

IMPROVING THE SPEAKING ABILITY IN ENGLISH: THE STUDENTS' PERSPECTIVE

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ABSTRACT

This article is about improving the ability of speaking in English and the students' perspective on it. There are several different kinds of methods which can be fruitful in developing students' oral skills. Most essential methods are discussed in this article.

KEYWORDS: *Speaking, Oral Skills, Methods, Focal Factor, Perspective*

INTRODUCTION

The principal focal factor of the research about used to be aware of English as a challenge and as a language, the nice of the textbooks, probabilities of listening to excellent English with proper/correct pronunciation and to excessive slight that more than a few exercises/activities, i.e. seminars, crew discussions and debates competitions, etc. have been commonly being arranged or not. The learn about was once as soon as descriptive in nature. The researchers chosen 20 students from young adults in a personal academic center studying at the first 3 months and the other time degree thru stratified random sampling procedure. The data used to be accumulated with the aid of a questionnaire having alternate items. The questionnaire used to be as soon as designed with the resource of consulting experts in the concerned field. It was once tabulated in the structure of counting frequencies and then analyzed thru percentages. The imperative findings of the find out about were: by means of using teaching English as a problem to the school students and no longer as a language provide vent to rote reminiscence only to pass by the examination out of burden. Enough time is now not given to a wide variety of workouts and chances for the improvement of speaking ability. Students additionally complained of scolding, and discouraging with the aid of their instructors for no longer speaking correctly. Although the instructors and college students are equally responsible for the terrible speaker functionality yet the instructors are extra responsible with the aid of having the professional know-how and skills. To improve the speaker ability, more stress on the great of books at the fundamental level, ample time given to talking and phonetic drills of students.

Quaid-e Azam in his message to the educational conference in 1948 that English has a vacated French as the leader language within three or four decades has recently the basic English has appeared Namely it may enlarge its domination furthermore, besides depending on only motives.

Communication skills and can soon catch the eyes of an authority to award him a higher position or responsibility in order to increase his self-esteem and reputation. Speech is the prime means of communication and the structure of the society itself would be substantially different if we had failed to develop communication through speech. To develop oral communication, information gap activities are suggested. Information gap activities have the scope of integrating all the four skills. If all the language production of the student is controlled from outside, he will hardly be able to transfer his knowledge from a language learning situation to a language using situation (Bygate, M. 2003 [1]). Students who repeated two tasks, having first performed them ten weeks earlier completed them more fluently and with greater complexity on the second occasion because of a shift from conceptualization towards that of formulation (Carnegie D, 1962 [2]). The teacher can facilitate language acquisition through problem solving activities and tasks which ensure learner participation and interaction naturally (Aslam, M. 2003 [3]). But for improving speaking abilities' purpose the knowledge of Phonetics is necessary for a teacher of English to correct students' mistakes and to help them in differentiation of English sounds and the mother tongue. A person of recognized taste and culture can make us differentiate among stress, rhythm, intonation and pitch. Now certain teachers are alien to the notion of recently developed language techniques. This situation is prevalent in almost 60 Govt. colleges in N.W.F.P., Pakistan (Aurangzeb, 1992 [4]). The teachers who have completed courses such as TOEFL and DIPTEIL can better decide whether a certain activity/exercise is appropriate or not (Fayyaz, M. 1992 [5]). It is a fact that it is impossible to conceive of a person being communicatively competent without being linguistically competent. In order for communication to be successful, learners need to know the appropriate social conventions (Hedge, T., 2008 [6]). Working in groups is important but many students comment that they find working in groups difficult because they can never think of intelligent things to say, they can never contribute idea to the group. Most importantly, how teachers work with boys and girls, how they motivate speech activities, and relate them to their personal interests and on-going life of the school day, are vital factors for the improvement of speech (The Commission on English Curriculum, 2009) [7]. The study in hand is very much significant for the improvement of speaking ability in English. The students and teachers will be able to know about the strategies and activities for the promotion of speaking ability from different aspects and angles.

Methods

Uses all different methodologies in language learning, and the goal is the same. to teach a learner a foreign language easily. The results of scientific literature analysis have shown that the most widely used methods in teaching foreign language in modern educational practice can be identified as: the method of project [11,12], case studies [13,14], ICT [15–19], brainstorming [20,21], the role-playing method [22,23], tandem [24,25], extensive reading [26], the method of podcasts [27,28], the associative method [29,30] training in collaboration or cooperative learning, collaborative learning [31,32], sliding [33], the method of contrastive linguistics [34], discussions [35], dilemma [36], jigsaw reading [37], the method of theatre production [38], SCRUM [39], round table [40], peer review [41,42] mnemonics [43,44], the grammar–translation method [45], the direct method [45], the method of reading [45], the audio–lingual method [46], Dr. West's flipped learning or lipped classroom [47,48]; content and language integrated learning (CLIL) [49,50]; and the cooperative learning method [51,52]. We have developed a textbook to make it easier to improve speaking in English, and we have tested this

on graduating students. For this, 20 students, half of them who had studied German and French as a foreign language from the school were selected. They did not study English during school. The textbook was enriched with grammar, new words, sample answers and quiz questions, and included explanations and methodologies from beginner to pre intermediate level. the goal is differences and similarities in English learning skills in two categories of knowledge holders (1- have a base in English, 2- who know German and French). The research continued within 4 months together with professional English teachers who have at least eight international language certificate.

Results

The result is better than we expected. In the early days of the methodology, there were many difficulties in the speaking process due to the lack of skill in English-speaking learners, although it was not difficult to adapt to the natural English environment. 6 out of 10 students were active during the lesson. 2 students are good. however, 2 students showed apathy and lack of interest in lessons. it follows that a 100 per cent satisfactory result cannot be achieved by any methodology. It is not his or the teacher's fault that the student's misunderstanding increases during the lesson and attendance decreases. Different methods are followed for each person. Moreover, a group of 10 students learning a second other language (German, French) initially felt panic when entering the English environment, likewise, they came cross pronunciation difficulties, notwithstanding, they witnessed significant similarities between these languages and tried to learn English quickly. Among them 5 excellent results, 3 good and 2 average results were observed. The researchers 'speech began to come out after 1 and a half months. More practice and an abundance of vocabulary for speaking skills will serve as the key to a good result. due to the activity of the students in the classroom and the effective teaching aids, different speaking skills were developed in the students during the 3 months allocated for the study. fortunately, there were no bad results here.

CONCLUSION

While learning to speak is a painful point for many students, there are several appropriate guidelines and approaches to solving these types of problems. if the student uses materials that are appropriate to him and are not above or below his level, he can achieve a good result and interest in science at the same time. the purpose of this article is to illustrate ways in which students can correct mistakes made during speech output and achieve the expected outcome early and effectively.

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