

TEACHING SPEAKING SKILL OF ENGLISH TO YOUNG LANGUAGE LEARNERS

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Annotation: *This article reveals information about different and effective ways and methods of teaching young learners English speaking skill with the help of modern approaches, additionally, the role of teachers in this procedure is explained as well.*

Key Words: *English, context, strategy, grammar, communication, visual handouts.*

INTRODUCTION

English plays an important role in our life because it helps in communication. It is the main language all over the world. It helps to expand students' minds, develop emotional skills, change our lives and increase its quality by providing employment. English is the language of international communication. It is an official language in 53 countries. And it is spoken as a first language by approximately 400 million people worldwide. In addition, it is a second language with basic language skills in many countries around the world. They are listening, speaking, reading and writing. Speaking is one of the most important parts of language skills. Speaking skills are closely related to listening skills. Students need to be able to listen, understand and speak, because speaking is not just about memorizing written sentences, it is about expressing ideas orally to students. The main function of speaking skills is to verbally express one's spontaneous thoughts and feelings. Speaking Skills is a great opportunity for all students who want to learn foreign languages. For example, it helps students advance their careers, develop their businesses, and find better job opportunities. The importance of learning speaking skills comes from the ability to communicate in the language and gives students the ability to use the language correctly and effectively in communication. Speaking is the process of conveying messages using words. Speaking is an important skill because we cannot express ourselves without the ability to speak English.

I. METHODS

In the modern world, everything is related to speaking skills. This thesis provides a comprehensive and useful overview of the methods, strategies and challenges of teaching speaking skills to young learners. English plays an important role in our life as it helps us to communicate. It is the most widely spoken language on the planet. It helps students to expand their worldview, develop their

emotional skills and make a difference in our lives and improve their quality of life by giving them opportunities to work. English is the language of global communication. It is an official language in 53 countries. More than 400 million people around the world use it as their mother tongue. In addition, it is the second language of many countries around the world and requires basic linguistic skills. Listening, speaking, reading and writing are four skills. One of the most important aspects of these language skills is speaking. Listening and speaking skills are inextricably linked. Students need to be able to listen, understand and speak because communication is more than memorizing phrases from a book; as well as verbally demonstrating the concept to students. The ability to speak is mainly used to vocally communicate one's ideas and feelings. Speaking Skills is a great opportunity for all students who want to learn foreign languages. For example, it helps students advance their careers, develop their businesses, and find better job opportunities. The importance of learning speaking skills comes from the ability to communicate in the language and gives students the ability to use the language correctly and effectively in communication. Speaking is the act of communicating information through the use of words. Speaking is a very important skill because we cannot express ourselves in English if we do not know how to speak the language. In today's society, everything depends on a person's ability to communicate. The purpose of this article is to provide comprehensive and valuable information on the methods, tactics and issues of teaching speaking skills to young learners.

II. RESULTS

Speaking skills are defined as skills that enable effective communication. They are the ability to verbally understand and communicate information in a way that the listener can understand. Thus, it is important to develop speaking and listening skills for effective communication. These skills allow the speaker to convey his message passionately, thoughtfully, and eloquently. Speaking skills help avoid being misunderstood by the audience. This is the oral transmission of language. We make sounds using many parts of our body to speak, including our lungs, vocal tract, vocal chords, tongue, teeth, and lips. Speaking is the second of the four language skills, which are listening, reading and writing. It is called a productive skill because we use language to convey a message through speech or written text. They are also known as active skills. Effective skills include oral presentation, written research and reports. This is a skill that is valued by more students in real-life situations. It is an important part of everyday communication and often the first impression of a person is based on his ability to speak fluently and comprehensively. In order to develop students' speaking skills, the English teacher himself must be good at speaking. This study uses task-based learning strategies to improve students' speaking. Speech is an interactive process that includes the production, reception and processing of information. Its form and

meaning depend on the participants themselves, their collective experience, the purpose of the speech, including the context in which it occurs. It is often spontaneous, open and evolving. But we cannot always predict the speech. These are movements that produce vocal sounds. We can say that speaking means speaking or verbally expressing one's thoughts and feelings.

What is verbal communication? Verbal communication is the process of sending and receiving verbal information by people. Verbal communication creates meaning through speech. As a verbal communication skill, speech is one of the speech activities. It is a productive speech activity. The psychological effect of speech the content is to express an idea.

Two main types of verbal communication:

1. One-way communication is the simplest and most basic approach to the communication process. It includes three components: the sender, the message and the receiver. This model does not involve receiver involvement.

2. Two-way communication is communication that involves the receiver's reaction or feedback to the sender's message.

The speech is based on a detailed description of the construction of oral speech proposed by Bygate, who divides it into oral repertoire, speech conditions and oral language formation processes. Speech relies on the pronunciation of sound sequences. Learning to speak a language means learning to pronounce words, just as learning to write a language means learning to express words in different letter or character forms. Both ways of using language require practice to be a reliable means of communication, spelling and handwriting are compatible with sound structure and pronunciation. Accordingly, speaking is a process in which speakers rely on all available information (background and linguistic) to create messages that are comprehensible and meaningful to their intended audience [1].

III. DISCUSSION

Accuracy includes correct use of vocabulary, grammar and pronunciation. Accuracy is usually emphasized in guided and guided speaking activities where the teacher determines the importance of accuracy from feedback [2]. In free speech activities, the teacher hopes to use the language correctly, but at the same time tries to encourage students to try to use the language available to communicate. Fluency, on the other hand, can be thought of as "the ability to continue speaking on one's own." Students must not only be able to speak fluently, but also be able to communicate their message using the resources and talents they have, regardless of grammatical or other errors. During the fluency task, the instructor should refrain from making any comments; however, in follow-up feedback, the teacher can praise any tactics the student uses to improve fluency. Further, Richards defines fluency as the natural language use that occurs when a

speaker engages in meaningful interaction and maintains intelligible and continuous communication despite limitations in their communicative abilities [3].

Speaking performances have different functions in everyday communication, as Brown points out, six categories apply to the speaking that students are expected to perform in the classroom [4]. They are:

1) Imitation by nature. A small portion of class time can legitimately be used to create a "human tape" speech where students, for example, practice an intonation contour or try to identify a particular vowel sound. This type of imitation is done not to engage in a meaningful dialogue, but to focus on a specific aspect of the language form.

2) Intensive. Intensive speaking is a step beyond imitation, as it includes any speech performance designed to practice the phonological or grammatical aspects of the language. Intensive talk can start on its own or even form part of a pair activity in which students 'go through' certain forms of language.

3) Sensitive. Much of the student speech in the classroom is sensitive. These are short responses to questions or comments made by the teacher or student. These answers are usually sufficient and do not enter into dialogue. Such speech can be meaningful and convincing.

4) Transactional (dialogue). A transactional language is an extended form of a responsive language. It is done for the purpose of transmitting or sharing specific information.

5) Interpersonal (dialogue). Interpersonal communication is more about maintaining social relationships than transferring facts and information.

6) Comprehensive (monologue). Intermediate and advanced students are called upon to give extended monologues in the form of oral presentations, summaries, or perhaps short speeches.

IV. CONCLUSION

Using visual aids and gestures can also be effective in teaching speaking skills to young learners. Teachers can use pictures, drawings, and hand gestures to help students understand new vocabulary and concepts. They can also model correct pronunciation and intonation and encourage students to imitate these patterns. Finally, regular feedback by teachers and assessment of students' speaking skills is important. This may include individual feedback on pronunciation, grammar and vocabulary use, as well as assessment of students' ability to communicate effectively in a variety of situations. In conclusion, teaching speaking skills to young language learners requires a supportive and engaging learning environment that uses authentic materials and real-life situations, visual aids and gestures. requires a combination of effective strategies that integrate and provide regular feedback and evaluation. Using these strategies, teachers can help their students develop speaking skills and succeed in their language learning journey.

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