

HOW TO IMPROVE YOUR ENGLISH SPEAKING SKILLS?

Shermamatova Zaynab Azimjonovna
SamSIFL, EFL teacher

Bobokhonova Mokhira Mustafoyevna
SamSIFL, student

Kamolova Nigina Jamshidovna
SamSIFL, student

ABSTRACT

This article deals with some kind of advice improving speaking skills. Effective ways and new techniques learn to speak English. In this piece of writing it was analyzed some effective ways to improve communication and speaking skills. It provides some thoughts about imitating, keep talking methods their valuable process which is helpful tool in improving speaking skills.

Keywords: Speaking, imitation, easy-to-hard imitation, implicit learning, keep talking.

INTRODUCTION

Speaking means bringing together of range of different skills to communicate and make an impact. At a bare minimum, you must find the appropriate words, put them in the proper order and pronounce them correctly, so that it can be understood.

You might even extend speaking skills such as body language and gestures. You will also need to be able to listen what other people are saying while you are at it. But now I focus on improve speaking methods in particular.

METHODS FOR IMPROVE SPEAKING SKILLS

If you want to improve your English-speaking skills, you have to practice. Teacher should create atmosphere to speak. Studying grammar will never improve learner's speaking. Audio-lingual method itself barely improve speaking. It is supposed to have actual reason to speak. But what if a learner does not have someone to communicate. There should be practice and usage of learning language. Well, there is a technique that allows a learner to speak English by himself. No speaking partner is required. This technique can help improve many aspects of spoken English.

IMITATION ACTIVITY

Learning to speak English through imitation. While learning a language one of the beneficial ways to practice is to use all skills and improve your speaking. After listening to a conversation, a story or podcast one should share or deliver that content in his own way. As a teacher we are supposed to control our students' encouragement, desire to express their thoughts, and 'imitating activity' can be a helpful tool in expressing the whole content. The instructions of this activity can be changed according to the level and needs of students. This technique can be helpful to make them speak. There are other ways instead of imitating small portion of speech like phrases and short sentences, you can imitate larger portion of speech. In that case, teacher allows the speaker to start some issue and other students try to finish his or her ideas and teacher controls the process.

KEEP TALKING ACTIVITY

In this activity teacher designs some words related to the topic and gives to a pair. Words are helpful to control the flow of speech it is challenging but it really makes students express their opinion related the theme. Turn by turn they have to provide any information connected the word. Teacher's role in class is to set a time and observe the process while all pairs are communicating. It requires that each time one of the peers listen and the other keeps talking and vice versa. This technique is intended to develop more communicative skills rather than coherence, although it is vital.

CONCLUSION

Any approach is helpful simply a teacher in class should be a professional and flexible to design the lesson plan. Teacher is a person who organize the atmosphere where all listen to each other and then try to deliver that entire speech, analyze and evaluate. So, there are several ways to organize debating, presentations, reporting, delivering the most important thing is what is recommend is to combine the activities altogether and it can be easy-to-hard imitation. Easy-to-hard imitation is based on the concept of progressive training. The idea is that students start with something easy and then increase the difficulty of the activity, forcing themselves to get better. A number of studies have found this kind of training to be very effective. While this concept: start by imitating small portions of speech like phrases and short sentences, then move on to imitating larger portion of speech like long sentences or even group of sentences and finally try to deliver the entire speech on your own words. This technique offers many benefits. You get to listen and imitate correct English which helps you learn to form sentences properly. You get to learn idioms, expressions and other speaking patterns that are used in day-to-day conversations. You get to learn grammar. When you imitate other people, you are learning grammar through a process called implicit learning. This is the process where the learning happens without your awareness. This is like how

babies and children learn grammar rules of their first language. When you imitate, you do not think about grammar. You are not trying to understand why the present perfect tense is used in this situation. Instead, you are focused on communication or understanding and expressing ideas. You are still learning grammar but you are aware that it is happening. These are some of the proper ways to learn communication.

REFERENCES:

1. Aronson, E., N. Blaney, J. Sikes, C. Stephan and M. Snapp (1975). 'The jigsaw route to learning and liking.' *Psychology Today* Vol. 8, pp. 43-50.
2. Abbott, E. (1979). 'Communicative exercises: A problem and a suggested solution.' *English Language Teaching Journal* Vol. 33 No. 3, pp. 202-205.
3. Brandes, D. and H. Phillips (1979). *Gamester's Handbook: 140 Games for Teachers and Group Leaders*. London: Hutchinson.
4. Black, C. and W. Butzkamm (1977). 'Sprachbezogene und mitteilungsbezogene Kommunikation im Englischunterricht.' *Praxis des neusprachlichen Unterrichts* Vol. 24. No. 2, pp. 115-124.
5. "New Directions of Modern Language for Young Learners" mavzusidagi maqola Xalqaro Ilmiy-Tadqiqot Jurnali (WoS) March, 2022, Impact Factor 7.565, www.academiascience.org Volume 3, Issue 3, Mar., 2022 ISSN: 2776-0979 <https://wos.academiascience.org/index.php/wos>
6. Bratt Paulston, C. and H. R. Selekman (1976). 'Interaction activities in the foreign classroom, or how to grow a tulip-rose.' *Foreign Language Annals* Vol. 9 No. 3, pp. 248-254.
7. British Council (1977). 'Games, simulations and role-playing.' *Special Issue of ELT Documents* (77/1).