

THE ROLE OF SPEAKING IN TEACHING FOREIGN LANGUAGES

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Abstract: *Talking as a aptitude constitutes a genuine jump to overcome by both the instructor and the learner. In other words, the educator should discover suitable methods to assist the learner with whereas the last mentioned needs to discover a way to ace the dialect. In this way, this article endeavors to highlight the concept of talking; moreover, it tries to bargain with the issues important to the suitable educating of talking to learners of English as a remote dialect (EFL) such as consciousness-raising methodologies and verbal blunder rectification.*

Keywords: *EFL instructing, Talking abilities, Consciousness-raising*

Аннотация: *Разговор как способность представляет собой настоящий прыжок, который необходимо преодолеть как инструктору, так и ученику. Другими словами, педагог должен найти подходящие методы, чтобы помочь учащемуся, тогда как последний должен найти способ овладеть диалектом. Таким образом, в этой статье делается попытка выделить концепцию разговора; кроме того, он пытается торговаться по вопросам, важным для надлежащего обучения изучающих английский язык как отдаленный диалект (EFL), таким как методологии повышения осведомленности и исправление словесных ошибок.*

Ключевые слова: *обучение английскому языку, разговорные способности, повышение сознания.*

Dialect is utilized in our day by day intelligent to satisfy numerous distinctive objectives such as communicating data, thoughts, convictions, feelings and demeanors to one another. When utilizing dialect for communication, both the questioner and the recipient are included in two major forms: transmitting thoughts and deciphering the message created. Hence, creating the verbal ability is considered as one of the major building squares in dialect learning because it requires a combination of information of the target dialect with aptitudes and procedures that empower to utilize it effectively. This expertise is additionally exceptionally complicated because it depends not as it were on the teachers' competence in

advancing information and giving criticism on the verbal result but needs as well the learners' readiness and acknowledgment of teachers' verbal rectification to refine their execution. We bargain in this piece of work with the issues related to the instructing of talking which constitutes a need for numerous remote dialect learners by looking at the talked dialect and highlighting the differentiate existing between talked and composed dialects. Besides, we shed light on teachers' intercession to make strides this aptitude by considering the concept of consciousness-raising, the approaches pertinent to the teaching of talking suitably as well as verbal blunder corrections implemented within the dialect classroom.

The position of speaking within the pecking order of dialect aptitudes has evolved over the centuries. Or maybe overlooked within the Linguistic use – Interpretation Strategy, it got to be a essential aptitude within the Coordinate Strategy. These days, in show disdain toward of the inescapable feedback of accessible strategies, methods or assets, talking is for the most part seen as the foremost principal aptitude to obtain. Since the onset of the communicative period it has been treated as the extreme objective of dialect preparing and its appropriate advancement has gotten to be the center of consideration of both instructors and learners.

Be that as it may, it is additionally a commonly recognized reality that accomplishing proficiency in outside dialect talking in classroom conditions isn't an simple assignment. Indeed progressed learners frequently wrap up a dialect course with the conviction that they are not adequately arranged for talking past the classroom. This trouble comes about basically from the character and lacking recurrence of talking openings within the classroom in comparison to the wealth of characteristic assortments and sorts of verbal communication. In reality, selecting the foremost fitting sorts of talked talk for classroom hone in a specific dialect course may be a exceptionally difficult choice which, tragically, barely ever reflects the common event and dispersion of communicative circumstances.

Talking is an action utilized by somebody to communicate with other. It takes put all over and has gotten to be portion of our every day exercises. When somebody talks, he or she interacts and employments the dialect to specific his or her thoughts, feeling, and thought. He or she moreover offers data to other trough communication. It isn't a mystery learning outside dialect is one of the today's crucial questions. Dialect is exceptionally complicated or able to say it is exceptionally troublesome when there's no any chances to communicate with local speakers. Dialect learners are frequently as well humiliated or bashful to say anything when they don't get

it another speaker or when they realize that a discussion accomplice has not caught on them. Dialect instructors can offer assistance learners overcome this hesitance by guaranteeing them that misconception and the require for clarification can happen in any sort of interaction, anything the participants' dialect ability levels. Dialect instructors can too provide understudies methodologies and expressions to utilize for clarification and comprehension check.

Utilizing English dialect for communication includes two major forms from the portion of both the questioner and the recipient: transmitting thoughts, convictions, feelings and states of mind to one another and deciphering the message created. Subsequently, this think about looked at the profitable viewpoint of communication and centered basically on how to create EFL learners' talked execution. In like manner, this piece of work managed with the instructing issues significant to the talked expertise by highlighting the concept of talked dialect and the distinction existing between the last mentioned and the composed one. This work too tended to teachers' mediation to progress EFL learners' result as distant as this building square is concerned. Hence, it handled the approaches managing with the educating of talking as well as the methodologies received by instructors to include learners within the learning prepare and adjust their verbal mistakes.

Interviews are requesting assignments within the sense that they require from the questioner a few planning within the shape of investigate, the choice of pertinent questions and the earlier examination of local speaker interviews so as to appropriately assess both the questions and the inspired data (Dakowska 2005: 245). A course study could be a adaptation of a collaborative meet which, on the off chance that legitimately carried out, may lock in a expansive gather of understudies in a communicative task-based activity.

Learners get ready a set of survey-type questions associated with a specific subject and they process around within the classroom, inquiring the questions and noticing the answers. Following, they return to their original groups to examine the discoveries which are afterward detailed to the course by a bunch representative. At last, the lesson chooses whether the first claim put forward by the bunch is advocated or not (Thornbury 2007: 83).

One can learn something as it were by overcoming troubles, overcoming them autonomously. And freedom within the consider of a outside dialect isn't the nonappearance of a aide or any back, freedom

here, to begin with and preeminent, implies freedom of considering. We often do not believe understudies, don't accept in their considering capacities, don't take under consideration the ability to work characteristic in man as such.

Instructors of a outside dialect attempt to form it less demanding for understudies by giving lightweight mechanical errands, performing uniform works out and essentially perusing a outside dialect reading material.

But two or three months pass and we complain: "The intrigued has vanished, the want has gone, the movement has vanished, the participation has diminished." But not hence, did it happen that we did not educate understudies to overcome freely the difficulties of errands requiring speech-thinking, did not bolster or create an "interest".

In cutting edge conditions, with a deficiency of time within the handle of learning a remote dialect, the as it were condition for the escalated of the lesson is the dynamic position of the understudy.

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