



Techniques to Improve Students' Skills in Speaking English Fluently

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ABSTRACT

there is no single typology of exercises for speaking skills. It is usually cited in didactic and methodological manuals as communicative exercises. The overall structure or division is difficult because the requirements for teachers and students are different. The typology of physical exercises can be created according to skill levels, for example. Then we have tasks and exercises for changing, different and finally free speech. If speech is caused by the division of speech into dialogical and mono-logical speech, the results of the typology of exercises that provide tasks and exercises for the development of mono-logical and dialogical speech are considered. In this article, feedback and feedback will be made on how to improve the speaking skills of student youth in English.

Keywords:

speaking skill, advanced vocabularies, active language, common mistakes, practice, speaking partner, practical lessons

The development of speaking skills consists of various sub-competent. These little skills are pronunciation, grammar and vocabulary. The development of speaking skills depends on the correct use of the assignments and exercises given in the lesson. Before presenting the necessary assignments and exercises, we briefly comment on the two terms. Tasks serve as an introduction to independent work and offer various methods of implementation. On the other hand, the exercises focus on problems that are solved through repetition and consolidation. Linguistics and situational phenomena are considered mainly separately, which gives the exercises a one-dimensional character.

Language learning is one of the most important areas in personality society. A language as a means of communication can be acquired practically in a natural environment,

that is, in a family, among the public or in an organized way, that is, in a lesson. And knowledge about language phenomena is studied in theory. In our time, when international relations are in full swing, knowledge of languages, especially multilingualism, that is of great importance. Most students and students currently studying are usually learning three languages. These languages are referred to by special names in the theory of Education: native language, second foreign language and foreign language.

The native language is the first language that serves separately in the formation of thinking. The concepts mastered under the words of the native language are embodied in the sound and writing embodiment of other language words when learning a second or foreign language. The native language, the second foreign language and the word to be

studied in a foreign language (for example: non - bread) are three in quantity, but the concept that is formed in their expression is the only one: "the dough from flour products is a baked tandoor or oven-baked food". The concepts formed in their own language are thoughtfully connected by the other language words that the reader, students are now studying.

When the second language is spoken, it is treated as the language of its fraternities, neighbors, made up of representatives of other nationalities. It is known that language is an invaluable tool in a person's Society, a factor that they know each other closely, respect and make friends. In secondary and higher educational institutions, the concept of a second language is not alien to those who receive education in other languages. A foreign language is the language of some foreign country. In our republic, the languages of Western Europe (English, German, French, Spanish) and the countries of the East (Arabic, Turkish, Chinese, Urdu, Japanese, Persian) are taught, and they are included in the educational plans of the educational plan.

The process of teaching all three languages different: firstly, thinking is formed in the native language, the study of other languages is associated with a sense of the characteristic features of phonetics, lexicon and grammar in them; secondly, the learning procedure begins with the native language, followed by the second language and then From the mentioned discussion, it is clear that among all three languages, teaching and learning a foreign language differs sharply in certain aspects. This, in turn, necessitates the use of the appropriate Foreign Language Teaching Technology.

Another typology of exercises proposed by several authors is:

1. tasks and exercises that prepare you to speak,
2. tasks and exercises that strengthen speaking,
3. tasks and exercises that create speaking,
4. tasks and exercises that simulate speaking and approach real communication.

In such a vision of the typology of the exercise, an overview of the stages of the development of speech is given. Speech cannot be built or composed or imitated without prior preparation.

Assignments and exercises that prepare you to speak. Such assignments and exercises have an imitation character and are not varied. In addition, they are strictly controlled by the teacher and are only part of reproductive exercises. a) tasks and exercises that improve pronunciation and articulation, and b) a distinction is made between tasks and exercises to increase vocabulary. a) improving pronunciation and discriminatory listening. Two types of exercises and assignments are highlighted here. These are: 1. Imitation exercises that mimic the pronunciation of what students hear as much as possible. 2. Discriminatory hearing, in which sounds heard and words that hear the same sounds, as well as sentences, should be marked. The purpose of these exercises is to train the student's ear and get used to the sound of a foreign language. Pronunciation does not have to be perfect, but it should be understandable so that there are no misunderstandings in communication.

1. Pair work in which learners create short oral conversations on a particular pattern. Such dialogues usually consist of two or three sentences, which are repeated over and over again.

2. Chain exercises aimed at the speed of remembering a word, association games, exercises controlled by a picture. This is a word exercise (such as packing a suitcase) that is done under time pressure and is perfect for repeating vocabulary. When working with vocabulary, oral speech is a priority and should be given to students only after the written face strengthens them. Context is also important. All words, sentences, mnemonics must be conveyed in context.

3. Speech use exercises: the purpose of these exercises is to master and reinforce speeches. The main focus here is on formulaic phrases, such as greetings, gratitude and requests, apologizing, introducing yourself, and h.k.ga will focus. First of all, these exercises should be used in accordance with the situation

and the target group. Readers should have ready-made speech for all difficult communication situations. Speeches can consist of only one word and must be regular.

The purpose of this article is to characterize speech skills as one of the most important skills that can help in teaching a foreign language. The main goal is to prove that in order to speak spontaneously and fluently, it is necessary to learn how to apply correctly in the translated language. Speaking is a complex activity that involves psychological and physical processes. To be successful as a teacher, it is necessary to develop language processing processes in students. This makes readers aware of the speech in the first place.

In order to speak in class, time and space must always be created. In order for students to get used to conversations and discussions and perceive it as something natural, a certain order must arise, since the dialogues in the textbook make conversations look artificial. Students should not be required to speak without making mistakes. As a teacher, one should strive to speak freely, without speaking with obstacles and fear among students. Therefore, positive feedback should always be expressed and readers encouraged. Feedback Free statement, its acceptance in the translated language creates real communication in the classroom, improves the relationship between the teacher and the student, and creates a positive working atmosphere.

Conclusion. When developing communication in the classroom, it is necessary to conduct oral tests as often as possible. Vocabulary and grammar do not always have to be checked in writing, but rather they should be checked as a conversation task. There is no single typology of exercises for the development of speech abilities. The range of speech tools should be wide and varied, readers should always have ready-made it. As a result, they will be able to find their way even in difficult conversation situations. For advanced groups, it is advisable to do simulation, developmental exercises as much as possible.

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