

# EFFECTIVE METHODS FOR TEACHING SPOKEN ENGLISH

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## Abstract

The State General Education Standard of the Republic of Uzbekistan asserts that "the primary objective of foreign language instruction is to facilitate students' acquisition of basic communication skills in a foreign language." In contemporary market conditions, proficiency in a foreign language, particularly English, and the ability to communicate effectively in it have become essential aspects of modern existence. Consequently, there is an increasing necessity to vary and enhance diverse methodological approaches in the instruction of foreign languages to the younger generation.

**Keywords:** emergence, languages, implementation, visualization, hypertext, extensively, regulatory, etiquette, graphical images

## Аннотация

Государственный образовательный стандарт общего образования Республики Узбекистан утверждает, что «основная цель обучения иностранным языкам заключается в содействии овладению учащимися базовыми навыками общения на иностранном языке». В современных рыночных условиях владение иностранным языком, особенно английским, и способность эффективно общаться на нем стали важнейшими аспектами современной жизни. Следовательно, существует растущая необходимость разнообразить и улучшить различные методические подходы в обучении иностранным языкам молодого поколения.

**Ключевые слова:** возникновение, языки, внедрение, визуализация, гипертекст, обширно, регуляторный, этикет, графические изображения.

The English language is a highly developed global language, recognized for its aesthetic appeal, expressiveness, purity, and extensive vocabulary. Verbal communication is essential in human contact. The efficacy of the pedagogical approach employed for teaching spoken English is contingent upon the knowledge, abilities, and expertise that a student has attained in linguistic communication. Instruction in speaking occurs in both monologue and dialogue formats. The speaking skills in these forms are dictated by their communicative roles, including informative, regulatory, etiquette, and emotional-control dimensions. The foreign language course for basic secondary education is structured to prepare students for general secondary education, conforming to the Common European Framework of Reference for Languages (CEFR) at level A1. Oral proficiency in foreign language instruction can be enhanced by activities such as games, question-and-answer exercises, poetry completion, text construction from images, and the utilization of flashcards. The primary research sources for this study encompass philosophy, psychology, linguistics, pedagogical literature, methodological texts, and the practical experiences of distinguished educators. The employed research methods encompass observation, analysis and synthesis of educators' work practices, the evolution of spoken language, and the examination of students' oral answers and written assignments. The recent advent of multimedia, hypertext, network, and communication information technologies has created significant prospects for efficient foreign language instruction. Multimedia technologies facilitate the integration of written materials, graphical pictures, audio, and video to augment learning.

Techniques employed in English instruction to enhance students' linguistic competencies, cultivate knowledge and practical skills, and elevate their engagement and participation in speaking encompass the following:

**Oral approach** - employed to establish knowledge grounded on theory and facts, reinforce assignments, review new teachings, and reiterate rules.

**Visual methodology** – employed to enhance observational abilities, captivate students' interest in the subject, and elucidate knowledge via visual aids.

**Practical methodology** – employed to cultivate practical skills and habits, execute hands-on activities related to the subject, and evaluate students' mastery of the material.

The game method enhances students' engagement in lessons, boosts their participation, and cultivates their speaking abilities.

Utilizing these strategies effectively instructs pupils on theoretical concepts and ideas, aiding them in mastering diverse tasks and exercises. In instructing oral communication, it is essential to establish a correlation between dialogue and monologue forms, regarding both structure and content. This connection pertains to the student's comprehensive grasp of the subject matter, alongside a robust engagement with textual materials and oral communication. During the preliminary phase of education, particular emphasis must be placed on quiet reading. Furthermore, diverse exercises can be arranged to enhance students' speaking proficiency in English. Students must intentionally use rules and concepts in practice rather than merely memorizing them. Theoretical knowledge can be augmented by diverse exercises. For example, the subsequent exercises may be assigned when engaging with a particular text: Reading the text accurately, preserving the appropriate intonation.

Comprehending the material.

Condensing information utilizing essential terms.

Creating an illustration and articulating its message based on comprehension.

Another category of exercise is instructing speaking skills. In dialogues, students should be capable of executing basic acts such as posing and responding to inquiries, making requests, providing directions, and similar tasks. Students must be capable of synthesizing disparate elements into a cohesive scenario. They ought to be capable of posing particular inquiries, responding to diverse questions, and articulating assent or dissent. Enhancing the tempo of pupils' speech is crucial, and each student ought to articulate a minimum of two lines during their discourse. An often employed language exercise by contemporary educators is the "Warming up" activity: "Do you know?" What is located near the Capitol? What is located

adjacent to the Houses of Parliament? What are your preferences for attractions in Washington D.C.? What do you wish to observe in London? The objective of language exercises is to cultivate interest in the lesson. The teacher's cordial tone, well-prepared inquiries, and meticulous task organization establish a positive rapport between the educator and the student, thus improving the lesson's effectiveness. Generally, following the reading, an explanation is provided, and tasks are completed. It culminates with communication techniques. Discussions facilitate the advancement of children's logical reasoning, language acquisition, and decision-making skills. To enhance pupils' English-speaking abilities, it is essential to exhibit the proper speaking model. To enhance a student's speaking abilities, activities include instructing on accurate pronunciation of words and phrases, ensuring vocal clarity during recitations, responding to inquiries, teaching appropriate speech, posing questions, and facilitating the initiation, continuation, and conclusion of conversations. Additionally, tasks such as summarizing the substance of a specified text, accurately constructing speech patterns, and engaging in dialogues through interviews are extensively utilized. When such work is conducted extensively, the student's speaking skills enhance and progress daily. To enhance a student's speaking abilities, activities such as engaging in discussions utilizing acquired vocabulary, articulating comprehension of texts, delivering prompt and precise responses to inquiries, narrating stories from images, formulating questions relevant to various contexts, and constructing sentences based on a framework are crucial. To achieve proficiency in reading capabilities, tasks are rendered more intricate at an intermediate to advanced level, facilitating the execution of numerous actions. Consequently, engaging with texts is crucial for understanding spoken language.

Language learners should be instructed to orally retell a text by responding to written inquiries, devising plans, assigning topics to specific images, formulating sentences based on the images, articulating their thoughts and engaging activities, and employing various methods and technologies to enhance oral communication skills. Reading extensive books is not only essential but also necessitates comprehending their substance through

imagery and articulating the insights gained from the text. Furthermore, pupils must be instructed in independently crafting narratives, employing proverbs and sayings pertinent to the text, and enhancing their speaking abilities. Engaging with and comprehending mass communication products (such as newspapers, magazine articles, and television news) while actively participating in debates to enhance abilities are vital activities. The primary objective is to instruct students in articulating their thoughts eloquently in literary language during conversations, and debates, and while evaluating the themes and concepts of novels and essays, as well as in character descriptions derived from the selected passages. The subsequent sentence may serve as an illustration: My acquaintance Bill is a geologist. Does not remain in town during spring and summer. He undertakes expeditions. He resides in a tent and prepares his own food. He believes he is an exceptional cook and, upon returning to town, endeavours to instruct his wife and mother-in-law in the culinary arts. He asserts to everyone that canned beef and porridge are the superior foods. In his view, his wife dedicates excessive time to cooking. He prohibits her from being in the kitchen. Neither his wife nor his mother-in-law contradicts him, as he seldom remains at home for extended periods. Upon his departure, his children express sorrow at the separation, however, they are pleased that their grandmother will resume preparing their meals.

Recently, a prevalent way is the "Brainstorming" technique, which entails constructing a cohesive narrative through the utilization of illustrated symbols and narration. The "Brainstorming" technique comprises two methodologies. This approach can be implemented in English language instruction as outlined below:

- Characterize the manner of verbal expression: whisper, cry, shout, yell, mutter.
- Enumerate as many items as possible that are
- What methods of travel can you enumerate?
- What would happen if you were trapped in an avalanche?What if tobacco had not been introduced to Europe?

During the session, one may incorporate songs sourced from the Internet, along with intriguing brief facts about the song, musical notation, and relevant

words. The song's lyrics should be printed and disseminated among the students. For instance:

“Twinkle, twinkle little star,” “If you’re happy,” “Spring is green.” “Spring is verdant” completes the song: Spring is green.

**Is luminous. Summer is**

**It is autumn, characterized by yellow hues.**

**Is devoid of colour. Winter is**

Presently, several options exist to acquire English language skills (by auditory and visual means) through educational films, audio recordings, and various other resources. Audio recordings and movies produced by international specialists are readily accessible. To enhance listening abilities, certain audio recordings and video workouts are required. In this context, auditory and visual engagement with texts is crucial. It is advisable to commence auditory learning by engaging in in-person listening and speaking exercises. In classroom instruction, the teacher's discourse, the video presentation, and the teacher's reading exemplify effective models for the learner. Given that instructing oral communication is regarded as the most challenging facet of foreign language education, the primary objective is to enable pupils to comprehend auditory information. The primary approaches for assessing understanding involve visual imagery and textual replies. The initial job in teaching using images is to select an appropriate image corresponding to the spoken phrase, conversation, text, or narrative, followed by recognizing the discrepancies between the auditory material and the image.

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