WAYS TO IMPROVE "SPEAKING" SKILLS OF STUDENTS IN THE EDUCATIONAL PROCESS

Yuldashova U. B

Senior teacher of "Foreign languages" department Tashkent institute of Finance

A R T I C L E I N F O.	Abstract
Keywords: speaking, language, student, education	This article discusses ways to improve speaking skills. The educational process is a process between a student and a teacher that involves an active attitude. The main purpose of education is to provide content, methods, tools, and their relationships. We have always encountered issues with student-teacher relations when discussing the purpose of education. The main purpose of this article is to improve organize a lesson and find solutions to common obstacles.

The majority of language learners struggle with speaking English. How to speak English more effectively will be discussed in this article. Many students lament that despite having a strong grasp of English grammar and tenses, the ability to write essays and even the ability to understand the language, they struggle to communicate their ideas clearly in the language.

Speech activity types and language content are taught together in the educational process. The student speaks, listens, reads and writes during each activity. The process involves language units that have been previously learned or mastered during training. Depending on the procedure or the student's educational level, different speech activities are used. The language content is chosen, distributed, classified and presented in accordance with the different types of speech activity, that is, it is made ready for mastery based on the educational objectives. The program's creator and instructor directly control the distribution, systematic classification, and presentation of foreign language material. The student and the teacher collaborate as they learn and teach the subject matter. Language is the "building" component of speech activity because it integrates lexical, grammatical, and pronunciation units. Speaking, listening comprehension, reading and writing are all considered to be taught and learned skills using lexical, grammatical, and pronunciation units. To master its functional, semantic and formal aspects, students must practice special exercises.

The analysis of numerous academic publications and studies reveals the ongoing interest in the organization of communication issues in the context of teaching foreign languages. Various circumstances can be used to explain the cause of this. The first barrier that stands out is the potential for different student learning styles, the simultaneous acquisition of knowledge at various levels, and the fact that each learner has a unique personality (as well as a different physical and mental state) from the others. High potential is essential for effective teaching outcomes, according to researchers.

Students must practice speaking a lot in order to develop it because it is an active skill. Due to the

requirement that you respond to questions posed during a conversation, speaking is the most challenging skill to master when learning a foreign language. It takes a lot of speaking practice to be able to communicate effectively in a real conversation. Speaking is a skill that gauges a language learner's proficiency in practical situations. To teach students to think differently and approach their work creatively is one of the demands that every educator must now fulfill in light of the growing interest in teaching foreign languages. Naturally, this calls for a lot of self-improvements on the part of the teacher, who must also learn the material in light of the psychology of the students. This process is not automatic. The transition from one stage to another is done gradually when teaching a foreign language. In fact, even when moving to the second stage, some of the unique characteristics of the first stage can persist up until a certain point. Since the first stage of teaching and learning a foreign language is the foundational stage, oral speech and the development of reading techniques are given a lot of focus. Understanding the mechanism's speech at this point is crucial, as is learning to use the simplest speech patterns possible. Students should be taught how to pronounce words correctly at the beginning of their study of a foreign language with a focus on their pronunciation. Because during this time the ability to pronounce words correctly is formed, and in later stages, this ability is developed. It will be more challenging to solve this issue in the later stages if students do not initially achieve accurate pronunciation and articulation of English sounds. Speaking is always a proactive act because it conveys the speaker's attitude toward those around them. The interlocutor will engage in active speech behavior thanks to this activity. Speaking is always acceptable. The speaker always intends for his or her words to contribute to some end. Only when speech combines all of the required characteristics with purpose can it be considered truly purposeful. The inability of students and teachers to communicate with one another clearly is linked to the teaching of "speaking" in a foreign language. In order to significantly alter the circumstance, communicative motivation is used. Speaking as a type of activity has a common objective for each of the communicative tasks that take place in individual speech situations. Communication should be practical. In terms of communication, this is the essence of it. In fact, pragmatism's strategy and tactics enable it to achieve its purpose, which is found in pragmatism. It is important to note that speaking is type of speech activity and is not a standalone process. According to A.A. Leontiev, if speech is regarded as a skill, it "serves" to express all other human actions. Speaking, however, is not just a servile activity; it also greatly depends on a person's daily activities. This is crucial from a methodological standpoint. It is acceptable to mention two points in relation to this. The first aspect of speaking is the meaningful side, which is entirely influenced by the various spheres of human endeavor. The selection of speaking material and, to some extent, how it is organized are determined by this. The second is connected to motivating speech. Consider the situation where need to persuade someone of something. Speech serves as a vehicle for thought expression and verbal communication. Speaking has long been considered a secondary skill by educators in comparison to reading, writing, and even listening comprehension abilities. Students encounter a variety of difficulties when they must speak in English. They try to leave that situation as soon as possible because they are afraid (embarrassed) to come out in front of the group. In this case, the teacher should give the students topics that they are interested in, encourage them to speak without focusing too much on their errors, and foster motivation.

Analysis reveals that the issues with organizing communication are always of interest in the field of teaching foreign languages. Various circumstances provide an explanation for this. The possibility of students learning at different levels simultaneously and having different personalities (physical and psychological states) is one of the obstacles that stands out above the rest. The importance of high potential for effective teaching is emphasized by researchers. The teacher's job is to provide the right environment for each student to practically master the language, and to select instructional strategies that let each student show initiative and creativity. When teaching a foreign language, the teacher's job is to stimulate the students' cognitive processes. A focused approach can be implemented with the aid of contemporary pedagogical technologies, which include cooperative learning, project-based learning, the

use of new information technologies, internet resources, etc. These technologies also offer individualization and differentiation of instruction, taking into account students' abilities and learning levels.

Therefore, it is clear from the foregoing considerations that if speaking instruction is structured as a process of continuously resolving speech-thinking tasks, the connection of speech units with everything required is created, ensuring the ability to apply the learned speech material to new contexts. It is crucial to develop teaching based on a variety of methods, as we can see. Achieving effective results using new, creative methods is also made possible by alternative methodological solutions, which typically reject the traditional methods of instruction.

Used literatures;

1. А. А.Леонтьев. Язык, речь, речевая деятельность. М., Просвещение», 1969. 214 стр.

2. Makhkamova G.T., Alimov Sh.S., Ziyayev A.I . Innovative pedagogical technologies in the English Language Teaching. − T., 2017. − 232 p.

3. Полат Е.С. Метод проектов на уроках английского языка / Е. С. Полат // Иностранные языки в школе. 2000. –№2, 3.–3-10с.;

4. Richards J.C. & Rodgers T.S. Approaches and methods in language teaching/ Cambridge university press 2014.