THE METHODOLOGY OF TEACHING SPEAKING IN PRIMARY SCHOOLS USING AUTHENTIC MATERIALS

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Abstract. Currently, the primary objective in foreign language education is to develop proficiency in speaking the language. Many countries, including the Republic of Uzbekistan, have incorporated foreign language instruction into the primary school curriculum. This thesis explores various aspects of enhancing speaking skills in primary grades through the utilization of non-traditional technologies.
Key words: non-traditional technology, English language, method, primary class, teaching.

Аннотация: В настоящее время основной целью обучения иностранному языку является развитие навыков говорения на этом языке. Многие страны, в том числе Республика Узбекистан, включили преподавание иностранного языка в программу начальной школы. В данной диссертации исследуются различные аспекты улучшения разговорных навыков в начальных классах посредством использования нетрадиционных технологий.
Ключевые слова: нетрадиционные технологии, английский язык, методика, начальный класс, обучение.

INTRODUCTION

The early years constitute a period during which young children utilize language not only to explore their surroundings but also to comprehend how language serves various purposes. This form of knowledge is referred to as pragmatic knowledge [1]. Conversational skills stand out as a key component of pragmatic knowledge. Drawing on Otto's citation, Ninio and Snow, along with Weiss, posit that the proficiency with which children develop conversational skills can impact their overall interactions with others. While children naturally acquire some of this knowledge, a qualified and trained teacher working with younger students can play a crucial role in fostering the development of their communication skills.

This article delves into the methodology for cultivating English language skills and provides recommended exercises for enhancing English speaking proficiency in elementary grades.

RESULTS AND DISCUSSION

The value and role of speaking skills can hardly be exaggerated. First of all, we must take into account that the level of language input (listening) must be higher than the level of language production expected of the pupils. So we have many speaking activities used in the first levels that enable pupils to participate with a minimal verbal response. However in the last levels, pupils are encouraged to begin to manipulate language and express themselves in a much more personal way.[2]

Learning a foreign language in primary school offers several advantages, positively impacting psychological thinking, attention to foreign language terminology, understanding of linguistic concepts, and contributing to overall knowledge enhancement. Younger students exhibit high motivation to acquire a new language, expressing a keen interest in both speaking and comprehending it. Engaging in numerous exercises within the classroom setting provides ample opportunities for language practice.

In primary school, considerable emphasis is placed on oral reading, encompassing various educational processes such as listening, speaking, writing, and reading. While English may initially pose challenges for younger children due to their developing language skills, proficiency gradually evolves, enabling them to express themselves confidently in a calm and eloquent foreign language. Recognizing the constraints of primary school students in managing heavy academic loads, educators often adopt innovative teaching methods to ensure a comprehensive English education. English is a mandatory subject in primary and secondary schools, where students acquire fundamental language skills, learn the alphabet, expand their vocabulary, and read short texts.[3]

The teaching methodology employed in schools, aligned with the Ministry of Education's curriculum, commonly adopts a communicative approach for primary school students. However, to enhance lesson effectiveness, some teachers incorporate additional techniques and strategies, making the learning experience more captivating.

Various techniques are employed in the classroom to make the initial English course effective and interesting for students. Two prominent methodologies include the classical technique and the communicative methodology. The classical method, rooted in a grammar-translation approach, focuses on explaining English grammar in Russian, requiring students to memorize rules and engage in exercises for consolidation. While effective when combined with communicative approaches, this method may pose challenges in developing speaking skills. On the other hand, the communicative methodology emphasizes the holistic development of skills, including

writing, reading, listening, and oral communication. Lessons incorporate authentic themes, fostering dialogues and texts related to family, weather, school, hobbies, and work. Students often work collaboratively, with the teacher explaining grammar and complex topics in Uzbek for better comprehension. The communicative method not only enhances communication skills but also provides insights into English-speaking cultures, necessitating teachers to maintain students' motivation to learn.[4]

Another popular teaching method for English in primary school involves the use of cards depicting words or drawings. The teacher presents the card, pronounces the word, and students repeat, facilitating vocabulary acquisition without rote memorization. This approach is widely employed, even for children as young as 6-7 years old, contributing to a dynamic and engaging learning environment.

In primary schools two main types of speaking activities are used. The first type, songs, chants, and poems, encourages pupils to mimic the model they hear on the cassette. This helps pupils to master the sounds, rhythms, and intonation of the English language through simple reproduction. The games and pair work activities on the other hand, although always based on a given model, encourage the pupils to begin to manipulate the language by presenting them with a certain amount of choice, albeit within a fairly controlled situation.[5]

In order for any speaking activity to be successful children need to acknowledge that there is a real reason for asking a question or giving a piece of information. Therefore, make sure the activities you present to the pupils, provide a reason for speaking, whether this is to play a game or to find out real information about friends in the class.

Once the activity begins, make sure that the children are speaking as much English as possible without interfering to correct the mistakes that they will probably make. Try to treat errors casually by praising the utterance and simply repeating it correctly without necessarily highlighting the errors. And finally, always offer praise for effort regardless of the accuracy of the English produced.

Here are the key points summarized:

Historic Changes in Uzbekistan:

The text highlights significant historical changes in Uzbekistan, leading to the necessity of updating English language teaching methods. However, the specific nature of these changes is not detailed.

Teaching Speaking and Learning Speaking:

The author analyzes the views of foreign linguists to provide a clear explanation of teaching and learning speaking skills. The focus is likely on understanding the key species (types) for analyzing teaching methods in primary schools.

Input-Output Relationship:

The passage mentions the chronological order of language learning, emphasizing the importance of comprehensible input before expecting productive output. It references the views of linguists like Byron and Ellis to support this idea.

Primary School Teachers' Aspirations:

Teachers' aspirations for their pupils' English language abilities are discussed, with a particular emphasis on the desire for students to speak English confidently. Reading, vocabulary, and grammar are important, but speaking with confidence is highlighted.

Role of Stories in Teaching Speaking:

The text suggests that stories provide a context for speaking English, especially in non-immersive language-learning environments. Storytelling is seen as a way to engage children and help them speak confidently.

Songs and Rhymes for Speech Improvement:

The passage recommends using songs and rhymes as effective teaching tools for improving children's speech. Listening to songs and singing them is believed to help children hear language sounds, experiment with pronunciation, and understand word relationships through rhymes.[6]

Textbook Analysis:

The analysis of the "Kid's English" textbook for forms 1 to 4 in primary schools reveals that it contains fewer exercises dedicated to developing speaking and vocabulary skills. Specific lessons and exercises are mentioned, with an emphasis on oral tasks.

Pedagogical Proposal:

The passage indicates the need to develop an efficient pedagogical proposal by identifying meaningful deficiencies that teachers face in English language classrooms. The diverse teaching realities and challenges in primary schools are acknowledged.

The significance and role of speaking skills cannot be overstated. It is crucial to recognize that the level of language input (listening) should surpass the expected level of language production in pupils. Various speaking activities are implemented in the initial levels, enabling pupils to participate with minimal verbal responses. As

students progress to advanced levels, they are encouraged to manipulate language and express themselves in a more personalized manner.[7]

Two primary types of speaking activities are utilized in primary schools. The first involves songs, chants, and poems, motivating pupils to imitate models heard on cassettes. This aids in mastering the sounds, rhythms, and intonation of the English language through simple reproduction. Conversely, games and pair work activities, while based on a given model, prompt pupils to manipulate the language by introducing an element of choice within a controlled context.

For any speaking activity to be successful, children must perceive a genuine reason for asking questions or providing information. Thus, it is essential to ensure that activities presented to pupils offer a purpose for speaking, whether it be for playing a game or obtaining real information about classmates.

Once an activity commences, it is crucial to encourage children to speak as much English as possible without interrupting to correct potential mistakes. Errors should be addressed casually, praising the effort and reiterating the correct form without emphasizing the mistakes. Lastly, consistently commend students for their efforts, irrespective of the accuracy of the English produced. This approach fosters a positive learning environment and encourages students to actively engage in speaking activities.[8]

Various participants in the educational process, including teachers, parents, and students themselves, can influence students' motivation. However, the teacher plays a particularly crucial role in shaping motivation to learn. Unlike psychologists or methodologists who may not provide ready-made schemes for increasing student motivation, teachers are required to seek and implement strategies tailored to the learning conditions and student composition. The demonstration of skills by teachers lies in capturing attention, activating students' engagement, encouraging critical thinking, reflection, inquiry, and action.

The incorporation of interactive forms of student assessment and the adoption of innovative teaching methodologies provide an effective avenue for realizing the primary goal of a competent approach: fostering in students the ability to apply their knowledge, personal skills, and qualities for successful professional pursuits. Despite the abundance of instructional resources, the foremost factor influencing the overall quality of education and the development of essential skills in future specialists remains the teacher, the carrier of knowledge. Innovative methods in education underscore the multifaceted nature of the professional responsibilities of a modern

teacher, demanding adherence to traditional expectations for personality traits and professional competence, as well as embracing new pedagogical perspectives.

Effective teacher professional development not only improves instructional practices but also cultivates a sense of motivation and confidence among educators. When teachers are given opportunities to enhance their skills and acquire new knowledge, they feel valued and empowered. This sense of professional growth translates into increased job satisfaction, as teachers become more confident in their ability to positively impact their students' learning journeys.

Teacher professional development is a cornerstone in the shift toward student-centered learning. When teachers are trained to focus on the individual needs, strengths, and interests of their students, the learning experience becomes more personalized and meaningful. Professional development programs that emphasize differentiated instruction, project-based learning, and technology integration empower teachers to create learning opportunities that resonate with diverse learners.[9]

In student-centered classrooms, students are encouraged to take ownership of their learning, make choices, and pursue areas of interest. This approach not only enhances students' engagement and motivation but also nurtures essential 21st-century skills such as critical thinking, collaboration, and communication. As teachers develop the skills to facilitate student-centered learning experiences, they provide students with the tools to become self-directed learners who are better prepared to navigate the complexities of the modern world.Confident and motivated teachers are more likely to experiment with innovative teaching methods, explore creative approaches, and take risks in the classroom. These actions contribute to a vibrant and dynamic learning environment that encourages students to become active participants in their education. Moreover, motivated teachers serve as role models for their students, inspiring them to approach their studies with enthusiasm and a growth mindset. It is crucial to recognize that the instructor shaping students in a specific field significantly impacts their attitude toward the discipline and subjects under study. The primary responsibility of the teacher lies in engaging students in the learning process rather than coercing their participation. Imposing coercion and threats lead to dissatisfaction and apathy, resulting in diminished productivity or a reluctance to learn. The teacher, through personal and professional qualities, plays a pivotal role in cultivating a passion for knowledge, encouraging the acquisition and mastery of new information, and unveiling initiative and creative problem-solving approaches in students. The teacher serves as the organizer and leader of the

educational process within an institution, exerting pedagogical influence both in and outside the classroom. This influence manifests in shaping thoughts, words, overall personality, behavior, and attitude toward others. The deliberate efforts of a teacher who imparts knowledge, shares experiences, and instills essential moral qualities for personal and professional growth leave a lasting impact on students' lives, providing the teacher with satisfaction and joy amidst their often challenging work.

The impact of teacher training on student learning is a crucial aspect of educational effectiveness. A well-trained and skilled teacher can significantly influence the academic achievement, cognitive development, and overall growth of students. Here are some key points highlighting the impact of teacher training on student learning:[10]

Pedagogical Skills: Teacher training equips educators with effective teaching methods, classroom management techniques, and pedagogical strategies. Teachers who undergo comprehensive training are better prepared to engage students, create interactive learning environments, and adapt their teaching approaches to cater to diverse learning styles.

Subject Knowledge: Training programs enhance teachers' subject knowledge and expertise. A deep understanding of the content enables educators to deliver accurate information, answer students' questions confidently, and provide a richer learning experience.

Use of Technology: Teacher training often includes instruction on integrating technology into the classroom. Technologically proficient teachers can leverage educational tools, multimedia resources, and online platforms to enhance the learning experience, making lessons more interactive and engaging.

Differentiated Instruction: Teachers are trained to recognize and address diverse student needs. Differentiated instruction, tailored to individual learning styles and abilities, helps ensure that every student has the opportunity to grasp and apply the concepts being taught.

Assessment and Feedback: Trained teachers are adept at designing effective assessments to measure student progress accurately. Additionally, they provide constructive feedback to guide students in improving their understanding and performance.

Classroom Management: Teacher training emphasizes effective classroom management skills, fostering a positive and conducive learning environment. Well-managed classrooms contribute to a more focused and disciplined atmosphere, optimizing the learning experience for students.

Motivational Techniques: Teachers learn motivational techniques that inspire students to take an active interest in their studies. Motivated students are more likely to be engaged, participate in class discussions, and exhibit a positive attitude toward learning.

Cultural Sensitivity and Inclusivity: Training programs often address cultural sensitivity and inclusivity in the classroom. Teachers are encouraged to create an environment that respects and values diversity, ensuring that all students feel included and represented.

Professional Development: Ongoing professional development is essential for teachers to stay updated on new educational trends, methodologies, and research. Continuous training allows educators to refine their teaching practices and adapt to evolving educational standards.

Teacher-Student Relationships: Training emphasizes the importance of building positive relationships with students. Teachers who are trained in effective communication and interpersonal skills can establish rapport with their students, fostering trust and a conducive learning atmosphere.

CONCLUSION

In summary, the passage addresses the evolving landscape of English language teaching in Uzbekistan's primary schools, advocating for contemporary methodologies that prioritize effective speaking skills. It also emphasizes the role of comprehensible input, storytelling, songs, and rhymes in language acquisition. The analysis of existing textbooks and the recognition of teachers' challenges suggest a practical approach to improving English language education.

Indeed, instructing primary school-age children necessitates the English teacher's utilization of a diverse range of exercises to sustain motivation for language learning. Employing methods infused with elements of play, interspersing activities, engaging all students in the learning process, exhibiting genuine involvement from the teacher, and providing support during oral presentations can effectively foster the development of speaking skills. These approaches contribute to sustaining the interest and eagerness of younger students in learning English.

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