result of this situation, the demand for new foreign language curricula, textbooks, study guides, scientific works, and highly qualified foreign language teachers is increasing day by day.

**Conclusion:** In specially organized games and activities, the student's attention is drawn only to the necessary grammatical forms. The word, its change in form, phrase or sentences become the content of their mental activity. As a result of such activities being carried out consistently and sequentially, students understand how to speak, try to speak literately and beautifully. Activities organized in the spirit of easy business prevent the student from getting distracted, they listen carefully to the teacher's explanations and instructions, and observe the speech of their friends. In the lesson, they get a speech sample and use it in their speech. Many students become the teacher's closest assistant in correcting the mistakes of their peers. The desired result can be achieved only by following the above methodical instructions when conducting special training sessions organized for the purpose of warning and correcting grammatical errors in student's speech.

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