

# THE IMPORTANCE OF SPEAKING SKILL IN THE CLASSROOM

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Speaking is considered to be the most important active skill for a foreign language learning. It is producing utterances for communicating messages. It starts from infancy to be developed during childhood to maturity. Speaking as a collection of micro-skills which include syntax, grammar, morphology, pragmatics or social language, semantics and phonology. Speaking is an interactive process because it requires the involvement of another person unlike listening, reading or writing [1, 56.]. Speaking skill isn't only producing the utterances, but it is the complete process of constructing meanings, producing utterances and receiving and processing information with confidence. The meaning formation depends on the context, purpose, subject matter of the speech and the speaker's personality and the physical environment of the situation. It also includes the participants, their relationship, their cultural backgrounds, and their experience in the topic. We need speaking for many reasons; educators, governments, ministries of education and employers need people who can speak English well. Companies and organizations want staff who can speak English for international marketing. Good English speaking students have a great chance of further education, of finding employment and gaining promotion [2, 98.]. It also helps students to access up-to-date information in different fields of sciences. In speaking, learners try out new vocabulary and develop working knowledge of language form and structure once visually prompt and culturally familiar information are provided. In oral learning, facing clues like intonation and gesture enhances understanding [2, 96]. To know a certain amount of grammar and vocabulary doesn't help learners of a foreign language to master it, they also need to employ the forms and the new vocabulary items into real-life situations. The teacher's role has been shifted from building repertoire to teach and test items to building students' skills in using these items. Oral skills should be taught before writing skills. Time for oral rehearsal of the sentence is of key importance as well. The national and international research suggests that student voice is of great significance when it involves the active participation for decision making, the opportunity for learning exploration and construction, learning personalization, leadership distribution and authentic real-life situations. In speaking tests, it's necessary to get students to actually say something to recognize that there is a difference between knowledge about a language and the skill to use it. By this, learners of the language treat what they learnt and processed sounds and words to compose oral outcomes for specific purposes suiting the context in which it occurs. Such a process includes the participants or the speaking partners, the experience, the physical environment and the purposes for speaking. Speaking is integrated with listening skill [3, 102.]. Speakers should have their audience and receive feedback for understanding the meanings of the messages sent by the speakers. Listening is a deliberate process by which a sound is given a meaning. Speakers can't produce effective and appropriate outcomes until they have been exposed to some specific linguistic competences such as grammar, pronunciation and vocabulary, as well as the sociolinguistic competence such as register of the expressions and the contextualizing of the language. Teachers were used to focusing on teaching grammar and vocabulary in isolation which made it difficult if not impossible for teachers and assessors to assess language use ability. Speech is not always unpredictable as language functions or patterns that tend to recur in certain discourse situations; inviting, requesting, offering, greeting, and introducing selves. Speaking has a meaning when it enables children and young people to explore their own selves and clarify their identity. They can manage to understand and respect their own selves. When speaking happens, learners express their views, feel confident to speak up when issues of high interest occur. They also develop a range of skills, strategies and behaviors which assist them to manage the challengeable situations. Authenticity is very important when students ought to speak. The topics should be of great interests to the learners with focus on meanings, values, collaboration, social development and provision of a rich context. The importance of speaking as follows: a) Speaking is the communication tool to transform

ideas, express feelings, explain about discoveries, research results and discussions and responding to others. b) Mastering speaking skills makes the speaker a well-rounded communicator who is a proficient in the four language skills. Such skillfulness provides the speaker with several distinct advantages which let them enjoy sharing idea with others and managing to understand and respect their own selves c) Mastering speaking skills helps the speaker to gain the attention of the audience and hold it till the completion of his/her message. d) Speaking skills are important to achieve the career success. Speaking enhances one's personal life by giving opportunities for travel, promotion, scholarships, or to attend conferences, international meetings, represent organizations in international events. e) Speaking to the public gives speakers the power to influence people and shape their decisions f) Speaking is a cross-cultural communication system whose function is to regulate consensus with respect to the recognition of cross-cultural identities and the coordination of a nation's political, economic, and social functions with other nations g) Speakers of a foreign language develop a range of skills, strategies and behaviors which assist them to manage the challengeable situations. h) Speaking opportunities facilitate a stronger sense of membership, respect and self-worth, learning management, agency and personalizing learning. In the speaking process student must feel confident and secure, willing to express their ideas freely. However, those who have limited knowledge feel hesitant. Offering a dynamic interactive learning environment provides sharing and listening opportunities to the learners [3, 112]. It is also a good opportunity for students from different backgrounds to participate and exchange experiences and cultural aspects. ♣ Classrooms should be equipped with all facilities for learners of a second language while students collaborate and communicate ideas and information. Students should work in pairs, small groups, or large groups to enhance the purposes of speaking tasks. ♣ Timing is crucial for practicing speaking activities, thinking of the situations, and the uses of the language functions in the real wide world. ♣ Teacher's roles are important as he is the one who is responsible for:

- Giving students the opportunities to collect information, and interpret the information they collect.
- Building the new knowledge upon students' prior knowledge by reconstructing and reshaping prior understanding.
- Finding different styles of questions to elicit answers and read pictures and enhance students' responses.
- Encouraging purposeful talk and tentative "thinking aloud".
- Focusing his reaction on the intention of students' responses rather than grammar and dialect.
- Constructing and developing a variety of assessment types to guarantee involvement of students in different speaking activities.
- Encouraging peer assessment that focuses on strengths and areas for improvement.
- Valuing questions as much as answers.
- Sharing enthusiasm for telling stories to students and by providing opportunities for students to tell stories.
- Making informal talks and sharing facts and opinions as a regular part of the program.
- Encouraging students to challenge their own and others' assumptions, prejudices, and information presented as facts.
- Promoting students' abilities to develop and participate during discussions and debates.
- Developing students' respect to others' feelings, opinions, ethics, cultural diversity.
- Setting personal goals for communicating appropriately and effectively, and for understanding the needs of listeners and participants.
- Respect cultural traditions.
- Encouraging and appreciating efforts and improvement as well as competence.
- Assessing both processes and products. Speaking requires that learners know how to produce the linguistic competence e.g. grammar, pronunciation, or vocabulary.

## List of used literature

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