

THE WAYS OF TEACHING HOW TO SPEAK IN A FOREIGN LANGUAGE AND THE ROLE OF TEACHER IN THIS PROCESS

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Annotation: Second language learning is one of the prior interests in pedagogical sciences. This article deals with on-going issues of foreign language learning and analyses teacher's approach in this process. Furthermore, fundamental methods of second language learning are also offered

Key words: conversation method, video playing, voice recording, reading fiction, counseling-learning and etc.

Most learners of a foreign language express the wish to improve their speaking skill above all other skills even though majority of them are proficient grammar learners. Acquiring good writing and reading skills have much more variable techniques compared to be able a good speaker in a target language. Speaking together with listening are the skills that demand to be in the spoken production even if it is sometimes seem to be a hard toil for a non-native speaker. Speaking in a foreign language is like swimming in a sea without any capability to swim. At first, you strive swimming in order to stay alive and eventually you learn how to swim. Therefore, the best way of being a decent speaker in a target language is to practice by not being afraid of making mistakes. Because making mistakes is actually a constructive way of learning. This is a generally accepted rule that is in a great value to enhance one's speaking skill. As a coin has to sides, a teacher as well as a student has to make an effort to see his/her apprentice as a competent learner. How could it be achieved? Several teaching methods are analyzed and offered below:

"Ten Commandments" [1. 138] are offered for teachers in order to make their students linguistically component:

1. **To lower inhibitions:** play guessing games and communication games; do role-plays and skits; sing songs; use plenty of group work; laugh with your students; have them share their fears in small groups.

2. **To encourage risk taking:** praise students for making sincere efforts to try out language; use fluency exercises where errors are not corrected at that time...
3. **To build students' self-confidence:** tell students explicitly (verbally and nonverbally) that you do indeed believe in them; have them make the list of their strengths, of what they know or have accomplished so far in the course.
4. **To help them to develop intrinsic motivation:** remind them explicitly about the rewards for learning English; describe (or have students look up) jobs that require English; play down the final examination in favor of helping students to see rewards for themselves beyond the final exam.
5. **To promote cooperative learning:** direct students to share their knowledge; play down competition among students; get your class to think of themselves as a team; do a considerable amount of small-group work.
6. **To encourage them to use right-brain processing:** use movies and tapes in class; have them read passages rapidly; do skimming exercises; do rapid "free writes"; do oral fluency exercises where the object is to get students to talk (or write) a lot without being corrected.
7. **To promote ambiguity tolerance:** encourage students to ask you and each other questions when they don't understand something; keep your theoretical explanations very simple and brief; deal with just a few rules at a time; occasionally resort to translation into a native language to clarify a word or meaning.
8. **To help them use their intuition:** praise students for good guesses; do not always give explanation of errors – let a correction suffice; correct only selected errors, preferably just those that interfere with learning.
9. **To get students to make their mistakes work for them:** tape record students' oral production and get them to identify errors; let students catch and correct each other's errors – do not always give them the correct form; encourage students to make lists to their common errors and to work on them on their own .

10. To get students to set their own goals: explicitly encourage or direct students to go beyond the classroom goals; have them make lists of what they will accomplish on their own in a particular week; get students to make specific time commitments at home to study the language; give “extra credit” work.

The strategies outlined above are considered to be pivotal not only for enhancing reading or writing skills but also speaking abilities. I personally find the technique of lowering inhibitions to be much more overwhelming one. If the teacher feels being among the pupils as a “pupil”, he is usually confided by his/her students. They are not afraid of making mistakes and feel free when interacting with their tutor. And this is a crucial way of making a good, sensitive speech. Otherwise, as known to all, anxiety is likely to lead failure rather than achievement.

As inhibitions are lowered, other techniques will follow spontaneously: self-confidence and intrinsic motivation will be developed, students will learn to work cooperatively. And these are also considered to be crucial in order to increase one’s speaking ability. However, they all can not be achieved without the ability of making a good conversation. A common problem for a 6-7 year old children who are learning English as a second language is that they are not able to make a sentence using the vocabulary they have just learned. Only learning new words doesn’t work. After learning they should be used in a context. One of the most suitable way of solving this problem is to make conversations using new vocabulary.

So, what is a conversation itself?

The term refers to a spoken interaction between two or more people who do not follow a fixed schedule. However, many tend to assume that conversation in the classroom involves nothing more than putting into practice the grammar rules or vocabulary that are taught during the class. Maybe, therefore, students especially school pupils are likely to make simple, ordinary questions and answers when they are asked to converse. One of the most common dialogues is:

- What is your name?
- My name is Ann.
- How are you getting on?
- I am fine thank you.

And now pay attention to another version of the conversation:

- Your name...
- Ann
- OK. How are you?
- Fine, thanks

The first one is grammatically correct and is considered to be a bit more formal one. The second, however, is an example from our everyday speech and is found to be colloquial one. It is easier for children to express their idea by the shorter version although the teacher`s aim is to teach the right variant of making questions and giving responses to them. So, what should be done in order to improve teaching the right version of making dialogues?

1. **Videos**, consisting movies, cartoons and documentary movies is considered to be vital in order to increase one`s speaking ability. Moreover, carefully chosen video make them to feel the action and to be digested in the process. Still, movies are full of **syntactic or lexical avoidance** [1.128] (the sentences that aren`t correct grammatically but are tend to give the general meaning) which are considered to be distracters. Teacher`s comment is required while watching a movie. Otherwise, children find short version of answers and questions preferable.

Such video records can be used in order to help children to compare the colloquial and official speaking.

2. **Recordings** are the next choice. While listening a certain tape, urge your students to imitate to the speaker, by pausing and commenting after each sentence. It is a good idea to record their own voice after the listening process.

3. **Reading a fiction.** It can really help to improve their conversation making abilities as well as enlarging their world outlook. As book contain many literary and scientific words, reading can make students' speech more colorful and attractive. Making a role play after reading and discussing each chapter is an effective method.

Most children learning a foreign language have to overcome psychological threat before speaking. In order to learn speaking one have to speak. Yet they are afraid of speaking, how could they interact with each other? A teacher ought to use some strategies due to teach students to speak without anxiety.

Charles Curran in his "Counseling-Learning" model of education believed that interpersonal communication in the classroom is means of providing a safe atmosphere to speak. He said: "The anxiety caused by the educational context is lessened through the supportive community". As the teacher's aim is to reduce psychological boundary, he is not excepted as a threat. Depending on this several warming up activities are recommended. One of them is called **Chain names** [4. 9]. I personally found the method to be effective in order to improve pupils communicating abilities during the classroom. In uzbek classes the activity goes like this:

Level – any level (including beginners)

Time – 5-10 minutes

Aim – introducing students to each other

Preparation – none

Procedure

1. Ask the students to sit in a semi-circle and nominate one student to introduce himself
2. The person next to him must then repeat his name and then introduce himself.
3. Ask your students to repeat this process. Ex:
 - I'm Anvar
 - Anvar, I'm Malika

- Anvar, Malika, I`m Sevara

More advanced students might tackle the following:

- I`m Azamat. I like drawing
- He`s Azamat. He likes drawing. I am Bobur and I like reading
- He is Azamat. He likes drawing. He is Bobur. He likes reading. I am Zebo and I like playing the violin.

Remarks: 12 represents a maximum number

You should always take a turn to show you are learning too.

Considering all outlined above I can conclude that teacher`s role in the class is an important one. While teaching how to speak he/she have to raise pupil`s confidence by showing them the ways of overcoming stress and anxiety. 6-7 year old children are people who see the world only in bright colours. That is why, teaching them demands being in a positive mood and feeling like a child.

The list of used literature

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