

## SOME IMPORTANT STRATEGIES IN TEACHING SPEAKING SKILLS

*Azimova Maxfuza Abdusamatovna*

*senior teacher of Tashkent University for Applied Sciences, Uzbekistan,  
[makhfuza6@icloud.com](mailto:makhfuza6@icloud.com)*

**Annotation:** Speaking is an oral communication method used to convey concepts or information to others. It is the most fundamental method that speakers can use language to express themselves. In teaching speaking skill, the teachers are expected to be able to promote students' speaking skills by employing several types of strategies and techniques such as discussion, speeches, role plays, conversation, audio taped oral dialogues journal and other accuracy-based activities.

**Key words:** receptive, productive, grasp, clarity, vocabulary, communication, prediction, fluency, accuracy.

Speaking is an essential component of teaching and learning a second language. Speaking instruction has long been underappreciated, and English language instructors have continued to teach speaking as nothing more than the memorizing of dialogues or the repetition of drills. But in the modern world, teaching speaking must aim to help students become better communicators since only then can they express themselves and learn how to adhere to the social and cultural norms that apply to every communicative situation.

One of the four English language skills that fall under the category of productive skills is speaking. It takes a variety of supporting competencies to understand this skill as previously described. They all undoubtedly blended with one another. For this reason, kids may find it challenging to acquire it at times. In order to shed light on this issue, it is essential to give theories of speaking and provide evidence for the study's conclusions. Speaking is defined as "to express or communicate opinions, feelings, ideas, etc. by or as talking" in the Oxford Advanced Dictionary . It involves the speaker's psychological, psychological (articulator), and physical stages. Speaking is the process of creating and conveying meaning through the use of both verbal and nonverbal symbols in a range of contexts.[1:p.13] According to White, another scholar, Theodore Huebner, language is fundamentally speech, and speech is fundamentally sound-based communication. Furthermore, he asserts that speaking is a talent that people utilize in everyday communication, whether in or out of the classroom. The ability is learned through a lot of practice. It is mostly a neuromuscular process rather than an intellectual one. It includes proficiency in both sending and receiving messages. [2:p.5]

Speaking is defined as "expressing ideas, opinions, or feelings to others by using words or sounds of articulation in order to inform, persuade, and entertain." This definition can be learned through the use of certain teaching and learning approaches. According to Clark and Clark, speaking is fundamentally and instrumental act. Speakers talk in order to have some effect on their listener, Brown confirms that speaking is to communicate with your listener, every decision you make in planning your speech should be made with them in mind.

Widowson described that the act of communication through speaking is commonly performed in face to face interaction and occurs as part of dialogue or other forms of verbal exchange. The aims of language teaching course are very commonly defined in terms of four language skills, listening, speaking, reading and writing. By reference to the medium, speaking and listening are said related to language expressed through the aural medium and reading and writing are said to related language expressed through the visual medium. By reference to the activity of the user, speaking and writing are said to be active or productive skills, whereas listening and reading are said to be passive skills or receptive skills. [3:p.89] It is essential to comprehend the goal of speech in order to teach speaking. Even yet, speech has the ability to convey intonations, convey emotions, respond to other people and events, and affect other people. The tool used in daily life is spoken language. In order to speak a language and convey their own meanings, students must practice creating new sentences that are appropriate for their needs. Byrne states that oral communication is a two way process between speaker and listener. Both speaker and listener have a positive function to perform. The speaker has to encode the message he wishes to convey in appropriate language while the listener has to decode or interpret the message. People put ideas into words when they speak, discussing thoughts, emotions, and goals they want other people to understand. People use speech to express information, request favors, and make commitments.[4:p.278]

Speaking is an oral communication method used to convey concepts or information to others. It is the most fundamental method that speakers can use language to express themselves. The three domains of speaking skill knowledge are explained by Burkart in another element of speaking. First, mechanical knowledge encompasses vocabulary, grammar, and pronunciation. Students that possess this knowledge are better able to pronounce words correctly and employ them in the appropriate order. Second, transaction and interaction are covered by the knowledge of functions. Students benefit from knowing when communication clarity is crucial and when exact comprehension is not. Last but not least is understanding of social and cultural norms and conventions pertaining to relative roles of participants, speaking rates, turn-taking, and the duration of pauses between speakers. Students benefit from learning how to consider who is speaking to whom, under what conditions, about what, and why. The three domains of speaking skill knowledge are explained by Burkart in another element of speaking. First, mechanical knowledge encompasses vocabulary, grammar, and pronunciation. Students that possess this knowledge are better able to pronounce words correctly and employ them in the appropriate order. Second, transaction and interaction are covered by the knowledge of functions. Students benefit from knowing when communication clarity is crucial and when exact comprehension is not. Last but not least is understanding of social and cultural norms and conventions pertaining to relative roles of participants, speaking rates, turn-taking, and the duration of pauses between speakers. Students benefit from learning how to consider who is speaking to whom, under what conditions, about what, and why. Besides the knowledge of speaking those students should have, they have to also possess the micro-skills of speaking. These micro-skills of speaking, according to Orwig has to involve as follows:

1. Clearly enough pronounce a language's unique sounds for others to be able to tell them apart. Making tonal distinctions is part of this.
2. Make use of language's stress, rhythm, and intonation patterns in a way that is sufficiently obvious for others to grasp.

3. Make use of the appropriate word forms. This could entail adjustments to the gender, case, or tense, for instance.
4. Assemble words in the proper sequence.
5. Make appropriate use of vocabulary.
6. Make use of the language variety or register that is suitable for the circumstance and your relationship with the conversation partner.
7. Using whatever method the language employs, make the listener aware of the primary sentence components, such as the subject, verb, and object.
8. Distinguish the primary concepts from auxiliary ones.
9. Make the discourse hang together so that people can follow what you are saying.

Speaking as oral interactions can occur mostly in two general interactions, including information routines and interaction routines. The information routines can be fulfilled by expository such as description, instruction, and comparison, and evaluative covering explanation, justification, prediction, and decision. Whereas, interaction routines can consist of service like job interview, making reservations, enrolling in school, and social such as dinner party, coffee break, standing in line and chatting over the internet.[5:p.456]

## **Element of Speaking**

### **1. Pronunciation**

According to McKeenhill, it is the fact or way that something is pronounced: articulate speech. Undoubtedly, intonation and stress are inextricably linked to pronunciation. Repetition and imitation are the main ways that people learn pronunciation, intonation, and emphasis. Therefore, in order for students to mimic their lectures during the teaching and learning process, lecturers should have high criteria for pronunciation.

### **2. Vocabulary**

According to Brown (1984), vocabulary is made up of the words you use when you write or speak as well as the ones you comprehend when you read or listen. Effective communication can be facilitated by having a large vocabulary. According to Collier, keeping a vocabulary notebook is one of the best strategies to manage your acquisition of a small number of words. You might want to keep a big one on your desk for studying and a little one in your pocket so you can jot down words as you hear and see them.

### **3. Grammar**

According to Yule, is a type of internal linguistic knowledge that functions in the creation and identification of suitably structured expression in that language.

### **4. Comprehension**

Understanding According to Clark , there are two common senses in understanding. In its strictest meaning, it refers to the mental process by which a listener processes the sounds that a speaker makes and uses them to create an interpretation of what they believe the speaker was trying to say. extracts and saves the new information it delivers in memory in a broader way.

### **5. Accuracy and fluency**

According to Brown, the first objective of language instruction should be fluency in communicative language courses. Fluency, according to Cunningsworth, is the capacity to speak a language confidently, naturally, and without excessive hesitancy or halt. Allowing students to concentrate on the phonological, grammatical, and conversational components in their spoken output helps them acquire some degree of accuracy. When teaching children to speak English, teachers must explain to them how to do it in a clear, eloquent, grammatically and phonologically correct manner. The quality of being precise, error-free, and correct is known as accuracy. The pupils only make one or two significant mistakes that lead to confusion, along with a few grammatical and lexical mistakes and no significant phonological problems [6:p.211].

Fluency is the capacity to speak a language fluently and readily, or to communicate a language or activity in a fluid manner. It is focused on how smoothly and quickly one speaks. Even though it is focused on the level of practice, skill, and habit, the speech should be as fluid as that of a native speaker. Teachers will be able to identify the many kinds of speaking performances in the classroom by using the speaking element above to teach speaking in order to accomplish all of them.

In conclusion, you can find many techniques of teaching speaking skill which may cover the three functions of speaking: transactional, interpersonal, and performance. These three functions should be balanced in terms of their involvement in the speaking activities since each has different characteristics which require different forms of utterance. Besides, teachers should take all aspects of speaking into consideration, i.e. aspect of knowledge , by which the students are equipped during speaking activities. Fluency is the primary focus of speaking class, whereas accuracy should not be ignored at all. There must be times when knowledge of language is highlighted through speaking activities.

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