

## ORAL SPEAKING SHOULD BE AMPLIFIED IN ENGLISH LESSONS

**Yangiboyeva Gulhayo Akmal qizi**

*student of uzbekistan state university of world languages*

*Research advisor:*

**Bobomurodova Gulhayo Khodjayevna**

*teacher of uzbekistan state university of world languages*

**Abstract:** *The development of creative abilities of schoolchildren is impossible without generalizing the experience of using English lessons in the education and training system. The study of the English language, its development history, national culture and everyday life is not only an activity aimed at students' learning English, but also one of the conditions that ensures the teaching of a foreign language and the development of the creative abilities of schoolchildren on concrete life material. should be considered as Nowadays, in the process of teaching English, the problem of forming creative abilities in teenagers is gaining special relevance.*

**Key words:** *Speaking, homework, vocabulary, speaking style, question-answer, knowledge, skill, competence, lesson processes, song, poem*

Acquiring knowledge, skills and competences for independent work teaches students to do creative work, develops creative thinking, creates the initial conditions for their use in the system of professional activity, improves oral and written communication skills, reflects thoughts, feelings - gives priority to the expression of feelings and emotions, and also has the ability to think. The more different tasks are used, the more effective the results will be.

I would like to emphasize the following forms of work for the development of creative skills: workshops, use of songs and poems; homework,

keeping diaries, use of computer programs, defense of theses and projects, business games, conferences; working with an unusually constructed text, dialogue or monologue.

The development of students' oral English language starts from the day the child first steps into school, that is, from the period of literacy training. Speaking skills are demonstrated as a result of consistent and regular practical work. Therefore, it is necessary for the teacher to pay attention to the development of the students' speaking skills in every lesson related to grammar comprehension in the English language class.

To achieve this skill, first of all, it is necessary to ensure that the speech is concise, simple, fluent and meaningful.

Therefore, in primary education, the main task of the English language lesson is to develop students' oral and written speech.

In the methodology of teaching the English language in primary classes, the types of exercises from connected speech have a practical appearance, they are conducted without theory, on the basis of a clear plan, i.e.:

- a fluent perfect answer to a specific question
- various task exercises that activate the vocabulary
- transfer, picture or creative story of the student on the given topic

In addition to these, the use of speech exercises based on pedtechnology teaches children to think independently and enriches their speech with new vocabulary. In primary education, it is considered one of the didactic requirements to regularly check how students master the knowledge of the English language.

Thus, students can memorize more than ten English poems in one year.

Also, they are able to quickly and accurately answer various questions asked by the teacher. That is, the teacher's questions are as follows:

Teacher: Are you ready for the lesson?

Pupils: Yes, we are ready.

Teacher: How old are you, Marjona?

Marjona: I am 10.

Teacher: Sarvar,, where do you live?

Sarvar: I live in Termiz.

Teacher: Do you like grapes, Malika?

Malika: yes, I do.

The teacher also makes good use of the exhibitions in the classroom.

Teacher: How many are there flowers on the table?

Pupils: 6 flowers

Teacher: what is this, Dilshod?

Dilshod: This is a notebook.

Teacher: Farhod, can you close the window?

Farhod: yes, teacher, I can.

Nowadays, attention to language is increasing year by year. Therefore, English lessons in schools should be increased and special attention should be paid. In addition, the formation of separate English classes will also help students learn English better. Students who are interested in English should be singled out and given more tasks in English. Then they learn some level of English during their school days until they leave school. In addition, in the process of teaching oral speech, more texts should be memorized and special attention should be paid to pronunciation. Furthermore, oral speech can be improved by using songs and memorizing poems.

Acquisition of dialogue speech as the main form of speech problem is an important element of teaching English in secondary schools. Therefore, making the students communicate more with each other will also cause them to talk.

The task of developing speech includes a number of special tasks:

1. Acquaint students with the classroom and its surroundings, develop their speech,

enrich the vocabulary

2. Formation of the grammatical aspect of speech.

3. Education of sound culture of speech

Students are surrounded by objects, events, plants, in the process of introducing the animal world and etc, their names, we will say their qualities and characteristics with English words.

For example: Meaning the name of things: (things) mirror (ko'zgu) comb

(Taroq), soap (sho'rva), carpet (gilam), cupboard, (shkaf) bed (krovat), table

(Stol). Vegetables: (meaning carrot,

cabbage, turnip, cucumber. Fruits: apple, pear, cherry, peach, banana, grape

Domestic animals: rooster (xo'roz), hen (jo'ja), horse (ot), cow (sigir), dog (kuchuk), cat (mushuk), goat (echki). Verbs (expressing action) washing, cleaning, doing iron, cooking and others. Adjectives: big, small, red, green (Yashil), hot (issiq), cold (sovuq), etc. words students' classroom and in the process of familiarization with the environment, it is included in the students' vocabulary, that is as a result, their vocabulary is enriched and their speech develops. It is very important to work with vocabulary in English lessons, the teacher for students to be able to communicate with their friends in English selecting and introducing them into their speech with the help of dialogic speech they go not only teaching students to understand the translation of words, but they also get used to actively using these words in speech. Grammar is the change of words in a sentence and determines their connection methods. In addition, the grammar of the language defines the construction model (word maker, word changer).

Many students are the teacher's best in correcting the mistakes of their peers they become close assistants. Grammatical errors in children's speech taking special trainings organized for the purpose of warning and correction the following methodological instructions should be followed:

Training on forming grammatically correct speech to the character of an educational game without exhibition materials.

Educational games suitable for the content of the program for each primary grade, exercises are selected.

For example: "English alphabet", "Numbers", "Domestic animals", "Family" and others. Second grade and above

for "Verbs", "Jobs", "Body", "Seasons", "Months and weeks", etc. Child mistakes in speech should be corrected in a friendly and polite manner.

It is not appropriate to repeat the mistake in the speech, it is better if it is grammatically correct. It is permissible to repeat words, educational games, the teacher during the lesson or something during the games, the child must monitor his speech and correct grammatical errors.

Indeed, we should sing songs with children who learn speaking. A number of tutors mentioned that music is a great way to capture a child's attention, and help them remember new words without stress.

Moreover, we should use chants or songs to give the whole class the opportunity to listen and repeat the sounds, rhythm and intonation they hear. We should ask learners to join in with just part of the song or chant at first and then gradually build up to the whole thing. Here's an example of how to do this with a tongue twister:

Play or say the tongue twister then tell your learners that they are going to repeat the sentence bit by bit after you. Start by asking your learners to repeat the last part of the sentence and building up to the full tongue twister like this:

Teacher: seashore

Learners: seashore

Teacher: by the seashore

Learners: by the seashore

Teacher: seashells by the seashore

Learners: seashells by the seashore

Teacher: She sells seashells by the seashore

Learners: She sells seashells by the seashore

Children, including very young learners, can work in pairs or small groups to maximize their speaking time in class. When learners work in pairs or small groups the teacher is able to monitor, move around the class and really listen to the language being produced.

After doing a whole class activity with the tongue twister above you could have learners work in pairs to take turns repeating the tongue twister as fast as possible without mistakes. This isn't easy of course and you could demonstrate this to the class by trying to say it quickly and correctly yourself. Get the learners to count how many consecutive error-free versions you can say.

You can give learners a spot the difference information gap activity to do in pairs. Give each learner a picture. The pictures should be almost the same with two or three elements missing from each picture. Without showing each other the pictures they should describe their pictures to each other and try to find which objects are missing. They will practise colours, prepositions of place and adjectives such as big and small. They can compare their pictures when they have finished.

Ask children to sit back to back and imagine they are having a telephone conversation. They can practise telephone language or just simple exchanges based on your current class topic that aren't connected to the telephone itself. Sitting back to back make this more fun, interesting and helps children really concentrate on listening to their partner.

Children can play a board game in small groups. Before they start you can practise game language such as 'It's my turn' and 'Throw the dice' as a whole class. If you want to practice specific language points you can write questions the squares on the board. When

a player lands on a square with a question they have to answer the question. You can print a snakes and ladders board game.

In conclusion, I will say that the foundation of any building is strong life is eternal. In some sense, this similarity is related to the field of education. Therefore, the more thoroughly a child acquires knowledge in primary school, the more he learns in higher classes, then learning something will be easy. After all, adaptation of future students to school lessons, kindergarten is also for them to be aware of the first aspects of knowledge skills and the importance of kindergartens serving as primary schools incomparable. The teacher pays special attention to students whose speech is not well developed in class should focus.

Especially those who are silent, do not want to communicate, keep to themselves.

He should approach the students who do not understand and who are struggling individually. Of course, after the student has studied so much, it is necessary to encourage him, to hold monthly competitions and give him gifts and books. Then we can expect a bright future from the youth.

#### THE REFERENCES:

1. „Ingliz tili darslarida oʻgʻzaki soʻzlashuv uslubini kuchaytirish” Jahon iqtisodiyoti va diplomatiya universiteti “Gid hamkorligi va tarjimonlik faoliyati” yoʻnalishi magistri Rahimova Charosxon Odiljonova
2. „ Boshlangʻich sinf oʻquvchilaring ingliz tilidagi nutqini rivojlantirish” Farʻona Davlat universiteti talabasi Oripova Shahzoda Bahodirjon qizi
3. Articles
4. [www.teachingenglish](http://www.teachingenglish)