

## THE ROLE OF AGE IN THE DEVELOPMENT OF SPEAKING SKILLS IN TEACHING A FOREIGN LANGUAGE IN PRIMARY SCHOOL STUDENTS.

Phd, Adash Eshankulovna Rustamova,  
Student, Abdullayeva Nargiza Abdumajid qizi.  
Samarkand state institute of foreign languages

**Abstract:** We know that there are difficulties in developing speech in English with children. This article describes what problems are they stemming from lack of practice and how to solve them by games. And again what methods are available to enhance speaking, what are their results.

**Keywords:** foreign languages, pedagogical technologies, educational process, competence, innovation, method, educational content.

Today a lot of students have a problem to speak English. Several reasons are attributed to these difficulties. One of the reasons is the weak foundation laid at the primary level. I think it is important to teach English to children from early age because their memories will be strong in their youth. Teachers faced a lot of issues to teach speaking. Speaking is one of the complex skills to learn. Not only teachers even students face difficulties. Mostly students feel demotivated to learn the language due the teaching skills. There are also students faced inconvenience and feel diffident to speak in front of classroom (Dalvinder Kaur, Azlina Abdul Aziz, 2020). The problem is also exacerbated when there is no support for it is use outside classroom. The beginning stage of language learning is main as it is the foundation of language development. Because after at the age of twelve experiment is said the brain to be slower and less successful than normal first language learning (Krashen, 1975). A study was conducted by Hakuta Butler and Witt (2000) English language learners in grades 1 to 6 in San Francisco Bay Area. The purpose was to discover how long it took English learners to achieve speaking proficiency. The samples had been in the area since kindergarten. The researchers concluded that it took between 2 to 5 years to achieve speaking English. Teachers need to accomplish skills and activities to understate the issues faced during teaching and learning speaking skills. For speaking lessons teacher should accommodate students get the chance to speak in class therefore teachers can use communicative approach which focuses real connection (Harmer,2001). Instead of focusing to the structure of the language, teachers need to focus on function of the language (Harmer,2001). Still teacher should be able to lure children's attention by having exciting and funny activities which motivates them to speak free in the class (Harmer,2004). Games is one of the solution to teachers' issues in teaching speaking with children. Teacher can help learners to use communicate English in real conditions through games instead just focusing on the structure of language(Littlewood,1981). Games can promise full participants of students in classroom because it is fun and they can enjoy while learning (Mahmoud&Tanni,2014). Every children loves to win so game can develop a healthy competitive platform for learners to speak English. To win or complete the task they have express and comprehend people's point of view in English as well as take actions by saying or doing in English (Gate,2003). So games help children to practice all main ability of language, all levels of the training and studying and various kind of speaking activities (Betterigde & Bucky,2006). There are games that boost teamwork. Performance of games in classroom allows children to communicate with each other, some games are played in groups. Hence, children need to influence with each other in order to terminate the task given. There are few causes teacher need censor before using games in lessons. Firstly, teacher should know which game suitable into the lessons and curriculum (Harris,2006). Teacher should match the functions of the games with the learning out of the lesson (Mackenty,2006). At the end of lesson, purposes of the game and lesson should be attainable by the students. Teacher should use the fit game which meet the language skills, for

instance, playing supposing games to expand their speaking capacity. Teachers should make rules which suit the learners' ability. In short clear rules, attainable targets and quick feedback are the main elements of a successful language game (Hong,2002). I know a game it is called "that is how we roll". So we need: pen, paper, dice. Then we write a list of questions that we would want the children to answer. The questions can be iceboats or the ones that obtain ideas or thoughts. Give each child a copy of those questions and we make sure they are numbered. Then we should tell the children to take turns at envelop the dice. The children have to answer the number they get on the dice. When I was a child my teacher did that style. At the beginning of the game all of us interested in. In conclusion, game is one of the important skill to teach children and it does play an important role in speaking lessons. So we can conclude that language games acts as an assistant to teachers and pedagogues. It adds the component of fun and promotes real life correlation among students. Through this study, it gives idea to teachers and educators on how to accomplish various language games in their classroom. In addition to teachers can also adjust and adapt the language games according to the students' need. Teachers could also study the students' speaking proficiency degree after the realization of games.

### References

1. Gate, M(2003) Language Teaching :A Scheme for Teacher Education :Speaking Oxford: Oxford University Press.
2. Hakuta, K; Butler,Y.G & Witt,D (2000). How long does it take English learners to attain proficiency?
3. Harmer,J.(2001) The Practice of English Language Teaching Edinburgh:Longman
4. Harmer,J(2001) The Practice of English Language Teaching Great Britain Pearson Education.
5. Krashen,S (1975) The Critical period for language acquisition and its possible bases. In D Aeronson & R.W.Rieber(EDS), Developmental psycholinguistics and communication disorders. New York: New York Academy of Sciences
6. Kaur,D & Aziz,A.A.(2020). The use of language game in enhancing students' speaking skills. International Journal of Academic Research in Business and Social Sciences.
7. Mohmoud ,A.A.A, & Tanni, Z.A(2014) Using games to promote students motivation towards learning English, Al-Quds, Open University Journal for Educational & Psychological Research & Studies.
8. MacKenty, B(2006) All play and no work , School Library Journal.