THE IMPORTANCE OF SPEAKING IN LANGUAGE LEARNING

Alaudinova Dilnoza Rustam kizi
Doctor of philosophy on pedagogical sciences, PhD, Termez state university, Uzbekistan

Po'latova Sarvinoz Ismailovna
Master student of Termez Economy and Service university, Uzbekistan

ABOUT ARTICLE

Abstract: Today the theory and practice of language and culture attracts more and more scholars, it has become evident that the investigation of its problems requires expertise from the different points of view of various areas of linguistics.

INTRODUCTION

There are reasonable grounds for supposing that only studying a foreign language, without supplying some cultural awareness is not enough to provide for mutual benefit in the international relationships. This foundation serves as a starting point for the origin of a new science.

On the process of teaching this final qualification paper, our president's works and their decisions about teaching English lessons at schools, have been taken into consideration. Every society's future is valued by it's education system and development. Nowadays, reforming and developing our country's regular education   system is getting raised as a new system. Especially, learning foreign languages are of great importance nowadays1.

From 2016-2017 academic year special topics, especially technical and international specialists, at higher educational establishments will be conducted in foreign languages. The document said that

Republican Targeted Book Fund under Ministry of Finance of Uzbekistan will provide pupils and teachers of general, secondary, special and professional educational institutions with manuals and

methodical complex for free of charge

The primary aim of the investigation is to prove that the language stands into the close contact with culture and history. Consequently their synchronic research would be very useful for language education.

On my research process I learned more about speaking. Also it was interesting. My research paper consists of two chapters, in the first I wrote about the importance of speaking on the second chapter I wrote about approaches and different methods of speaking.

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To help students develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output. Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

 Language input may be content oriented or form oriented.

Content-oriented input focuses on information, whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

 Form-oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence). In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening

proficiency and also on the situation. For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language.

Structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced.

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. textbook exercises also often make good structured output practice activities. In communicative output, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message2.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies -- using minimal responses, recognizing scripts, and using language to talk about language -- that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors help students learn to speak so that the students can use speaking to learn.

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of

exchanges. Such responses can be especially useful for beginners. Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated. Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain3. Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. By encouraging students to use clarification phrases in class when misunderstanding occurs, and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

REFERENCES

1. Andress A. "The distance of time and translation." 1965 (32p)
2. А.А. Миролюбов, И. В. Раҳманов, Б.С. Сетлин. Ўрта мактабларда чет тиллар ўқитишнинг умумий методикаси.- Тошкент,1974. (14p)
3. Жалолов Ж.Ж. Чет тили ўқитиш методикаси – Тошкент,1996. (23p)
4. Жалолов Ж. Ж. English. 9- синф учун инглиз тили дарслиги.- Т.,Ўқитувчи, 1998. (44p)
5. Alaudinova D. R. Pedagogical Practice-Test Results Assessment Criteria, Quantity And Quality Multiplier Analysis //Экономика и социум. – 2022. – №. 8 (99). – С. 7-10.
6. Rustamovna A. D. Technology Of Teaching Languages //JournalNX. – 2020. – С. 180-183.

7. Усмонова М., Алаудинова Д. Р. ЯЗЫК ПЕДАГОГИЧЕСКОЙ ПРОФИЛАКТИКИ ИННОВАЦИОННОЙ ДЕЯТЕЛЬНОСТИ //Academic research in educational sciences. – 2021. – Т. 2. – №. 7. – С. 161-165.