ARTICLES ABOUT SPEAKING VISUAL MATERIALS SKILLS

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Abstract: *speaking is an important activity that serves to exchange information between people. It is carried out not only through words, but also with the help of intonation, facial expressions and other physical signs. In this article, we will talk about the importance, methods and material of speaking. It is known that the culture and style of speaking play an important role in people's social life. These processes have their own methods and visual materials.*

Keywords: *speaking culture, communication, educational methods, role-playing method, visual teaching, interactive methods, communication between teacher and students, voice and intonation.*

Any foreign language training involves the development and development of mandatory skills such as reading, writing and listening. Difficulties in mastering speaking skills arise for a number of objective and subjective reasons. By objective, we mean the insufficient material and technical equipment of lessons, the inconsistency of the educational and methodological complex with the goals and objectives to be solved in the process of developing speaking skills, the overload of the student collective, which reduces the time of oral communication allotted to the educational and methodological complex for conducting reading classes, the insufficient level of competence of the teacher. As subjective reasons, we consider the student's psychological and emotional state (self-doubt, low self-esteem, fear of making mistakes, etc.); a small amount of knowledge in academic disciplines such as regional studies, cultural studies, linguistics; limited vocabulary and inability to use it as Active vocabulary is considered. All difficulties that arise in the process of teaching English speaking skills constitute the so-called "language barriers", overcoming which requires a high level of competence from the teacher. More precisely:

- competent planning and organization of lessons;
- taking into account individual psychoemotional characteristics of students;
- the group's collective interest in motivating each student and improving their speaking skills;
- creating an atmosphere of trust and support within the lessons;
- encouraging students to succeed.

In this regard, it is necessary to recognize the relevance of creating accessible and modern methods of developing speaking skills in English language learning. English serves as the main means of communication and cooperation, exchange of knowledge and experience. Thus, teaching communication skills, in particular, speaking skills, should be defined as the main goal of English language classes.

Learning to speak often begins with the basics, that is, the development of speaking skills, grammar skills, vocabulary, and listening skills. At the initial stage of learning a foreign language, it is very difficult to separate these stages in any way, as a whole, the teacher introduces students to a new structure that includes the study of new words, sounds, and intonations. Students listen to this structure and repeat it after the teacher or audio recording, and then use it in a mini-dialogue with each other or with the teacher [5]. When such structures are sufficient, they can be expanded and combined into small monologues and dialogues. In order for the speech to be a speech not only in form, but in substance, it must be remembered that motivation is at the heart of everything. Students must have the motivation to speak and create a speaking situation for this to occur. At the initial stage, it is very important, no less than others. This method requires the teacher to develop and improve students' initial skills in constructing dialog speaking skills in English.

Among them:

- ability to create different types of questions (general, special, alternative and dividing questions);
- ability to create answers to questions in a coherent and logical manner;
- ability to use various replicas reflecting the interlocutor's reaction in the process of communication;
- ability to use cliches and introductory phrases in speech;
- ability to use agreement or disagreement, doubts, requests, advice .

As the main difficulties in teaching English speaking skills and their determining reasons, we identified the following criteria, which represent the theoretical and practical significance of the study: 1) psychological inconvenience. Reasons: lack of confidence in your abilities, fear of making mistakes in front of the audience, fear of criticism; 2) lack of thoughts or inability to verbalize them. Reasons: lack of attention, lack of concentration, lack of vocabulary; 3) speaking in Kyrgyz or Russian languages. Reasons: lack of active vocabulary on a certain topic in the vocabulary, emotional tension due to an unnatural communication environment; 4) uneven degree of participation in the speech process and different levels of preparation of students. This is because some students are well prepared and speak English fluently, while others have difficulties, speak little or prefer to "sit back" because they cannot cope with long-term communication in English. As a result, they get less language practice, do not participate in group verbal communication, and lose motivation.The following criteria can be used to evaluate speaking ability:

- Performing a communicative task;
- Interaction with the interlocutor;
- Lexical-grammatical correctness of speech;
- Keeping the standard of pronunciation (no phonemic errors);
- Intonation correctness of words.

Speaking is one of the most challenging language skills that students can face in the classroom since it is not precisely instructed but somewhat expected of learners to acquire by practicing and using the L2. (Bahrani & Soltani, 2012). In addition, in most settings where spoken language is used, successful communication in oral interactions relies on the proficiency of one's speaking skills. Speaking a language is something that needs constant practice. If learners neglect this aspect, acquisition will not consoli-date properly. Consequently, language teachers must en-courage spoken language in the learning process inside and outside the classrooms; therefore, outdated material, lack of proficiency and motivation become obstacles for students of a foreign language. In this way the interest in introducing methodologies that use visual and audiovisual materials to improve learning proficiency and engagement of students has been growing.

In addition, there are many kinds of visual aids that can be applied to improve the students' speaking skills, such as speakers, objects, models, chalkboards, pictures, drawings, sketches, films, slides, and projections . Each of these visual aids has different characters and functions. These can be applied based on what the topic is. Because of the various numbers of visual aids, some selected objects or pictures of the objects, and markers or chalk will be applied.Moreover, visual aid is going to be applied in this research as aid to solve the students' problem in speaking particularly descriptive speech. They may select any objects, pictures, and markers or chalks as long as they are relevant with the topic of the speaking class. Object is going to be used because it is easy to be found. Furthermore, it is easy to bring and apply anywhere and anytime. In addition, it is an excellent visual aid because it can eliminate most of the possible distortion of size, shape, and color, and so is marker and chalk or marker. Moreover, the use of visual aids can be one of the easiest ways to help the students in developing their speaking skill, particularly descriptive speech. In conclusion, this research will not only to identify about using visual aids but also to find out the factors which influence the students in using it. It defined that:" Visual aid is a form of speech development that allows audience to see as well as to hear about the material ". From the expert definition, the researchers can imply that visual aid is a progression of speech performance. It uses a media in delivering the material. In addition, the use of illustrations, visuals, pictures, perceptions, mental images, figures, impressions, likenesses, cartoons, charts, graphs, colors, replicas, reproductions, or anything else used to help one sees an immediate meaning in the language may benefit the learner by helping to clarify the message, provide the visual works in a positive way to enhance or supplement the language point . One of the beneficences in using Visual Aid is able to help the students catch the material that is being spoken. Furthermore, it is explained that there are various visual aids that can be applied in delivering material effectively :1. The speaker. It is the best visual aid. Speakers can show the meaning of the material by using gesture, movement and attire.2. Objects. They are excellent visual aids. Because they can eliminate most of the possible distortions of size, shape, and color. 3. Models. It is representation used

to show the construction or to serve as a copy.4. Chalkboard. It is unbeatable. It is to write a volume of the material while they are talking. And it is overused because it is so readily available. 5. Pictures, Drawings, and Sketches. They probably account for a majority of all visual aids used in speeches in or out of the classroom. Because they may be obtained or made so much more easily and inexpensively, their use is undoubtedly justified. Obviously, any picture, drawing, and sketch give up some aspect of realism in shape, size, color, or detail.6. Film, Slide, and Projection. They are called as professional visual aids used in education, business, and industry. On the other hand, their use offers obstacles that may be nearly insurmountable for the beginner.

Visual materials are essential tools in effective communication, especially in presentations and teaching settings.

Understanding Visual Aids.Visual aids such as slides, charts, graphs, and videos enhance the learning experience. It's crucial to understand the content and context of these materials to convey the message effectively.Clarity and Simplicity. When discussing visual materials, aim for clarity. Avoid overcrowding slides with too much information. Use simple language and clear visuals to ensure the audience understands the key points. Engaging the Audience. Interactivity is key. Ask questions or encourage audience participation to make your presentation more engaging. Relate visual materials to your audience's interests and experiences.Storytelling Techniques.Integrate storytelling into your presentations. Use visuals to support a narrative, making it more memorable and relatable. This helps to keep the audience engaged and improves retention.Practicing Delivery.Practice is essential for smooth delivery. Rehearse how you will present visual materials, focusing on timing, pacing, and voice modulation. This will help you articulate effectively and maintain audience attention.Feedback and Adaptation. Seek feedback after presentations to understand how your use of visual materials is perceived. Adapt your approach based on this feedback to improve future presentations. Technology Proficiency. Stay updated with the latest technology used for presentations, such as PowerPoint, Prezi, or other visual tools. Familiarity with these tools enhances your ability to create compelling visual content.Mastering the skill of speaking about visual materials can significantly impact your communication effectiveness. By focusing on clarity, engagement, storytelling, and practice, you can improve your presentations and ensure your audience connects with your message.

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