

BUILDING SPEAKING SKILLS OF ENGLISH LANGUAGE LEARNERS

Mahmudov Akbarjon Anvarjon o'g'li

Student of Samarkand State Institute of Foreign Languages

Scientific supervisor: Ochilova Noila Farmonovna

ABSTRACT

Speaking is one of the four integrated skills that need to be developed as a means of effective communication in the context of both first and second language learning.

In the teaching environment of English as a Foreign Language (EFL), the question of how to improve the conversational competence and speaking confidence of students is a key issue for educators. This concern has led to the development of qualitative research in the form of action research in a regular course using a taskbased approach. The results showed that confidence, creativity with topics, and speaking skills were key aspects of improving performance in front of an audience.

Keywords: development, challenges, English language, speaking skills, strategies, EFL learners.

INTRODUCTION

Speaking is one of the four macro-skills required to communicate in an effective way in any language, especially when speakers do not use their native language. Due to the fact that nowadays English is widely used as a means of communication, especially in the world of the Internet, English speaking skills should be developed along with other skills so that all integrated skills will definitely improve communication performance.

Bailey (2005) and Goh (2007) Details on how to improve speech development through program design, teaching principles, types assignments and materials, assessment of oral speech because of the significant role of speech in action.

It is regularly asked why the majority of undergraduate students are not capable of speaking English confidently, especially for real face-to-face communication with international speakers. One among many reasons to take into consideration is likely to be a lack of confidence in terms of anxiety about making errors as stated by Trent (2009).

A task-based learning approach (Nunan, 2006) was used to answer two main research questions conducted with course participants:

- 1) What factors can help English learners improve or develop their speaking skills?
- 2) What are the strengths and weaknesses of learners of English as English for Special Communication?

The outcome of the study was expected to directly improve the development of the participants. Oral language, as well as to give teachers more information about alternative activities for the development of speaking skills for English learners in both Thai and other English language contexts.

LITERATURE REVIEW AND METHODOLOGY

EFL learners face challenges in English-speaking skills. No one can deny that English language speaking is essential for all EFL learners because it is the way to communicate orally with others. Lack of environment, interest, and motivation are the most critical factors that affect learners' speaking skills, Ali (2019).

Proficiency in English requires high-level experience and a good background. Devi (2015) noted that the English language was used in all corners of the world as a means of communication between people of different cultural, ethnic and social backgrounds. Al Hosni (2014) explained that anxiety and reluctance in speaking classes are two of the main barriers of learning English.

The strategies for developing speaking skills were seen as communication strategies. One of the aims of teaching English in educational organizations is to improve students' knowledge, comprehensive ability, especially oral expression, and encourage them to use their opportunities to acquire a foreign language fluency adequately Al-Tamimi (2014).

If English learners are well motivated to practice various life situations, their oral communication in English will be enhanced. Motivation and encouragement are two sides of the same coin. Al Hosni (2014) observed that some students lack the motivation to speak English because they do not see the need to learn or speak English. Therefore, English teachers should explain to their students the great importance of learning English skills.

Speaking is an integral part of communication, especially when learning a language for communication, interaction and other communicative purposes in various cases. Richard (2006) said that the constant need for good communication skills in English has become very much in demand in peace. Speaking is one of the core English skills because it ranks higher. Therefore, English teachers should prioritize English language skills in the classroom. This pointed out that when teaching English, a real communicative approach should be applied. In addition, English language skills are vital for students both in and out of school. In the communicative approach, language is an essential tool of communication.

Brown (2007) has pointed out that communicative language teaching is an approach to language teaching methodology that emphasizes authenticity, interaction, student-centeredness learning, task-based activities, and real-world communication. Effective conversational skills create many advantages for communicating in both languages, targeted language and mother tongue.

Communication language teaching materials.

Communicative learning systems have the main function of teaching materials promoting the communicative use of language. This learning technique helps teachers in excellent contribution to improving English skills of foreign language students.

According to Richards and Rogers (1986), there are three types of materials are used:

- 1) Textbooks
- 2) Task-based
- 3) Realia

Teachers should provide a variety of authentic communicative materials in teaching English-speaking skills to improve their learners' level.

Methods

In this study, a quantitative survey method was used to collect data.

According to Sarantakos (1998), questionnaires as a means of data collection have many benefits, and some of them include the following:

- Give a quick result.
- They offer a great guarantee of anonymity.
- The use of questionnaires promises comprehensive coverage as researchers can respondents faster than other methods.

RESULTS AND DISCUSSION

The researchers designed the research tool a questionnaire for the learners.

The research tool was a quantitative scientific method of collecting data and information, and it was divided into four parts. The first part was devoted to general basic knowledge. students. The second part was devoted to the main difficulties of students when they speak English with other people. The third part was about the causes of students' problems with English language skills and motivating students to learn English. The fourth part was devoted to acquainting students with English language and spoken language, students' opinion of appropriateness of the curriculum.

The results of this study showed that English lessons were more teacheroriented than student-oriented. The English lessons were clearly dominated by teachers.

Current research has shown that EFL students suffer from a lack of time practice in different situations. Most students felt that if they tried to talk, they could other students in the class make mistakes and laugh at them.

Teachers' knowledge of English must be consistent with the new methods, techniques of teaching English and current study materials and course syllabus.

English language skills teachers should use the appropriate assignments and activities to improve the level of students. English teachers should provide secondyear

students with a variety of practical skills, learning situations and accurate materials for teaching English skills.

A communication program and communication materials should be used to teaching English and EFL students must have more time to practice English conversational skills to improve their command and fluency. A little teachers ignore the involvement of students in authentic and real situations and oral communicative activity during language classes in oral speech lessons. Teachers should provide students with real life situations and accurate materials in teaching English to improve their level.

English teachers should create a good environment for interaction to enhance the English language proficiency of Yemeni language learners EFL skills. Strategies for teaching English proficiency should use

a student-centered approach rather than a teacher-centered approach. Communicative teaching materials and

Communicative topics of the curriculum should replace the current curriculum and teaching materials for teaching English. Technology should be used to motivate EFL students to speak English without anxiety or with less anxiety.

CONCLUSION

In conclusion, it is obvious that EFL learners need help to overcome their problems with English language skills. Thus, the use of a communicative approach to language teaching in teaching and learning English will benefit both teachers and students. Teachers should play an important role in teaching English. Teachers should also help students improve their knowledge, be proficient in English and overcome their difficulties in speaking English. If reforms are carried out scrupulously, there is absolutely no doubt that teachers will find meaning, relevance and relevance in teaching and learning English language skills.

REFERNCES

1. Levelt, W. J. M. (1989). *Speaking: From intention to articulation*. MA: MIT Press.
2. Al-Dersi, Z. E. (2013). The Use of Short-Stories for Developing Vocabulary of EFL Learners. *International Journal of English Language and Translation Studies*. 1(1), 52-62.
3. Abduramanova, D. V. (2021). Teaching foreign language using information and communication technology in pedagogical aspects . "Экономика и социум" №11(90), Россия.
4. Abduramanova, D. V. (2021). METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE. *ACADEMIC RESEARCH IN EDUCATIONAL SCIENCES*, 2(8), 260-263.
5. Al Hosni, S. (2014). Speaking Difficulties Encountered by Young EFL Learners. *International*

6. Journal on Studies in English Language and Literature (IJSELL) 2 (6), 2-30.
7. Ali, J.K.M., & Bin-Hady, W. R. A. (2019). A Study of EFL Students' Attitudes, Motivation and Anxiety towards WhatsApp as a Language Learning Tool. Arab World English Journal (AWEJ) Special Issue on CALL (5). 289298 DOI:
8. <https://dx.doi.org/10.24093/awej/call5.19>
9. Brown, H.D (2007). Principles of Language Learning and Teaching. White Plains, NY: Pearson
10. Longman.
11. Gathumbi, A. & Masembi, S.C. (2005). Principles and Techniques in Language Teaching. Nairobi: Jomo Kenyatta Foundation.
12. Richard, J.C. (2006). Communicative Language Teaching Today. New York: Cambridge University Press.
13. Abduramanova, D. V. (2021). Важность эффективного внедрения инновационных технологий в практику обучения иностранным языковым компетенциям. Innovative Technologies in Teaching Foreign Languages and Learner Assessment in Online Education, 2(CSPI Conference 2), Узбекистан, С. 340-344
14. Kenjali, E.R, Abduramanova, D. V. (2021). Важность внедрения инновационных технологий в обучении чтению и письму как один из актуальных методов преподавания иностранного языка в современном мире. Innovative Technologies in Teaching Foreign Languages and Learner Assessment in Online Education, 2(CSPI Conference 2), Узбекистан, С. 332-339
15. Abduramanova, D. V. (2021). Teaching foreign language using information and communication technology in pedagogical aspects . "Экономика и социум" №11(90), Россия.