



MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS
SPEAKING SKILLS WITH ROLLERS AND MATERIALS

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In a recent day's demand for learning foreign language increased considerably. The main reason for this is period changing from time to time and increasing foreign technologies and gadgets. The ability to speak confidently and fluently is something which children will develop during their time at school and something that will help them throughout their life. In primary and second. Speaking skills are defined as the skills which allow us to communicate effectively they give us the ability to convey information verbally and in away that the listener can understand children will learn English speaking skills in other languages in primary and secondary school. Language is a tool for communication. We communicate with others to express ideas as will communication takes place where is speech. We investigate if the classroom communication enables learning to proceed from gaining explicit language knowledge through gaining language habit to finally gaining implicit language knowledge which. In this process of proceduralization, learners, achieve the communicative competence which is the of language learning. As English is widely used all over the world, there is a need for learners to acquire the communication skills of it to get success in their respective five fields. Thus the classroom is the ideal place for to acquire good communication skills especially speaking skills. The teachers have to understand the problems of the ELLS and try to implement various teaching strategies in their classrooms in order to develop their learner skills in English classrooms. Furthermore this paper also supplies several techniques to develop speaking skills.

The learner who achieves the communicative competence is able to use appropriate language in a given context of use and has mastered a range of language structures and their functions. In the Common European. From work the sub competences of the communicative competences are defined in terms of the linguistic, pragmatic and social-linguistic competence includes. lexical phonological, syntactical knowledge and skills and other other dimensions of language as system independently of the sociolinguistic value of its variations and the pragmatic functions of its realisations.

In other words the learners need to gain not only the language knowledge but also the strategies which are needed so that they become independent users of the target language vocabulary knowledge and grammar are two essential factors of foreign language learning and they both influence learners speaking performance. Good knowledge of grammar is viewed as an essential aspect for achievement in a foreign language. Grammar helps-learners to build comprehensible sentences in speaking. If we only understand what





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

others say partially and superficially communication of ideas can't be properly realized. (Zang-geea, Min-you, 2007, p.63)

Vocabulary knowledge is indispensable for effective communications. Zewis (1993, p.93) writes that learning vocabulary is the core task in second language learning and any language skills of listening, speaking, reading, writing and translating cannot exist without vocabulary. One understands the meaning of a word so communication does not occur if there are no words. Therefore, reading is probably the best way to learn new words. Reading results in incidental vocabulary acquisition.

Ideas, thoughts and feelings that we want to communicate influence or engage with other individuals are included in the spoken message. Similar to this, Byrne (1984) claims that speaking is a two-way process between speaker and listener and involves productive and receptive skills of understanding. It implies that the speaker must use appropriate language in a more natural and less structured way. In other words, they get a different, unpressured feeling on the structure of the language since they read for pleasure and not for a grade or a test. In the theoretical mode of L1 and L2 speaking (Level, 1989, 1993), vocabulary has a central position in forming an intertext with appropriate meanings and with syntactic, morphological and phonological structures. In the light of the development of the communicative competence, we believe that effective language learning techniques are those which enable learners to achieve the educational aim, i.e. all components of the objectives stipulated in competence. Through predominantly controlled techniques and after words predominantly free techniques, learners proceed to the other side of the continuum to the techniques that are referred to as skill-oriented or fluency-oriented techniques. Their main focus is the meaning and message of the communication.

The questions are referential questions and therefore the language learners produce is not predictable. For this reason, these techniques are considered to be communicative. The freer the language enabled by a technique, the more learners can proceduralize their knowledge and gain second skills and communicative competence.

All four skills support each other since they are interconnected; therefore, they cannot be taught independently. Listening and outside source and require knowledge of the language, background knowledge and comprehension skills.

The productive skills of writing and speaking are more complex as they necessitate taking knowledge of how to actually produce new language.





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS

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