



«ÚZLIKSIZ BILIMLENDIRIW SISTEMASÍDA ARALÍQTAN OQÍTÍWDÍŃ INTEGRACIYASÍ»

atamasındaǵı IV Xalıqaralıq ilimiy-teoriyalıq konferenciya

THE IMPORTANCE OF ENHANCING SPEAKING SKILLS IN TEACHING ENGLISH

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Abstract: *The present study is investigated a teaching methodology for English as a foreign language, aiming to offer an effective approach to enhancing speaking proficiency. The main objective of the research is to examine whether project-based learning is effective in teaching students speaking skills at the first year students.*

Keywords: *speaking skills, communicative competence.*

Language serves as a crucial tool for both thought and cultural transmission between generations and nations. Teaching additional languages enhances communication and fosters a broader understanding of diverse cultures. Indeed, English has significantly evolved into a global lingua franca, dominating various domains like international communication, science, commerce, advertising, diplomacy, and technology transfer over the past three decades. Certainly, in the era of globalism, the interdependence of nations underscores the necessity for a common global language, and English, with its widespread use and versatility, emerges as a fitting candidate for this role.

The international prominence of English significantly influences its growing importance in Uzbekistan, where it has become a valuable asset for individuals pursuing employment in business, industry, or technology. Absolutely, the primary objective of teaching English in higher education is to equip students with the communication skills necessary for entry into the labor market and to adeptly handle the challenges of higher education. Speaking is a crucial language skill as it serves as a means for learners to communicate, express opinions, convey intentions, and share viewpoints, facilitating effective interaction and goal achievement. In addition, individuals proficient in a language are commonly referred to as 'speakers.' Moreover, in various contexts, speaking is the most frequently employed language skill, surpassing both reading and writing, as highlighted by Rivers [1981], who notes its prevalence in communication. Speaking and writing are often categorized as "productive skills," contrasting with the "receptive skills" of reading and listening. The development of speaking skills holds paramount importance in ESL programs. Proficiency in a language is often gauged by the ability to engage in meaningful conversations in the target language, making speaking a top priority for learners of



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English. Indeed, recognizing the significance of developing ESL speaking skills involves identifying the specific speaking skills that second language/foreign language learners need to acquire to engage effectively in conversations with native language speakers. Actually, the assumption that the interactional nature of spoken language necessitates both motor-perceptive skills for accurate use of sounds and structures, as well as interactional skills to apply these abilities effectively for communication, aligns with the multifaceted nature of speaking proficiency. This means that for ESL students, it is crucial to acquire knowledge about how native speakers use language within the context of structured interpersonal exchanges, considering the various interacting factors that shape effective communication. In addition, speaking proficiency entails learners grasping the "sociolinguistic competence," understanding when, why, and how to produce language in different social contexts. This aspect enhances their overall communicative effectiveness. The form and meaning of spoken language are intricately tied to the context, participants, and the specific purposes underlying the act of speaking.

Aspects of speaking:

Eventually, a careful examination of the various aspects of the speaking skill is essential. Identifying challenges and establishing guidelines can inform the design of instructional activities, ultimately preparing learners to communicate effectively in real-life situations. [Abousenna, M.1994].

Speaking is face to face:

Indeed, face-to-face conversations offer the advantage of immediate feedback, enabling speakers to gauge listener understanding, agreement, and sympathy in real-time. This direct interaction enhances the dynamic nature of communication. Absolutely, communication through speaking incorporates valuable assets like facial expressions, gestures, and body movements.

Speaking is interactive:

Indeed, whether in face-to-face or telephone conversations, involving one person or a small group, the flow of conversation typically unfolds smoothly. Participants contribute at appropriate moments, avoiding undue gaps or everyone talking over each other, contributing to effective communication dynamics.

Turn-taking, a fundamental aspect of interaction, operates unconsciously in normal conversation. The nuances of turn-taking vary across cultures, potentially leading to communication challenges in conversations involving people from different cultural and linguistic backgrounds.



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Speaking happens in real time:

Absolutely, responses in conversations are often unplanned and spontaneous. Speakers think on their feet, generating language that reflects the immediate nature of the interaction, showcasing the dynamic and real-time nature of spoken communication. These time constraints in conversations impact the speaker's ability to plan, organize the message, and control language use. The dynamic nature often leads to false starts, with speakers changing their minds midway.

CONCLUSION:

Speaking definition, purposes and genres were presented. In addition, aspects of speaking and features characterizing and distinguishing speaking from writing were elaborated. These features have to be taken into consideration when planning for speaking instruction and assessment. Furthermore, a detailed account of speaking skills was provided. Most of the taxonomies provided helped in elaborating the nature of speaking skills and the specific manifestations of these skills in terms of real life interaction. Models belonging to two categories were presented: the communicative competence models and models based on analyzing conversational skills. Actually, the current study generally adopts the communicative competence model as the most comprehensive one; yet it attempts to draw some details from other models to enrich the communicative competence model and cater for its gaps. [Nunan, D.1999]. For example, skills related to informational and interactional routines, conversation management, and turn taking are included in the current study. This analytic speaking model- instead of a holistic model- was adopted in the current study relying on the assumption that an individual speaker may not develop different facets of communicative competence at the same rate, so it is vital to focus on his progress at every component independently. Through analyzing the communicative competence models, it could be inferred that linguistic, pragmatic and discourse competences are, in a sense, the basic competences. Strategic competence has a less integrated quality in that it is meant to function in an improvisatory compensatory manner when problems are encountered. [Oprandy, R.1994]. Furthermore, there is much overlap between the skills underlying strategic competence and those underlying other competencies. Moreover, fluency was added to the model, although not considered a component of the communicative model by some theorists. This is due to the fact that fluency is a basic component in speaking that can never be compensated for by other skills.



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