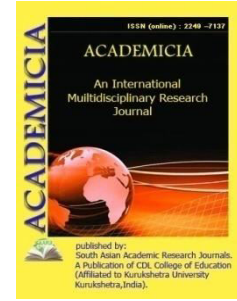




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## METHODOLOGICAL PRINCIPLES OF DEVELOPING SPEAKING SKILLS AT DIFFERENT LEVELS OF TEACHING FOREIGN LANGUAGES

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### ABSTRACT

*The article considers an urgent problem of modern methodology – the formation of speaking skills in a foreign language. Learning to speak a foreign language and the formation of speaking skills is the ultimate goal of teaching a foreign language. This is the relevance of the conducted research. The paper thoroughly examines the content of teaching speaking and examines the difficulties that arise in this complex and long process. The question of effective ways to overcome language barriers in the process of learning to speak a foreign language is interesting.*

**KEYWORDS:** *Speaking, Teaching Process, Language Barrier, Formation, Difficulties, Facilities.*

### INTRODUCTION

The main purpose of a foreign language as a subject area of education is seen in mastering the ability of students to communicate in a foreign language. We are talking about the formation of communicative competence, i.e. the ability and willingness to carry out both direct communication (speaking, listening comprehension) and indirect communication (reading with understanding of foreign texts, writing). The formation of communicative competence is the main and leading goal of training. Today it is especially popular. Experience shows that the greatest difficulties in foreign language communication a person experiences, perceiving speech by ear. However, oral communication, the role of which has now become especially significant, is impossible without understanding the interlocutor's speeches, since in the process of speech interaction everyone acts both as a speaker and as a listener. Speaking is an extremely multidimensional and complex phenomenon. Firstly, it performs the function of a means of communication in a person's life. Secondly, speaking is one of the types of human activity.

Thirdly, it is important to remember that as a result of the activity of speaking, its product arises - an utterance. Both as an activity and as a product, speaking has certain characteristics that serve as a guide in learning, because they suggest what conditions need to be created for the development of speaking, and are also criteria for evaluating learning outcomes.

Dialogue is considered to be one of the most effective means of developing and forming speaking skills in teaching foreign languages according to the rule. Many teachers have long appreciated the wide possibilities combined with minimal time and objectivity of results. A unique predisposition to speech, the plasticity of the natural mechanism of speech assimilation, as well as a certain independence of this mechanism from the action of hereditary factors related to belonging to a particular nationality - all this gives the learner the opportunity, under appropriate conditions, to successfully master a foreign language. With age, this ability gradually fades. Therefore, any attempts to teach a second foreign language (especially in isolation from the language environment) to older learners are usually associated with a number of difficulties.

The changes in social and economic life that have recently taken place in our country have led to radical transformations in various spheres, including in the education system and, in particular, in the field of teaching and learning foreign languages. The expansion of international contacts and cooperation at all levels, entry into the world educational space, set the school the task of organizing school education at such a level that students will be able to participate in intercultural communication in the language being studied and independently improve in the foreign language-speech activity they master. Therefore, the search for ways to improve the effectiveness of teaching foreign languages has become more active in the last decade. This is the shift of the beginning of education to school childhood (elementary grades), and the use of a number of intensive methods, and the introduction of new into the traditional, as well as the recognition of the need to take into account the individual psychological characteristics of schoolchildren, individualization and differentiation of learning.

The degree of knowledge of the problem. The above topic was studied by many leading methodologists, such as: Bim I.L., Biboletova M.Z., Galskova N.D., Nikitenko Z.N., Miruld R.P., Maksimova I.R., Rogova G.V., Firdman L.M. and many others. They studied the problem of the formation of speaking skills at any particular stage of training. In this paper, the problem was investigated at all stages of foreign language teaching, starting from kindergarten to higher education.

**The aim of the article** is to determine the scientific basis and methodology for the formation of speaking skills based on the analysis of methodological literature on this topic, to collect the necessary scientific data that are directly or indirectly related to the issue under study. In addition, it is important: 1) describe and analyze early achievements in the field of teaching speaking and skill development; 2) determine the degree of applicability of sample dialogues as one of the types of training exercises in the process of learning foreign languages at a specific stage; 3) to reveal the basic concepts of the terminology of the speaking skill and its criterion of automatization.

In the course of the work, the following research **methods are used**: 1) critical analysis of scientific and methodological literature on the problem; 2) study and generalization of positive experience of teachers; 3) observation of the supervising activities of teachers and students during pedagogical practice; 4) experimental verification of composite speech tasks.

## Results and discussion

The oral speech of any literate person is quite different from written speech. It would be a mistake to think that the communicative method of learning English is intended only for a light small talk. Those who want to be a professional in a particular field regularly read publications on their subject in a foreign language. Having a large vocabulary, they easily navigate in a foreign text, but it costs them enormous efforts to maintain a conversation with a foreign colleague on the same topic.

The communicative method of learning English is designed, first of all, to remove the fear of communication. A person armed with a standard set of grammatical constructions and a vocabulary of 600-1000 words will easily find a common language in an unfamiliar country. The main purpose of this method of learning English is to teach the student to speak English fluently first, and then to think in it. It is also important that mechanical reproducing exercises are also absent: their place is taken by game situations, work with a partner, tasks for finding errors, comparisons and comparisons that connect not only memory, but also logic, the ability to think analytically and figuratively. English textbooks often contain excerpts from the English-English dictionary. The whole complex of techniques helps to create an English-speaking environment in which students should "function": read, communicate, participate in role-playing games, express their thoughts, draw conclusions in English. English is very closely intertwined with the cultural characteristics of the country, therefore, the courses certainly include a country-specific aspect. The British consider it necessary to give a person the opportunity to easily navigate the multicultural world, and this is easily done with the help of such a powerful unifying factor as English.

This is followed by work with the English text (the presentation characteristic of English textbooks is small numbered paragraphs), and reading is also diverse (scan reading, reading for gist, summary reading, etc.). Work on the text is usually preceded by classes in pairs, answers to questions in English, filling in tables. All this orients the student well to the perception of subsequent information, stimulates interest in reading in English. An English lesson usually ends with an audio part, which is also preceded by various exercises that make it easier to perceive new material.

So, if we summarize, or, to put it in English, make a summary, British methods of learning English have a number of distinctive features. Most of them are developed based on the integration of traditional and modern teaching methods. Differentiation by age groups and a multi-level approach make it possible to develop an individual human personality, affect its worldview, value system, self-identification, and ability to think. Simply put, the individual approach, which is now popular, is put at the forefront. Without exception, all British methods of learning English are aimed at developing four language skills: reading, writing, speaking and listening.

At the same time, great emphasis is placed on the use of audio, video and interactive resources. Due to the variety of methodological techniques, among which language technologies occupy one of the leading places, British English courses contribute to the formation of skills necessary for a person in modern business life (the ability to make a report, make presentations, conduct correspondence). The undeniable "advantages" of authentic material, great attention to stylistics,

the desire to teach "situational" and "live" English through "life" examples of semi-real characters.

### **Useful tips for the formation of speaking skills**

Practice your language wherever you can. Any practice is good - whether to tell you who is a native English speaker or not.

It is important to build your trust. If possible, use simple sentence structures that you know are correct so that you can focus on your rightness.

Try experimenting with what you know. Use words and phrases that you know in new situations. Native English speakers are likely to correct you if you use words and grammar incorrectly. Experimenting with the dictionary is also a good way to get feedback.

Try to answer what people are telling you. You can often get a clue to what people are thinking by looking at their body language. React to them naturally.

Try not to translate in your native language. It will take too much time and make you more reserved.

If you have forgotten the words, try to get out of the situation and 'fill in' the conversation. This is better than maintaining complete silence.

Don't talk too fast! It is important to use a natural rhythm when speaking English, but if you speak too fast, it will be difficult.

Try to relax when you talk. When you speak English at a normal speed, you will discover the connection between the words, and it will happen automatically.

Try to speak more confidently. Don't be shy to say - the more you do it, the more confident you will become. Remember to be polite – use "please" and "thank you".

Speech-thinking activity - a single process of generating speech and thought - forms the material basis of communication. Mastering the basics of communication by students is the main practical goal of teaching foreign languages at school. This leads to the need for a deep study of speech thinking and the search for its possible implementation.

When teaching speaking at the initial stage, the teacher must clearly understand what the final result he wants to get. The final speech product of speaking will be a message about yourself, about your friend, your family. The speech situations created in the lessons help in this task.

The exercises of speech activity at the middle stage of training include educational situations, speech exercises, games, including role-playing, conversations on topics related to the interests of children, their life experience, and the immediate environment. The educational situation should be, if possible, adequate to the real situation of communication, extremely clear to students, should stimulate the motivation of learning, arouse students' interest in the task. The task of a foreign language teacher is to ensure the active activity of each student throughout the lesson, maximizing the speaking time of each student. The group form of work allows to realize this task. It also contributes to the formation of skills and abilities of independent work, students in mastering a foreign language.

Senior classes are a qualitatively new stage in mastering oral speech, which forces the use of new techniques aimed at the creative use of language material. These techniques are carried out on the basis of the existing teaching complex, with the involvement of additional materials: oral language manuals, adapted books for reading in English, magazines "Foreign languages at school", "Club", "Clockwork", "Class out".

Speaking is a speech activity, it has specific features.

- 1) Motivation - a person, as a rule, speaks because he has a motive for this. The basis of communicative motivation is the need of two types: the need for communication as such, characteristic of a person as a social being; the need to commit this particular speech act, the need to "intervene" in this speech situation. The first type can be called general communicative motivation, the second is situational motivation, the level of which is determined by how we teach, i.e. how we create speech situations, how we use material, techniques, etc.
- 2) Activity - speaking is always an active process, because it shows the attitude of the speakers to the surrounding reality, but not only when a person speaks, but also when listening to the interlocutor (internal activity). It is activity that ensures the initiative speech behavior of the interlocutor, which is so important to achieve the goal of communication.
- 3) Purposefulness - any statement pursues some goal: to convince the interlocutor, to support, to anger, etc. Such goals can be called communicative tasks. Behind each of the communicative tasks that arise in individual speech situations, there is a common goal of speaking as an activity: influencing the interlocutor in the sense of changing his behavior (verbal or non-verbal).
- 4) Connection with activity - speaking is largely dependent on the general activity of a person. Firstly, the content aspect of speaking is completely determined by the spheres of human activity. Secondly, the need, say, to convince someone arises only if the situation that caused such a task is a consequence or subject of events in which the interlocutor is involved.
- 5) Communication with the communicative function of thinking - mental activity is aimed at performing a speech act, subordinated to it.
- 6) Connection with personality - speaking is largely conditioned by the components of personality. Personality is always individual, and manifests itself in communication. The development of speaking should take place in conditions of maximum connection of all spheres of consciousness, all components of personality, which is what the communicative method strives for.
- 7) Situateness - it manifests itself in the correlation of speech units with the main components of the communication process. Thus, any speech unit uttered by one interlocutor can affect the further course of communication development, if it meaningfully "fits" into the context of the other interlocutor's activity. This speech unit can change the communicative task and influence motivation. When a speech unit is unable to "promote" a speech situation, it is non-situational, does not cause a reaction from the interlocutor.
- 8) Speech activity cannot be fully memorized and predicted. Such unpredictability is a heuristic. Communication situations are constantly changing, their options are numerous, and the speaker must be ready to work in such constantly changing conditions.

9) Independence.

10) Temp.

All the qualities of speaking as an activity provide the conditions for creating a speech product (utterance of any level), which also has certain qualities: structurality, logic, informativeness, expressiveness, productivity. The communicative method is based on the fact that the learning process is a model of the communication process. Like any model, the learning process is simplified in some aspects compared to the real communication process, but it is adequate to it in basic parameters. The methodological significance of this adequacy is explained by two main factors:

1) the phenomenon of transference, which is provided by awareness of the adequacy of learning conditions and conditions for the application of learning outcomes;

2) the phenomenon of motivation, which is provided by how fully the nature of communication is modeled in the learning process.

### CONCLUSION

Everyone knows that there are 4 ways to learn a language, these are listening, speaking, reading and writing. All of them together allow the student to achieve good results in language learning. When learning English, listening (listening) can noticeably improve speaking skills. Despite the fact that this is the very first of the skills, it is neither the simplest nor meaningless. We must learn to hear different English and must listen to it constantly if we want to understand the language well and speak it correctly, fluently and meaningfully. It would be a mistake to think that the communicative method of learning English is intended only for light small talk. Those who want to be a professional in a particular field regularly read publications on their subject in English. Having a large vocabulary, they easily navigate the English text, but it costs them enormous efforts to maintain a conversation with a foreign colleague on the same topic. The communicative method of learning English is designed, first of all, to remove the fear of communication.

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