

Azamatova Shahnoza

Tashkent International University of Kimyo

Ilmiy rahbar: Shahribonu Sirojiddinova

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 secondary. Speaking skills are defined as the skills which allow us to communicate effectively they give us the ability to convey information verbally and in a way 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 well as communication takes place where speech is used. 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 procedure learning, learners achieve the communicative competence which is the goal 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 a learner 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 Framework of Reference for Languages the sub competences of the communicative competences are defined as follows: the linguistic, pragmatic and social-cultural competence includes lexical, phonological, syntactical knowledge and skills and other dimensions of language as a system independently of the social-linguistic 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 fash in second language learning and any language skills of listening,speaking,reading,writing and translating cannot exist with out vocabulary understands the meaning of a word so communication does not occer if there are no words.There for reading is prabaly the best way to learn way to learn new words.Reading resultsin incidental vocabulaery 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 Byrue(1984) clairus that speaking is 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 different unpressured feeling on the structure of the language since they read for pleasure and not for a gradge or a test.In the theoretical mode of L1 and L2 speaking 9Level,1989,1993) vocabulary has a central position in forming an interance 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 law i.e all components of the objectives stipulated in competence.Throngh predorninantly controlled techniques and after words predaninantly free techniques learners proced the other side of the continuun to the techniques that are referred to as skill sariented or fluency oriented techniques.Their main focus is the meaning and message of the communication.

The questions are referential questions and there fore the language learnings produce is not predictable for this reason these, techniques are considered to be communicative the freer the language enobled by a technique the more learners can proceduraliz their knowledge and gain secondly skills and communicative competence.

All four skills support each other since they are interconnected therefore cannot be taught independently.Liening 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 to actually produce new language.



1. Goh, Christine C. M., & Burns, Anne. *Teaching Speaking: A Holistic Approach*. Cambridge University Press.
2. Bleistein, Tasha, et al. *Teaching Speaking, Revised Edition*. TESOL Press, 2020
3. ELTT Guide. *Teaching the Four English Language Skills – A Comprehensive Guide*
4. Timmis, Ivor. *Materials to Develop Speaking Skills*. Brill Publishers, 2016
5. Modern methods in teaching foreign languages
S Sirojiddinova, M Rajabov SCOPE ACADEMIC HOUSE B&M
PUBLISHING100,2019
6. Improvement classification of law terms through content-based learning
Ш Сирожиддинова, ГРахимов Общество и инновации 2 (4/С), 57-62, 2021
7. TEACHING LAW TERMS THROUGH CONTENT BASED
AND INTEGRATED SKILLS SS Sirojiddinova Архив научных исследований 2 (1),
2022

