

TEACHING SPEAKING FOR THE INTERMEDIATE LEVEL PUPILS

Norkulova Dilnoza Rustam qizi,

Bachelor student of Denau institute of entrepreneurship and pedagogy,

tel: +998903789688, e-mail: dilnozarystamovna1999@gmail.com.

Abstract. This article provides an overview of teaching speaking for intermediate level learners, also discussions and results of teaching and speaking problems and solutions, fluency , how to improve critical thinking and speaking. For at the heart of literacy is oracy, and the way we access literacy is through oracy.

Keywords: teach, learn, speak, language, communication, pupil, learner, method, practice, vocabulary, grammar, improve

INTRODUCTION

Nowadays, the demand for learning languages is increasing numerously, especially learning as a second language is becoming popular. A language is alive with communication. So, talk is a wonderful resource. Communicating in two or more languages is a priceless ability. Today, English is known to be becoming the leading language around the world. It is easy to communicate and establish relationship with anyone by this language in any countries on earth. It become the most influential language of social comms over the world. Not only speaking in English but also any languages is extremely beneficial. [1]Rivers and Temperley divided language learning into two parts: acquiring skills, using skills This work is about improving teaching speaking and make children's speech, fluency, accuracy and thinking good. Because it is too important that children express clearly and correctly their thoughts and ideas, and also speak smoothly. Dissimilar teaching speaking methods, plans, and activities to speak with critical ways and ideas, without any hesitation and fear are used. Using the theories of many methodists and experimented scientists, experiments are done. A lot of discussions have been made because day by day the measurement of learners around the

world is growing from . They all want to speak better than before. The act of speaking is staggeringly complex.[2] A number of characteristics of speaking lead to this complexity. These include clustering: hesitation markers and pausing; colloquial language, include slang and idioms; and suprasegmental features including stress, rhythm, and intonation.[3] Fluency/accuracy issue often boils down to the extent to which our techniques should be message oriented as opposed to language oriented.

METHODS

Intermediate level pupils' grammar and vocabulary is very good but they do not know how to use them and have some problems depending on pronunciation, fluency and ones like these. In order to improve them, I have used several methods and activities during my experiments such as followings

[4]Presentation, practice, production (PPP). There are three steps in this technique. Firstly, topic is introduced. Next pupils work on theme and practice. In last one, teacher assesses how degree children understand or learn, use vocabulary related to the topic.

[5]Inductive method - practice, introduction, production. It is very useful to teaching pupils. Pupils can not forget the lesson taught, using this. At the beginning of the lesson, pupils learn the topic by themselves. And then, teacher introduces theme. Lastly, learners repractice.[6] Celce-Murcia present communicative framework for planning pronunciation instruction in five stages: description and analysis, listening discrimination, controlled practice , guided practice, and communicative practice. [7] Drama and imitation techniques provide discourse-level practice with stress, rhythm, intonation, and connected speech. Imitation techniques include shadowing, mirroring.

EXPERIMENT AND EXPLORE

Speaking is an important skill in language learning, but learning and teaching is not an easy skill. Oral language is used the least among other skills in classroom. Also teaching this skill have difficulties. Pupils do not want to speak, not remember words, be afraid to say thoughts similar others and some feel disappointed with teacher' bad

behavior, hesitate when expressing ideas, then lose control. I experimented with an intermediate level class by above methods for a month. The emphasis was on talking. Therefore, more time was spent on speaking and training this skill. Pupils have been provided materials, videos related to the topic (Family). After get full information, they tried to speak about their family well. Suitable assessments were given for them. They learnt how to speak, use, pronounce words express their ideas clearly for two weeks. During next two weeks, pupils were thought in inductive methods. First step, pupils did many activities such as role play, rethinking, dialogic talk like these. They performed tasks without any criterias. After that, full data about critical thinking, fluency, correct pronunciation, rhythm and rhyme. Then they watched real videos or listen audios of performances. Recognizing mistakes and getting strategies, they reperformed roles with emotions. As a result, their fair, hesitation, poor thought disappeared. Magazines which different pages, pictures and themes are gathered were given. Pupils describe perfectly and certainly things in a magazine, connecting with each other logically. Now, they can speak any themes smoothly and clearly. Vocabulary and the level of using them in right content has also sharply increased. Compared followed-up class with pupils which study in curriculum standard, there is large difference due to the fact that teaching speaking has numerous problems and dilemmas. There are a large of reasons why verbal skills can not thought in language classes. Instructors prefer not to spend valuable lesson time on oral production and instead prioritize teaching grammar, writing, or reading skills according to the test increase. Another reason may be that teaching methods and materials emphasize writing language and grammatical accuracy as learning goals. Even if there are interaction activities and simulations, spoken skill is rarely used in classroom.

DISCUSSION AND RESULT

The teacher faces difficulties and unknown problems. It is not easy to teach oral expression. First of all, reading, writing and listening activities are usually done in class, but speaking is an effective skill and in this section improving thinking plays an

important role. However, it is not the same thing around the world. Some people say that pupils should not be forced to do what they have no ability and desire. They support the standard curriculum established by government to get success in society, pass exams and receive many degrees in education field. Furthermore, used methods above are struggling, pupils are under pressure. Others state that learner need to be interested and used effective strategies, methods and activities.[8] Speaking has tended to be an aspect of the English curriculum that is less rigorously and systematically planned, taught and assessed. However, talk is the most necessary thing to join society and exchange information both quickly and easily. [9]According to Littlewood, tasks are functional communication activities and social interaction activities. Doing these tasks helps substantially to get better speech. [10] As well as, Rivers and Temperley suggest some activities such as welcoming visitors, customers, interviews, surveys, logical puzzle-solving, project study, producing a show or concert. [11] Hartmann and Stork state that a person is fluent when he or she uses the language's structures accurately while at the same time concentrating on meaning, not form. The fluent speakers try to use correct patterns automatically at normal conversational speed. Although teaching speaking is difficult, we can achieve good success the reason why correct methods is chosen.

Conclusion: Thus, the research work discussed above illustrates that more attention need paying for speaking and teaching this skill and oral exams ought to be improved. Second language Learners have to speak instead of getting attached paper-based skills for communication. A language is perfect with comms.

REFERENCE LIST

- [1] W.M. Rivers, M. S. Temperley. A practical guide to the teaching of English as a second or foreign language. Oxford University Press.1978.-399 p.
- [2] H.D. Brown. Teaching by principles: An interactive approach to language pedagogy. Englewood Cliffs, NJ: Printice Hall Regents 2007.-569 p
- [3] H.D. Brown. Teaching by principles: An interactive approach to language pedagogy. Englewood Cliffs, NJ: Printice Hall Regents. 2007.-569 p

[4] Internet resource [<https://www.teachingenglish.org.uk/article/planning-grammar-lesson>]

[5] Internet resource [<https://enotesworld.com/the-inductive-method/>]

[6] M. Celce-Murcia, D. Brinton & J. Goodwin (with B. Griner). Teaching pronouncing: A reference for teachers of English to speakers of other languages (2nd ed.). New York, NY: Cambridge University Press. 2010.

[7] D. Hardison & C. Sonchaeng. Theatre voice training and technology in teaching oral skills: Integrating the components of a speech event. System. 2005.

[8] A. Howe. Making Talk Work. Sheffield: National Association for the Teaching of English (NATE). 1997.

[9] W. Littlewood. Communicative language teaching. Cambridge: Cambridge University Press. 1981.

[10] W.M. Rivers, M. S. Temperley. A practical guide to the teaching of English as a second or foreign language. Oxford University Press. 1978.-399 p.

[11] R.R. Hartmann & F.S. Stork. Dictionary of languages and linguistics. New York: Wiley. 1976.