

HOW TO USE SPEAKING ACTIVITIES EFFECTIVELY IN ENGLISH CLASSES AT SCHOOLS

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ABSTRACT

The article discusses the various conditions under which infants and older learners improve their speaking skills. We will see the facilities or difficulties in both cases in order to focus on the possibilities of adults to high level of speaking ability. Additionally, in order to improve learners speaking ability the role of teachers is so essential at school.

Key words: *speaking skills, debates, oral communications, teaching strategies.*

АННОТАЦИЯ

В статье обсуждаются различные обстоятельства, при которых младенцы и взрослые учащиеся улучшают навыки говорения. Мы увидим возможности или трудности в обоих случаях, чтобы сосредоточиться на возможностях взрослых на высоком уровне разговорной речи. Кроме того, для улучшения разговорной речи учащихся в школе очень важна роль учителей.

Ключевые слова: *навыки говорения, дебаты, устное общение, стратегии обучения.*

INTRODUCTION

Nowadays learning languages plays so significant role in our life among people especially youngster because of modern technology, interest of working abroad countries to earn money. That's way, in education system English is the most crucial and compulsory subject at school. There are 4 skills to learn every language which are speaking, listening, writing, reading. However, every language has own some difficulties to develop skills. Occasionally, grammar rules are detrimental, sometimes speaking is problem to improve for everyon. The ability to speak confidently and fluently is something which children will develop during their time at school, and something that will help them throughout their life.

Speaking skills are defined as the skills which allow us to communicate effectively. They give us the ability to convey information verbally and in a way that the listener can understand.

Children will learn English speaking skills as well as speaking skills in other languages, in primary and secondary school. Learning how to develop English speaking skills is so important for ESL students and EAL students too. It's one of the

most important parts of language learning as speaking is how we tend to communicate in everyday life.

Speaking is an interactive process where information is shared, and if necessary, acted upon by the listener. So, it's important to develop both speaking and listening skills in order to communicate effectively.

According to Shohib (2012) speaking is one of the skills that has to be mastered by students in learning English. Speaking is an important tool for communication. Shohib defines speaking as the skill that the students will be judged upon most in real-life situations. It is an important part of everyday interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively.

Hadi (2011), said that speaking refers to the act of expressing thought, ideas and feelings by using audible symbol or visible bodily action so that we can expect listeners to understand the meaning of the message that we convey. The speaker can ask questions, answer questions, influence others, give directions, and generalization.

According to Brown (2001) speaking is a communicative process of creating meaning that involves receiving, producing and processing information. Teaching speaking is a way for students to express their opinions and ideas. It is used to interact with other people in any situation.

It can be said that in English language to speak accurately be claimed responsibility for everyone. This include numerous basic tasks from learners such as improving vocabulary building, developing grammar rules, doing more and more practices than the before. It is obvious that teachers methods during lesson to teach language for student so beneficial and important. In this article, I will explain how can improve speaking skills and attitude of students in the classroom with English teachers.

METHODOLOGY

Interviews

There are several ways to improve speaking skills during lessons. For instance: **interviews** are so beneficial way to develop speaking at the lesson.

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the

class. Moreover, students can interview each other and "introduce" his or her partner to the class.

DISCUSSION

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

Information Gap

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling.

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the classroom.

Story Completion

This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

Playing Cards

In this game, students should form groups of four. Each suit will represent a topic.

For instance:

- **Diamonds:** Earning money
- **Hearts:** Love and relationships
- **Spades:** An unforgettable memory
- **Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group.

For

example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

Describe picture

Another way to make **use of pictures** in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

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Make short stories a part of the class

Young students usually find narrating and listening to stories interesting. Use this as a teaching tool. Make short stories a part of your class by encouraging your students to narrate stories in English. This helps them improve their communication

skills. This also helps you to assess your students' interactive skills and helps them improve. This helps the students improve their thinking ability.

With the advancement in technology, many interesting tools for teaching have also been developed. Explore the use of technology in the classroom and find new ways of teaching English to your students.

Children performing a play

Dramas and plays are another method to engage students in interactive learning. Ask your students to perform a play based on any story from their prescribed textbook. Let this be a group task where students get to decide their characters in the play and prepare dialogues suitable to the scenes in the play. Students learn how to make a script, how to act it out and how to organize the play. This also helps them improve their language skills.

Chain drill

In addition theme, **chain drilling** method is so beneficial way to advance speaking during English lessons. If I may explain this statement that, with asking any kind of the same questions student can manage to improve speaking skills at the lesson with teacher together. For instance, a question which "how old are you?" is given by one by each other. This method helps to learn speed new vocabulary and sentence in a short time.

The next method which is making sentence to expand speaking ability at school with teacher. For example. A teacher takes 5 or 6 students to create a new sentence in outdoor. Every student is given only one word of the sentence. After sharing and completing this process they come in to the classroom.

What makes me happy

In this method helps to improve vocabulary to speak confidently. Firstly student have to draw their a hand on their notebook and write some words and sentences which are favourite and make them happy in their life. After completing task one by one come on blackboard and talk about all of words on picture . Through this game students identify each other and also they have any kind of the best chance to speak about themselves and their dreams. When people say or think favourite items for their life it effects their good mood and also they want to speak more and more. Sometimes it is impossible to stop them. Because most of people especially children enjoy speaking about themselves. Of course it is the best way to improve speaking skills very well.

RESULT

As you know, every work has own purpose. The given methods play different roles for different levels of students. If we can choose the best for them during the

lesson, our method cannot be beneficial on time. Let's start to give explanation. I tried to use all of methods for my student. The first is story telling method is appropriate for general secondary pupils who are from ages 10 to 15. This means that about between 5 and 8 grades students are interested in it. Because they have ability to create something, and also playing games in a team or together their partners is so funny during the lesson. This method showed that in 5th grade 70- 75% students were active. Similarly, in 6th and 7th grade 80- 90% students were active. But it didn't give benefit for from 1th to 4th grade and also 10th and 11th too. Because primary education students don't have ability speak very well. Without speaking it is so boring for them. And also high school students (Age 15-17) they are so busy to enter university. They have own aim and specialize. that's way only 40 % and 50% student who are keen on learning English language participated during lesson actively.

Chain drill methods are more suitable for 3th and 5th grade students. Because it effected to improve speaking skills by 80-85%. all of student took and they were so happy during the game. at 7th grade 50-60% student were found of it.

Working with picture method are so essential, useful and also interesting method. I used this method various ways with all of grade students. The following timetable show result of methods what I practiced with my students.

Grades	Percentage %
1-4 th grade pupils	90 -95%
5-6 th grade pupils	65-70%
7-8 th grade pupils	70-80%
From 9 th to 11 th grade pupils	Different

It is clear that chain drill method is one of the good method which teachers can use all of ages student during the lesson to improve speaking skills. This helps to not only speaking , but also for listening so beneficial. Because one by one students ask one question and should memorize answers. Without paying attention to be winner impossible.

The next my experience belongs to make short stories with students together during the lesson. This method is so beneficial way for developing speaking skills. Why I say that, to make some story student have think and create new event . for speaking the essential item is idea. Without idea nobody speaks anything. It is real fact. Even though it is useful, teachers can use all of ages students. For instance, from 1 to 4th grade students can speak very well. They can only make short sentence. That's way, experiencing with them is impossible. I couldn't do any result with them. For pupils it was so boring. Because they couldn't make any story in their mother tongue (uzbek language). I can't recommend this method to use primary grades. But between 5th and 7th grade pupils tied to make story although they have no ability to speak in English well. 50% students of these grade could make story to say. Others wrote on their notebook to read stories. Reading helps to speak for students. So, during the lesson I allow some students they cannot speak to write and after writing to read. And also it is clear that this method so useful for upper secondary students. It showed 90-95% percent achievement for them.

And other method is the describe picture is useful for general secondary students (5-9th grades) and primary levels (1-4th grades)

1-4 th grades performed 50-60% interest	5-9 th grades performed 70-85% interest
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This method is so beneficial but only teachers know that working with grades they try to understand students characters and interest. There are different ways to use this methods. for exemple from 2nd grade to 6th grade adding music and dance to draw picture and after completing picture changing each other and describing is interesting. Because in these ages children are playful and funny. If teacher use this method children try to speak , think and also for drawing have to create something which is appropriate to describe. with this method teacher can manage to improve students speaking, ability to create something and listening.

Like this method there is another method “what makes me happy. In this method is so much interesting and suitable all of grades students. It is not difficult and boring. Otherwise it effects children character and attitude efficiently. Why I say that during drawing like this hand they are so amazing. After this process they try to think something makes them happy. You may believe that the process is so funny and amazing.

The diagram below shows percentage of children interest and benefit for speaking

Grades	Interest	benefit
1 st , 2 nd , 3 rd grades	100%	Around 50%
4 th grade	80%	About 55-60%
5 th , 6 th grades	70-75%	About 60%
7 th ,8 th	70-80%	About 75 above
9 th grade	55-65%	About 75-80%
10 th , 11 th grades	60-65%	About 80-85 above

From this diagram it is clear that, all of ages student interest. The lowest interest index is approximately 55%. This means teachers can use this methods during the lesson what kind of grade is taught by them.

One of other methods is find the difference. It is useful general secondary student more than others with 60-70% interest. Because to find differences are not difficult. Primary student can do it easily, but they cannot say differences in English.

The next one is discussion. This method effects from 9th to 11th grade students. To discuss something firstly, they can think widely and clearly, and also this methods presses speak better. According my experience

1. About 60% 9th grade students can do discuss any topic each other.
2. About 70% 10th grade students can discuss
3. About 80% 11th grade students can discuss

This mean that the higher grade student are, the higher result they can manage with this method.

CONCLUSION

By analyzing I came info conclusion teaching speaking is claim a lot of time. And teacher should be

- friendly during lessons
- give explanations and instructions clearly on time
- kind as a parent
- feel self-confidence
- intelligent and knowladgeable

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it

is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. With this aim, various speaking activities such as those listed above can contribute a great deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

And also teacher should choose what kind of methods are suitable different ages and levels of students. If they can not know them children cannot improve speaking skills. To do practice in numerous ways with students during the lesson is efficiently to develop speaking skills.

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