



Developing speaking skills through task-based learning

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ABSTRACT: For several decades now, teaching English both as a subject and as a language becomes most common. Clear pronunciation, active listening and to highlight that various activities/debates and so on were regularly arranged or not. By researches of Pakistan N.W.F.P was questionnaire from first and second year student. The questions were created by experts of previous field. Then results of questionnaire were analyzed in percentages. According to students perspective: most of students were not satisfied by their teachers. The reason of is passive teaching methods. It includes and teaches English as subject, but not as language. They prepare students just to pass their exam, does not create opportunities for improving communication skill, and less amount of time to practice language in activities and exercise. However, the responsibility of learning communication skills is equal both in teachers and students. To take good results from students speaking required to pay attention to word stress, quality of pronunciation and having basic knowledge of grammar. Creating friendly atmosphere helps to break



language barrier and speak freely. It is highly supported the method of teaching by IT-technologies.

Key words: Teaching English, Communication, speaking skill, activities, method, language, listening

INTRODUCTION

By the time reading and listening counts as the two receptive skills in English learning and using, other productive skills are speaking and writing. However, communication is invisible part of daily life. That should be remarked. About tens thousands of words per person are produced per day. For such a natural and holistic speaking we have achieved, we have forgotten the whole process, but should not repeat everything again with learning of new language.

Most effective way to teach young learners to speak in English is drama and dramatization. Because it is part of their learning style in their early age. Children at their three age imagining every day situation by playing in 'being adult' - noted Philips.

It is identified that from researches engaging by drama exercise has positive influence on language barrier. It is reported that by Stinson and Winston 'Drama has significant role to encourage spontaneity, fluency, articulation and vocabulary resources and has a positive impact'. Furthermore, it is considered that drama can lead to rising self-insurance and motivation. Philips thought that this kind of open-ended activities built free atmosphere and allow members to improve easily. Therefore, same activities can be used both for children and high school students. However, high school students learning style is totally different from young learners'. What it means? Children learn foreign languages by listening words and learning them by heart, and found it easy



by contrast to adults. Furthermore, young learners are less responsible to learning process and they learn language by imitating to adults speaking manner on themselves. At this time it should be remarked that shadowing is highly recommended by language teachers to adult students to improve clear pronunciation. The rules for this activity is not settled. The only thing , which requires is to find a video of native speakers on social media and follow him/her pronunciation and emotions simultaneously.

METHODS

Songs, chants, role plays and theater are activities that help young learners improve these micro skills because, they offer real-world context and realistic language , which make language learning relevant, inspiring, and helpful. Arnol (2005) highlights the difficulty in selecting suitable resources for listening exercises due to the requirement that these materials 'need to have an authentic meaning to young learners'. According to Davanellos (1999,13) songs offer a excellent opportunity for meaningful repetition and serve as samples of ordinary language , making them excellent teaching tools. Because of entertaining songs and chants that aid with vocabulary and grammar acquisition as well as the development of speaking skills in kids.

RESULTS AND DISCUSSIONS

It is not at all still. There are and other games and activities to improve communication skills of young learners. For example , memory games and others which teachers can complete with their creativity. For example:

Game 1: Description of a Picture

You will get the opportunity to hone your descriptive abilities in this game by discovering how to conjure pictures with words.

How to engage in gameplay



To conceal the picture, the players will need to locate various images, print them out, then fold the paper in half. Mix up the folded photos by arranging them in a hat or in the middle of a table.

The next step is for each player to take a photo and, without the other players seeing it, describe it to them. Keep in mind to pay attention to details like as colors, shapes, people, and locations.

After that, it is up to the other participants to try to guess the picture from your description. To obtain further hints, they may also pose questions to you.

Second Game: Mind Reader

The goal of the exhilarating and quick-paced game Mind Reader is to assess your communication and critical thinking abilities.

How to engage in gameplay

Without their knowing, write a famous person's name on a post-it note and place it on your teammate's forehead. It is your responsibility to provide your classmate a description of the well-known individual without mentioning their name. After that, your teammate has 30 seconds to guess the individual before time runs out!

Third Game: Taboo

Another thrilling game that will challenge your ability to describe things is Taboo. It is comparable to the well-known board game Articulate is available for free play on this version!

How to engage in gameplay

Everybody in the group contributes words for the game. Every individual considers a noun or proper noun, jots it down, and then puts every word into a hat.



You will select a word from the hat and give the other players a description of it to begin the game. However, you also receive a list of words that are prohibited from being used in the description of your word.

You must consider how each of the prohibited terms relates to your primary word.

CONCLUSION

Teaching second language to students and young learners is a bit complicated. However, right method according to learners age and level, engaging with attractive activities, speaking songs and meaningful materials will assist learner to build a very solid foundation for language acquisition. Combining approaches, changing cognitive style, mixing and in turn, gives them plenty of opportunities to participate actively in communicative situations, ranging from simple imitation to conscious exchange and internalization of specific vocabulary items, pronunciation style, grammatical points and communicative techniques, while also developing strategies that will them later on when their English knowledge has advanced and moved to a higher level.

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