



## Development of Oral Speech Skills in English Lessons at General Educational School

*Saydaliyeva Mashkhura Anvarjon kizi*

*Senior teacher, Department of Foreign Languages in Social and Humanitarian directions,  
Namangan State University, Namangan, Uzbekistan*

**Abstract:** *The article includes strategies for activating oral speech, as well as successful methods for developing oral and speech abilities, particularly speaking skills of pupils. A collection of engaging strategies aiming at the creation of oral communication abilities of general educational school kids in English lessons is offered.*

**Key words:** *oral speech, communicative competence, interactive methods, pedagogical technologies, role-playing game, creative activity.*

The problem of pupils' oral speech development in the senior level of general educational school is becoming increasingly essential, because speech serves as a medium of communication as the objective of learning. Today, the goal of a contemporary school is to develop a multicultural personality in students, which entails acquiring a certain level of information about a foreign language and developing the capacity to not only understand but also freely speak in it. According to O. A. Biryukova and D. V. Semenova, "in modern methodological science, the formation of one's own oral speech in monologue and dialogical forms is postulated as the main goal of teaching a foreign language and is expressed through the concept of foreign language communicative competence, which, as is known, has a rather complex multicomponent structure" [1].

Oral speaking as a productive process demands a lot of time and effort from the learner as it also involves the incorporation of language, speech and communicative abilities. It should be included in every class as a sort of communication exercise [2, p. 44]. The primary goal of teaching a foreign language to students is to provide them with basic speech patterns that match to the All-European Scale of Language Competence. Themes for teaching speaking are chosen to fulfill the genuine requirements and interests of students in the senior level of general education [3].

In order to facilitate student communication, it is necessary to take into account the specific characteristics of this type of speech activity, such as motivation, determination, activity, connection with the personality and mental activity of the student. a person, experience, autonomy, rhythm and situation. If communication goals and motives, the characteristics of the communicators, their age and developmental level are taken into account, then the act of communicating in any verbal situation is certain to take place.

Most English teachers experience the issue of "student quiet" during conversational skills development courses. To avoid this, current pedagogical technologies propose modifying the educational scenario such that the teacher, rather from being a "indisputable authority," becomes an attentive and interested interlocutor and partner in the cognition process. Being one of the latest techniques of teaching English, the communicative approach ensures that the teacher is not only a carrier of knowledge but also an observer and consultant.



The teacher's task is to create situations of educational bilingualism that will facilitate pupil communication. The greatest ways for engaging students' oral speaking are human-to-human interaction techniques, often known as interactive approaches. L. N. Vavilova, G. D. Brown, T. N. Dobrynina, E. Ya. Golant, O. A. Golubkova, L. K. Geikhman, V. V. Guzeev, E. S. Zair-Bek, M.V. Clarin, E. E. Lushnikova, V. V. Nikolina, T. S. Panina, G. S. Kharkhanova, A. Yu. According to S. B. Suvorova, "interactive learning is a way of cognition, it is carried out only under the condition of collaborative action of pupils. Such training is regarded as a collaborative cognitive process in which information is learned through discourse, polylogue" [4, p. 34]. As a result, these approaches entail the interaction of the subjects of the educational process at the "peer-to-peer" level, where the instructor and the class member are part of the same team, working toward the same objective.

It should be mentioned that teaching interactive interaction in English courses requires the use of instructional material taken from everyday life, which, when correctly organized, encourages natural communication in the language being studied. To generate settings of interactive contact, it is vital to avoid task-based work in which students must imagine themselves in any situation. On the contrary, tasks are practical, the very wording of which involves the requirement for interpersonal contact. These tasks are designed in such a way that they cannot be completed alone.

Based on communicative functions, S. B. Suvorova proposes her own classification of interactive education approaches. In this categorization, all approaches are grouped into three groups:

1. discussion (dialogue, group discussion, analysis and analysis of life situations);
2. gaming (didactic games, business games, role-playing games, organizational and activity methods);
3. Psychological group of interactive methods (sensitive and communicative training, empathy) [4, p. 10].

It should be highlighted that high school students can explore local and social issues while learning English using interactive teaching techniques. We will highlight interactive lectures, role-playing, imitation, and educational games, such as "A student in the position of a teacher," "Everyone Knows Everyone," "Interviews," etc., as interactive techniques. Tasks like "A dozen questions" and "Choice," in which students must demonstrate their own perception of the outside world, are the cause of the students' active mental activity. The communicative aspect of the creative activities referred to as "Associations" and "Choice of aphorism" sets them apart. The exercises "Reflexive circle" and "Chain of desires" are based on techniques for planning reflective action and are designed to improve introspective abilities.

Discussions, business games, brainstorming, training, case method, amusing classes, and so on are all examples of interactive approaches. Particular circumstances comparable to the genuine ones are recreated in front of the students. Students must complete a task, which leads to active participation in the process of learning English [5, p. 210].

It should also be mentioned that role-playing games, or instructional activities in which students act out specific roles and take decisions, are among the most well-liked interactive classroom formats. Participants in role-playing imitate conduct appropriate to the role they have been given. Role-playing exercises that are well-planned are an effective way to improve decision-making abilities.

The actual game is based on the case method, which is a study and analysis of real-world situations followed by the proposal of potential solutions to a problem situation [6, p. 28]. Brainstorming is one of the most effective ways to stimulate students' creative activity. The



essence of brainstorming is that before working with students, the teacher forms a problem and asks students a series of questions in order to obtain answers. During the session, students think about different solutions to this dilemma. At the end of the lesson, the teacher and students summarize the results and rank the most creative ideas.

It should be mentioned that games allow you to go beyond the standard classroom instruction in both a foreign language and other topics. This method of organizing the educational process broadens the possibilities of both teachers and students, encourages them to communicate, to dialogue in English in their group, and allows each student to become acquainted with the realities of foreign language communication without leaving the walls of the school. In compared to traditional kinds of English instruction in secondary school, role-playing games have the following advantages:

1. in a role-playing game, you can achieve a higher level of communication than in the process of traditional learning, since role-playing involves performing specific actions, such as discussing a project, participating in a conference, communicating with colleagues;
2. role-playing is a collective activity that involves the active participation of the whole group as a whole and each of its members individually;
3. Performing various tasks leads to a certain result, as a result of which students have a sense of satisfaction from joint actions and a desire to set and solve new tasks [7, p.156].

The use of role-playing games in the process of teaching English in high school is possible only through modeling natural communication in a foreign language, in the process of which the principle of educative learning is implemented. The success of the role-playing game depends on clear modeling of the content plan and the expression plan. At the preparatory stage, students need to master the skills of linguistic design of communicative intentions, which will be needed to realize the goal of communication. The teacher is involved in the process of direct preparation of the role-playing game by processing the material that he receives from students, determining the type of game, the composition of participants, the goals of each project participant, planning possible ways to achieve goals, and predicting problematic situations that may arise when solving tasks.

Thus, the employment of interactive approaches in the process of teaching English to high school students is critical, as it ensures the building of communicative competence. In addition to English knowledge, students have the opportunity to develop their personalities, form the skills required for future professional work, and to communicate with others in everyday life.

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