

THE IMPORTANCE OF ORAL SPEECH FORMATION IN FOREIGN LANGUAGE TEACHING IN PRIMARY SCHOOLS

PhD, SamSIFL, Rustamova Adash Eshankulovna
Student, SamSIFL, Barakayeva Firuza Axtamovna

Abstract: Knowing myriad of foreign languages is one of the keys of working internationally. Definitely, the languages used widely around the world are significant in our everyday life and communication. The cause is that world languages are the languages of science, education, technology, business, medicine, art and industry.

Key words: Learning languages, second language, tips of studying, oral formation, and basics of increasing communication.

Learning a foreign language has a great role in our everyday life. The one can communicate with even the colleges, coworkers or co-recipients without any difficulties who are from overseas. It is, undoubtedly beneficial for their future job and career. The beneficial sides of learning foreign languages are mushrooming as the world becomes increasingly globalized and bilingualism is now perhaps the most useful real world skill, rather than just being a ingenious party trick. Foreign language study is all about learning how to accurately communicate and connect with others – a particularly important life skill that can only be refined by interacting with people. Basically, the advantages of learning foreign languages have the ability to set you up for success in nearly every aspect of the one's life. Learning a second language is a complex, time-intensive task that requires dedication, persistence, and hard work. First, let's talk about the basics. Research in this area suggests that there are three key elements to learning a new language. The first is **comprehensible input**, which is a fancy way of saying being exposed to (hearing or reading) something in the new language and learning to understand it. **Comprehensible output** is the second element, and unsurprisingly it means learning to produce (speak or write) something in the new language. The third element is **review** or **feedback**, which basically means identifying errors and making changes in response [1]. These three elements are the building blocks of your language practice, and an effective study plan will maximize all three. The more you listen and read (input), the more you speak and write (output), the more you go back over what you've done and learn from your errors (review, feedback), the more your language skills will grow [2]. Communication is vital in oral communication lessons and all language lessons in general. Long (1990) agrees with this and comments that language acquisition is strongly facilitated by the use of the target language in interaction. The major approach is the Communicative Language Teaching (CLT) (Krashen and Terrel, 1988; Richards, Theodore, 2001; Belchamber, 2007). CLT is an approach to the teaching of second or foreign languages that emphasizes interaction as both the means and the ultimate goal of learning a language. Conversation is the most important part of schooling and pedagogy. In early education, oral language development in a second language is particularly significant for interactions, social relationships, and friendships, and for building a sense of belonging. In the way of developing speaking skills in pupils the role of specialists is incredible. Because they should form the skills of being a fluent speaker, teach the students to be a good speaker of second language and to communicate with native speakers without any hesitation or stopping's. In order to be fluent in a foreign language, future specialists should have a significant knowledge base, which is the next component of the cognitive factor. To the most important knowledge we include grammatical and lexical knowledge, which contribute to the improvement of speech of the student. Knowing perceived information is one thing, however, a student should also be able to use correctly the language during the reproduction of knowledge. In other words, specialists must be able to vary information during speech activity (Mohammadipour, 2015). Teaching speaking at the onset of early school years presents a double challenge. First, oral skills develop when a child's lexicon is slowly expanding in classroom conditions and require extensive reinforcement. Second, interactive ability and awareness of the interlocutor is still developing in the mother tongue. Children slowly develop the ability to negotiate meaning and are more concerned with their own understanding than with the needs of their listeners [4]. The cognitive process of the student develops through the understanding, processing and

consolidation of this information. To fix or memorize certain professional terms as a result of knowing something it is very important that a future specialist draws attention to the practical side of this process; it means that it is essential to implement fully this process and a specialist should use it in practice. In this case, cognitive processes are accompanied actively by the student's oral speech. In this case speech is the main tool for the realization and reproduction of spoken language. Speech and thoughts are formed with the help of terms (professional terms, concepts) [5]. To be more specific, in order to increase the oral skills of students it is very important to have fundamental knowledge from an early age, so certain number of foreign languages are being taught in the country from an early age, in kindergartens, primary schools and secondary schools. During this time the pupil have a chance to improve their skills by practicing second language in the process of lessons. **As a conclusion**, oral communication, formation of speech skills is essential in second language learning in any case. Pupils should firstly learn to be independent communicators of the foreign languages; they should be able to use the language outside the educational institutions, among their friends, co-learners. In this way, there should be great responsibility in specialists while forming this skill.

References:

1. Brown and Gonzo, 1995. The teaching of oral communication skills in the english curriculum in primary schools in Kenya.
2. <https://learningcenter.unc.edu>
3. Magdalena Szpotowicz. Researching Oral Production Skills of Young Learners. 2003.