

MODERN METHODS AND TECHNOLOGIES USED IN TEACHING ENGLISH SPEAKING

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Abstract: This article discusses teaching strategies for speaking in English, the system of exercises, and modern technologies, speech and conversation forms, the general classification of monologues, dialogues, and polyglots, the typological challenges in teaching speaking, communication, language acquisition, attention-span, creativity, innovation, artistic and cultural connections, self-management, decisiveness, perseverance, decision-making skills, and adaptability among students in higher education.

Key words: Speaking, receptive speech, reproductive speech, dialogic speech, monologic speech, teaching mechanism for speaking, motivation, ability to concentrate attention, consistency, ability to create novelty.

Annotatsiya: Ushbu maqolada ingliz tilida gapirishni o'rgatish strategiyalari, undagi mashqlar tizimi va zamonaviy texnologiyalar, nutq va muloqot shakllari, monolog, dialog va poliglottlarning umumiy tasnifi, gapirishni o'rgatishdagi tipologik qiyinchiliklar haqida so'z boradi, oliy ta'limda talabalar o'rtasida muloqot, qobiliyat, tilni egallash, diqqatni jamlay olish qobiliyati, ijodkorlik, yangilik yaratish qobiliyati, badiiy va madaniy aloqalar, o'z-o'zini boshqarish, qat'iyatlilik, tashabbuskorlik, qaror qabul qilish qobiliyati va moslashuvchanligi yoritiladi.

Kalit so'zlar: Gapirish, retseptiv nutq, reproduktiv nutq, dialogik nutq, monologik nutq, gapirishga o'rgatish mexanizmi, motivatsiya, diqqatni jamlay olish qobiliyati, qat'iyatlilik, yangilik yaratish qobiliyati.

Аннотация: В данной статье говорится о стратегиях обучения говорению на английском языке, системе упражнений и современных технологиях, формах речи и общения, общей классификации монологов, диалогов и полиглотов, типологических трудностях обучения говорению, обсуждаются общение, способности, овладение языком, концентрация, творчество, новаторство, художественное и культурное общение, самоуправление, настойчивость, инициативность, принятие решений студентов высших учебных заведений. Выделены способности и гибкость.

Ключевые слова: Речь, рецептивная речь, репродуктивная речь, диалогическая речь, монологическая речь, механизм обучения говорению,

мотивация, способность концентрировать внимание, последовательность, способность создавать новизну.

Speaking is closely linked to other forms of verbal activities. A student's ability to comprehend spoken language affects their speaking proficiency - understanding content is crucial for providing meaningful responses. Reading is closely intertwined with speaking, as students express ideas they have read and utilize information while speaking. The more one reads, the more knowledge they have to draw upon during speaking tasks. Writing serves as a way for students to convey information from reading, listening, and speaking. It reinforces speaking skills by helping retain information. Thus, speaking is interconnected with various verbal activities that involve the use of language features such as vocabulary, grammar, and pronunciation to convey ideas. The importance of contemplating before speaking is emphasized, highlighting the cognitive process of idea formation before verbal expression. Speaking fluency involves utilizing language elements and expressing ideas effectively, demonstrating a speaking skill. Speaking in a foreign language comprises three stages - prompting the need to articulate an idea through language means, followed by the intention to communicate, which involves providing information, answering questions, or carrying out non-verbal actions. Memory, analysis, synthesis, and action are vital components of the speaking process, with links between various language elements being crucial. Pronunciation differences in words with similar meanings (e.g., see-sea, two-too) or opposite meanings (e.g., big-large) are noted, with speakers relying on prepared language units stored in memory for speaking tasks.

The development of speaking skills consists of various sub-competencies. These small skills include pronunciation, grammar, and vocabulary. Developing speaking abilities depends on correctly utilizing the tasks and exercises given in the lesson.

Before presenting the necessary tasks and exercises, let's briefly explain two terms. The term "task" indicates solving communicative problems in various situations. Tasks perform the entry task for independent work and offer various methods for implementation. On the other hand, exercises are designed to address issues that can be solved through repetition and consolidation. Linguistic and situational phenomena are primarily presented separately, which provides a measurable feature to exercises. There is no single typology for speaking skills exercises. Typically, communicative exercises are presented in didactic and methodological guides. The general structure or division is difficult because teachers and students have different requirements. It is possible to create, for example, a physical exercise typology based on skill levels. Then we have tasks and exercises for changeable, diverse, and ultimately free speaking. If speaking requires a separation of dialogic and monologic speech, typologies of tasks

and exercises providing for the development of monologic and dialogic speech are the results. Another typology of exercises proposed by several authors includes:

- tasks and exercises preparing for speaking,
- tasks and exercises strengthening speaking,
- tasks and exercises creating speaking,
- tasks and exercises simulating speaking and approaching real conversation.

Speaking is one of the most important skills to develop in English language lessons. It is through speaking that students are able to communicate and express themselves effectively. Teaching speaking in English lessons can be challenging, but with the right approach and techniques, students can become more confident and fluent speakers.

•One of the key aspects of teaching speaking is creating a supportive and encouraging environment for students. It is important for teachers to create a safe space where students feel comfortable speaking and making mistakes. This can be done through icebreaker activities, group discussions, and role-playing exercises.

•Another important aspect of teaching speaking is providing students with ample opportunities to practice speaking. This can be done through pair work, group work, and class presentations. By giving students plenty of opportunities to speak, they will become more confident and proficient in expressing themselves in English.

•It is also important for teachers to provide students with feedback on their speaking skills. This can be done through verbal feedback during class discussions, written feedback on assignments, and one-on-one feedback sessions. By providing constructive feedback, students can improve their speaking skills and become more aware of their strengths and areas for improvement.

•In addition to providing feedback, teachers can also incorporate speaking activities that focus on specific language skills, such as pronunciation, intonation, and vocabulary. By focusing on these specific skills, students can improve their overall speaking proficiency and become more fluent speakers.

In addition, speaking is a complex activity that involves psychological and physical processes. As a teacher, it is essential to develop processes for students to rethink the language. They should first be informed about the speech. In the classroom, there should always be time and space created for conversation. Students should be accustomed to conversations and discussions, forming a natural order for accepting them, as dialogues in textbooks present conversations in an artificial form. Students should not be pressured into speaking without making mistakes. As a teacher, students should be encouraged to speak freely without constraints of fear and hesitation. Therefore, positive opinions should always be expressed, and students should be encouraged. Expressing free opinions in discussions, accepting translations in class,

creates real communication, improves teacher-student relationships, and creates a positive working environment.

In developing conversation skills in the classroom, it is essential to frequently conduct oral tests. Vocabulary and grammar should not be tested in written form but, on the contrary, should be tested in a conversational task. There is no single typology of exercises for developing speaking abilities. The range of speech tools should be wide and diverse, and students should always possess ready-made phrases. As a result, they can find their way even in challenging conversational situations. It is pertinent to conduct simulation and developmental exercises appropriately for active groups.

Conclusion

In conclusion, speaking is intricately linked with other forms of language activities. As much as a student has developed their listening comprehension skills, their speaking ability will also progress swiftly. Without understanding and accepting the content, it becomes challenging to provide information. Reading and speaking are interconnected. Through reading, a student acquires knowledge and subsequently expresses it through speaking. The more one reads, the more knowledge is accumulated for speaking. Reading and speaking are considered as sources of information accumulation. A student expresses their acquired knowledge, heard, read, and spoken materials through writing. Writing also aids in retaining speaking knowledge and material. Therefore, speaking activity is interdependent with other language activities. Speaking involves using lexical, grammatical, and pronunciation phenomena in a particular language to explain a thought. It is not just about thinking and then speaking – the thinking process is shown in the "think" part, while the speech movement sense (or "expression" through the analyzer) is highlighted in the "speak" part.

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