THE DEVELOPMENT OF SPEAKING SKILL IN TEACHING ENGLISH LANGUAGE

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Abstract

English, like Russian, is the main instrument of communication, so in teaching a foreign language the teacher needs to pay special attention to the types of speech activity. However, the teacher faces some diverse difficulties, and the mastering of communicative competence by schoolchildren depends on their overcoming. The problem of formation of speech skills in teaching a foreign language is an urgent topic because in modern conditions the development of speech skills in students is given insufficient time in the educational process, which leads to a number of problems, in view of which children are not able to competently build sentences with their subsequent statement, are not able to perceive English speech by ear, as well as have difficulties in writing and reading.

Key words:

English language, speech skills, school students, teaching methods, listening, reading, writing, communicative framework.

Introduction

The development of speech skill is extremely necessary in the modern world because it allows people to exchange information, establish contact and ensure interaction. The formation of speech skills and abilities in English language teaching, as a rule, begins in school, which greatly facilitates the work of the teacher, since children, due to their age characteristics, learn a foreign language better than adults (Zimnyaya, 2000).

Moreover, based on scientific research, it has become known that elementary school students are less likely to encounter such a phenomenon as language barrier, which is also due to the psychological characteristics of the age category.

However, children, as well as adults, sometimes face external and internal factors, which are of different nature. Internal factors, as a rule, do not depend on the conditions of the learning environment and they include: the psychological

state of the student, ignorance of grammatical and phonetic norms, lack of language and speech means, the level of self-esteem of the child, motivation for learning, the degree of erudition, insufficient possession of meta-subject knowledge and others.

Materials and research methods

The factors listed above represent a special problem, as the teacher must have knowledge in different fields to solve them. Moreover, the solution of such problems is also facilitated by close interaction between the teacher and students, as well as teaching methods that the teacher is guided by in his/her activity.

External factors imply insufficient technical equipment of the classroom, high class size, inconsistency of educational programs and lack of teaching time.

It is necessary to pay attention to such phenomena as a language barrier. This phenomenon is characterized by difficulties in the development of speech skills, due to which it is difficult for a person to make contact with a person belonging to another language group. In this case, both interlocutors experience difficulties in communication, as one person cannot reproduce and competently convey his or her thoughts, and the listener cannot understand the speaker.

Language barriers can be both linguistic and psychological, but most often the student deals with both types at once. As Khuzhaniyizova says it happens because the linguistic kind implies lack of language practice, lack of listening skill, lack of vocabulary or knowledge in a certain field and so on.

Results and discussion

It is worth noting that interlingual and intralingual interference also has a negative impact on the formation of speech skills and abilities. This phenomenon is characterized by conscious or unconscious superimposition of language systems of one language on another. Considering English and Russian languages we can give the following example of interlingual interference: in Russian language every animate and inanimate object is assigned a middle, feminine or masculine gender. In English, inanimate objects and animals in the singular number are nouns of the middle gender only and when denoted as a pronoun, "it" is written instead of "he" - it or "she" - she. That is, when constructing sentences: "I have a dog. It's big." - "I have got a dog. It is big.", children, superimposing the knowledge of the Russian language system on English say: "I have got a dog. She is big.", allowing substitution of the pronoun "it" - it, for "she" - she.

Another example of this phenomenon is the strict word order in a sentence in English. Speakers of Russian know that in their native language there is a free order, so a sentence that carries the same semantic load can look differently:

- вчера я гуляла с друзьями ;

- I went out with my friends yesterday.

In English, this sentence would look exclusively like this: "I walked with my friends yesterday". It is worth noting that in English affirmative, negative and interrogative sentences have different constructions, which makes it difficult for students to learn the language.

Based on the above-mentioned problems, it is possible to form a number of pedagogical conditions that will influence the successful formation of language skills and abilities in the process of teaching a foreign language:

- creating a rich language environment at English lessons;

- to be guided by modern technologies in the formation of speech skills;

- ensuring a favorable environment in the classroom in order to avoid the emergence of psychological barrier;

- taking into account individual and age peculiarities of students;

- developing a system of motivation for pupils;

- creating an environment for the natural need for communication;

- observing in the learning process the regularities of formation and development of skills;

- learning through a communicative framework, and so on.

It is important to remember that in order to form speech skills and abilities, a child must be able to to perceive other people's speech, which indicates the importance of developing listening, reading, writing and speaking together, so the teacher should be guided by modular technology in the educational process.

Table 1

<u>Language skills</u>	<u>The methods of formation</u>
1. Listening	Use of interactive contemporary technologies: viewing English-language films or cartoons, listening to music and conversations, and so forth.
2. Reading	Age-appropriate short texts are used in the educational process to spark students' interest in learning.
3. Writing	Use of the project method, cooperative learning approach, and tandem

		technique. If there is a "pen friend" or pen pal, then using distance technologies is possible.
4.	Speaking	The use of cooperative and engaging learning strategies while broadening students' horizons and vocabularies.

Table 1 presents the order in which skills are formed. This leads us to the conclusion that a certain algorithm governs the acquisition of speech skills and abilities, and that sophisticated cognitive activities, which rely on inner speech, condition the link between the listed skills. Even in native language instruction, children learn by ear to perceive information, then to duplicate their thoughts. Reading and writing are not taught to them until they have mastered oral receptive and oral productive speech tasks.

The key categories of speech activities that impact the development of speech skills and abilities must therefore be emphasized . It is important to first take into account a conversation of this kind. One benefit of this kind is that students will engage with the teacher as well as one another, which will enhance the classroom's environment. Furthermore, the topic of discussion should be chosen carefully, taking into consideration the students' age group and interests. The teacher needs to divide the class up into smaller groups at the start, assign each team a topic preferably one that will spark debate and start the conversation. Speaking abilities will be effectively developed, and learning engagement will come from this activity.

Game-based learning and cooperative learning are essential components of this field's educational process, according to Zinovieva. Role-playing is one example of an activity like this, when students act out brief skits using solely spoken English. It is the teacher's responsibility to inform students about their assigned roles and the play's topic. Students will eventually become more emotionally coloured, fluent, and literate in their oral speaking through this kind of speech exercise.

Exercises focused on completing a story can also be utilized. The teacher should read the story aloud to the class in English without giving away the conclusion. The pupils will need to think of an English translation of the story.

Engaging in such an exercise can foster creativity and accelerate the acquisition of lexical rules and expressive devices.

It is important to focus on the task of describing or comparing photographs, which is still included in state English tests. It must be centered around a certain subject and two acceptable images must be chosen. Students extend their perspectives and use language by contrasting or summarizing the images that are shown.

Although there are different approaches to developing speech abilities and skills, we have provided the kinds of speech exercises that middle school students should be trained in.

The teacher needs to use control once the completed work is turned in. Current, intermediate, and final controls are possible. On the other hand, in order to conduct an unbiased evaluation of the knowledge and abilities that students have learned, the instructor must be directed by all forms of control over the learning process. This will enable the instructor to quickly spot any knowledge "gaps" and take appropriate action to close them.

Conclusion

Without the use of modern technologies in the classroom, elementary school students' speech skills cannot be formed while studying English. The sequence in which skills are mastered also plays a significant part in the development of oral communication.

When the aforementioned techniques are used, the child's speech apparatus will be stimulated and a conducive environment will be created. In addition, the learner will benefit from a variety of complex positive effects on their overall development, including learning about local history, growing in their capacity for critical thought and creativity, broadening their vocabulary and horizons, improving their frontal communication skills, and being encouraged to improve their English proficiency.

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