

THE IMPORTANCE OF SPEAKING SKILLS FOR EFL LEARNERS

SADULLAYEVA NILUFAR KADAMOVNA

Teacher of English, English Faculty 1,

The Department of Integrated English Course 1, Uzbekistan State World Languages University

ABSTRACT

This article brings to light, the importance of speaking skills. The article gives information about some of interesting activities that can be used to develop your speaking abilities. And also speaking helps the EFL learners in fluency of language and to improve skills of learners need to confidence in their ability speaking for more attention speaking skill receive less consideration in classroom and to improve pronunciation to promote listening skill.

KEYWORDS: lingua franca, communicate, smooth, proficient, authentic materials.

INTRODUCTION

The English language has become an international language. Among nations it serves as a lingua franca. It is spoken, learnt and understood even in those countries where it is not a native's language. English is playing a major role in many sectors including medicine, engineering, education, advanced studies, business, technology, banking, computing, tourism etc.

All our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in English.

As a result, English is being taught and learned around the world as a second language today. Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. The importance of speaking skills hence is enormous for the learners of any language. For a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking. In-order to become a well rounded communicator one needs to be proficient in each of the four language skills: listening, speaking, reading and writing, but the ability to speak skillfully, provides the speaker with several distinct advantages. The joy of sharing one's ideas with others is immense.

When we speak to others we come to have a better understanding of our own selves, as Robert Frost once said: "I am a writer of books in retrospect, I talk in order to understand, I teach in order to learn." Undoubtedly, the clarity in speech reflects clear thinking. An effective speaker can gain the attention of the audience and hold it till the completion of his message. Speaking skills are important for career success, but certainly not limited to one's professional aspirations. Speaking skills can also enhance one's personal life. The researcher conducts such activities in the class which aims to develop communicative competence in her students. The instructions, related to these activities, are passed to the students in English.

Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of 3/10 speaking skills, hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community. We use language in a variety of situations. People at their work places, i.e. researchers working either in a medical laboratory or in a language laboratory, are supposed to speak correctly and effectively in-order to communicate well with one another. Any gap in communication results in misunderstandings and problems.

The use of authentic materials. The researcher provides authentic materials to the learners. A newspaper can be one of the best form of this kind of material. It contains write-ups which are based on reality. Reading a newspaper, 'provides them with an opportunity to study language, as it is used in a real context. In this way the students can apply to the outside world whatever they have learnt in the classroom. This also provides an opportunity to 'expose students to natural language in a variety of situations.

The students are asked by the researcher to reproduce in their own words, what they read in the first paragraph. The researcher then asks them to make predictions on the team's performance in the final match. They also speculate on what will be the team strategy in the final match. The whole activity encourages

students to put their own thoughts into words. They share ideas amongst each other. They constantly receive a feedback from their listeners.

The learners act, both as speakers and listeners simultaneously. The teacher acts as a co-communicator during the activity. A real communication takes place in this activity, as there is an information gap, which the interactants cover. The communicative intent is provided by the urge to know. Sharing of ideas provides an opportunity to make a real use of language as each person is unaware of what the other will say.

The scrambled sentences. The researcher gives the students a short story with scrambled sentences. The language games. The researcher uses the technique of language games. The language games that are truly communicative according to Morrow (Johnson and Morrow, 1981) have the three features of communication: information gap, choice and feedback. The researcher divides the class into two groups: A & B.

The students of group A teach the students of group B topics, already assigned to them. The topics may be tasks like preparing reports on weather, living conditions in rural areas, current problems faced by citizens in urban areas etc. The students of group B later on give feedback. This game allows the students to use vocabulary which is of wide range. They learn how to mould their ideas into words.

The picture strip story. In this technique one of students holds the picture-strip and shows the first picture to the rest of the students and asked them to predict what the second picture will be like. The students are then shown the second picture, they compare it with their own prediction and on the basis of the second picture they develop the story further.

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All our software development today, the communication facilities available to us through internet, our access to a variety of websites, are all being carried out in English. Most of the research works are conducted and compiled in English. Anything written and recorded in this language is read and listened to, in wider circles. As a result, English is being taught and learned around the world as a second language today.

They are then asked about how the third picture will be like, so on and so forth. This game allows the students to have a choice of words as well as of ideas, as they make prediction from their own minds. They also receive a constant feedback. As the strip unfolds, they proceed towards the end of story.

Role play. In this technique the role of the researcher is that of a co-communicator. The researcher divides the students into different groups. In each group two students are selected for two different roles. Rest of the students watch their performance and listen to their dialogues. Later on the spectator students give them their feedback. This helps improve not only their inter personal relations, but also they learn to work together. When the learners are given feedback by their co-learners, they do not lose confidence rather they feel motivated to do better and learn more.

CONCLUSION

The researcher provides the learners with as many opportunities as possible to learn different linguistic forms, their meanings and their functions in different social contexts. He also tries to bring them as close to reality as possible. The different activities suggested by the researcher serve the purpose of providing the learners, opportunities where he can directly apply, what he has learnt in the class. The enhancement of speaking skills gives confidence to 10/10 the learners. They also come to have a better understanding of the functional aspect of the target language.

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