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## EFFICIENT APPROACHES FOR INSTRUCTING ENGLISH SPEAKING SKILLS IN A NON-LINGUISTIC UNIVERSITY

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### **Annotation**

*Exploring effective forms and techniques for teaching high school students English speaking skills is the focus. The text briefly outlines dialogic and monologic speech and delves into identified issues in teaching foreign language speaking. Proposed measures to address these challenges are presented. The essence of effective tasks for fostering speaking development is clarified, accompanied by a set of exercises designed to enhance students' oral communication skills and cultivate their communicative competence, thereby addressing the identified problems.*

### **Key words**

*information, interaction, skill development, university-level studies*

Amidst the backdrop of globalization and rapid scientific and technological advancements, an escalating number of individuals are embarking on the study of the English language. Proficiency in English is deemed essential for a profound understanding of various domains such as science, technology, business, education, and social interactions. The significance of English as a tool for international communication is particularly pronounced among individuals with higher education qualifications. They assert that a strong command of a foreign language is pivotal for achieving success in their professional endeavors. The capacity to engage in direct communication with international business counterparts and conduct negotiations independently, without the need for an interpreter, takes precedence in the pursuit of language acquisition.

In this context, the instruction of a foreign language revolves around cultivating communicative competence, which is the proficiency required for effective intercultural communication. Accordingly, a primary responsibility of higher education educators is to foster students' communicative skills. This involves developing their ability to comprehend and generate expressions in a foreign language, aligned with specific communication scenarios, speech objectives, and communicative intentions.

There are three primary reasons why a teacher should engage students in the process of speaking in the classroom. Firstly, speaking tasks serve as a form of "rehearsal," providing students with the chance to practice real-life conversational situations during lessons. Secondly, as students undertake these tasks, they endeavor to apply the language tools they have acquired. This presents an opportunity for both the teacher and students to observe advancements in foreign language learning. Concurrently, linguistic challenges that students encounter while speaking become evident. Lastly, the more students have occasions to activate various language elements acquired during their studies, the more likely they are to master using these elements automatically. This proficiency enables them to effortlessly employ the words and phrases practiced in lessons without hesitation or deliberation in real-life situations [1].

Speaking, as a form of speech activity, is fundamentally grounded in language as a means of communication. Language serves as the medium through which interlocutors engage in communication, as it is comprehensible to both the communicator conveying information by encoding it into chosen words' meanings, and the recipient decoding and deciphering these meanings to adapt their behavior based on the provided information. Oral-verbal communication can take on monological, dialogical, or polylogical forms, representing various complex interweavings [2].

The most basic form of spoken language is dialogue, characterized by a conversation between interlocutors collaboratively discussing and resolving issues. In conversational speech, participants exchange remarks, repeat phrases and individual words after each other, pose questions, make additions, offer explanations, utilize hints comprehensible only to the speakers, and employ diverse auxiliary words and interjections.

Within dialogic communication, communicative roles undergo alternating changes, fostering mutual understanding and enabling the coordination of actions and behaviors in communication. This coordination is essential for achieving results in joint activities. When assigning the task of creating a dialogue and organizing students into pairs, it is crucial to convey that this division is not merely a mechanical splitting into two individuals but rather a division into two interlocutors.

Monological speech exhibits greater compositional complexity in comparison to dialogic speech. It demands the completion of thoughts, strict adherence to grammatical rules, and a commitment to logical and consistent presentation of the speaker's intended message. The speaker's communicative objective is to capture

the listener's attention, convey a message, elicit a response, and consider the communication situation and the listener's personality when delivering statements. Consequently, the instruction of foreign language speech entails the mastery of a specific communicative technique.

In the selection or creation of training tasks aimed at developing verbal and speech skills for communicative speech, it is essential to ensure that both their content and execution procedures closely align with authentic communicative actions. This approach maximizes the effectiveness of the language learning process.

Speaking has consistently been deemed the most prevalent form of speech activity, serving as a foundational skill for many students. The challenge of engaging students in speaking during a lesson can range from exceedingly simple to complex. In an ideal scenario with a friendly atmosphere, positive interpersonal relationships, a uniform proficiency level in English, and compelling topics along with effective tasks, students readily and willingly participate in discussions. However, such optimal conditions are rare in practice. Disparities in language proficiency, dislike for assigned tasks, or flawed task organization can hinder the ease of participation.

It is crucial to recognize that speaking skills, like any other skills, do not naturally develop; their cultivation requires the incorporation of specialized exercises and tasks. These activities are specifically designed to ultimately shape and refine the ability to navigate through various communication situations seamlessly. As an integral component of the course of study, these exercises play a pivotal role in the formation and enhancement of speaking skills [3].

It's important to recognize that crafting effective speaking assignments and ensuring their successful completion is a more challenging task compared to devising listening, reading, or writing assignments. The initial step involves defining what constitutes an "effective speaking task."

Key characteristics of successful speaking tasks include:

1. Extensive Student Speaking: The majority of the allocated time for the assignment is dedicated to students actively speaking.

2. Equal Participation: Every student has the opportunity to engage in the discussion, ensuring a fair distribution of speaking opportunities among all participants rather than favoring only one or two students.

3. High Motivation: Students are motivated to participate in the conversation because they find the topic interesting and have something meaningful to contribute.

4. Accessible Language Level: The language proficiency required for the conversation is within reach for the students. They can express their thoughts using understandable language at an accessible level [4].

When it comes to exercises that capture the most interest from students, the following activities tend to be particularly engaging.

1. Task for Informational Imbalance:

- Objective: Facilitate information exchange among participants, where initially each has only a partial understanding, and through verbal interaction, they gain a more comprehensive view.

- Procedure: Students work in pairs. Taking the topic of "Employment" as an example, each student is provided with cards representing a job application, each containing different information. Through questioning one another, they collaborate to complete their respective cards.

- Benefits: This task prompts students to ask numerous questions, fostering effective communication. Additionally, it serves as a platform for the acquisition of specific vocabulary related to the topic [5].

2. Task for Ranking Information:

- Objective: Organize the distribution of received information based on specific criteria.

- Procedure: Students are provided with a list of adjectives describing personality traits. In groups, they collaboratively select the three most important adjectives for characterizing a friend, girlfriend, and teacher, arranging them in order of importance. The ranking process is followed by a discussion, presentation of choices with justifications, and an exchange of perspectives. This exercise fosters the development of agreement, disagreement, argumentation procedures, and the expression of individual opinions.

3. Assumption Recognition:

- Objective: Identify a person, subject, or process using common "Yes or no" questions.

- Procedure: Students work in small groups, with each student receiving a card featuring the name of a famous person. The challenge for the group is to correctly guess the presumed person through a series of yes-or-no questions [6]. Exercises of this nature serve as effective motivators for and instigators of speech interaction.

4. Role-Play Assignments:

- Objective: Engage students in diverse social and psychological roles to enhance the development of communication skills.

- Procedure: The authors have devised a technology for conducting role-play assignments, which has been successfully tested in the classroom setting [7]. This approach involves students assuming various roles within a given scenario, contributing to the evolution of the communication process.

#### 5. Group Discussion Tasks:

- Objective: Encourage discussion on a variety of issues related to a specific topic (e.g., "Environmental Safety"), involving the exchange of statements, supplementation, clarification of information, and considerations.

- Procedure: Participants in the discussion must express reasoned agreement or disagreement regarding the issues at hand. Emphasis is placed on the ability to actively listen, comprehend the perspectives of others, engage in meaningful discussions, pose relevant questions, transition to new aspects of the problem under discussion, and critically evaluate the remarks of fellow participants. This type of task highlights the importance of effective communication skills in group settings.

#### 6. Design Work Tasks:

- Objective: Encourage independent planning and execution of projects by students, incorporating speech communication within the intellectual and emotional context of various activities [6].

- Procedure: Creating a radio program centered around the theme of "News" serves as a creative project. Students designate an editor responsible for coordinating the preparation of "stories" and conducting interviews for the broadcast.

#### 7. Oral Communication Tasks:

- Objective: Develop skills in delivering monologues on assigned or freely chosen topics.

- Procedure: A student is tasked with preparing an oral report on topics such as the ecological state of their city or the cultural traditions of the region. It is crucial to note that when devising such exercises, a primary requirement for their structure is to facilitate not only individual action but also interaction among the participants. This ensures a dynamic and engaging learning experience.

The primary objective of learning foreign languages in schools is to afford students the chance to engage in foreign language interpersonal and intercultural communication with native speakers, ultimately fostering the development of foreign language communicative competence [7]. Addressing these factors will contribute significantly to the overall success of students in mastering speaking skills in a foreign language.



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