

Exploration of Factors Influencing Students' English Speaking

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Abstract: The article describes an approach to teaching oral speech in English to students of the direction of training future teachers of English, taking into account the specifics of their future professional activities. The expediency of the method of modeling speech situations, substitution and reproductive exercises at an early stage of formation of foreign language communicative competence of students is substantiated. The necessity of phased work with audio or video materials is emphasized, followed by the compilation of speech samples from them for the development of speaking skills. The author comes to the conclusion that these methods help students overcome the language barrier and avoid mistakes when creating their own prepared statements in professionally demanded genres.

Key words: Speaking, methods, mother tongue, orally, operate, communicate, vocabulary, analogue, language skills, ability, advancement, context, assignment.

Introduction

“Knowing a foreign language” and “being able to speak it” are very different things. Professional translators know the language deeply, but some of them speak worse than a secretary girl who deftly operates with two or three hundred memorized phrases. They have different tasks: translators deal with complex texts, and the work of a secretary is short typical conversations [10; p. 402].

If a person already knows a foreign language, learning to speak for him is a matter of several days or weeks. What is really difficult and what you need to strive for is to “learn” a foreign language, that is, to understand how words are connected with each other in it, to understand the internal principles by which it works.

There is absolutely nothing difficult in learning to speak - the problem is invented. And the main reason for frequent failures is that people try, as the English say, put the cart before the horse, put the cart before the horse. They try to start talking without understanding how words are connected in the language - with disastrous consequences. Which we see everywhere. Trying to speak without learning a language is like trying to run without learning to walk.

Materials And Methods

As the most active users of any foreign language know, speaking and writing are in a common relationship. Undoubtedly, grammatical structures, words and their correct use, as well as a certain degree of precision, must be observed. They are implemented in both types of active skills [11; p. 96].

Expressive skills - also called productive or active skills - refer to the dissemination of information given by the user. When a student begins to learn a foreign language, he is confidently and subconsciously exposed to both categories of language skills.

The creation of a prepared oral message has much in common with the creation of a written one: it is built in stages, starting with the definition of a topic and ending with editing the finished product before it is presented to the attention of the audience. However, there are differences: for example, oral speech should be based on language material that is easier to hear, while written speech may contain longer sentences and complex structures [8; p. 106-110].

However, if the speaker speaks the language at a low level, then the prepared oral speech work must first be created in writing, at least in the form of a brief summary plan.

Our experience shows that there are two main problems that arise at the stage of preparing an oral statement for students at the prethreshold level.

Firstly, this is the inability to compose a logical, consistent and reasoned message (which can be a problem in the native language of students). There are times when students do not know what to say, that is, they do not have ideas for speaking on the proposed topic. This problem goes beyond the scope of teaching speaking, and therefore it should be solved comprehensively, working with all types of speech activity.

The second problem is insufficiently developed linguistic competence and, as a result, syntactic errors, incorrect word usage and pronunciation, distortion of meaning and failure to convey message ideas to the addressee.

The problem is exacerbated when students with a low level of English proficiency first create a message in their native language, and then translate it themselves. With the initial construction of speech in English, on the basis of structures already mastered by students and familiar vocabulary, the message is much more literate and understandable.

Of course, students have other difficulties in creating speech works, but these two, in our opinion, create a significant language barrier.

Productive/expressive skills are critical as they enable real action practice in the classroom. It is used as a "barometer" to test students' knowledge. Learning to speak is vital as students must communicate in English.

English is used for higher education. All students who travel abroad for higher education, whether medical, business schools or continuing education courses, study in English. All universities and colleges in Australia, USA, Canada, UK, New Zealand and Singapore, which are the main attraction for higher education for international students, teach only in English. All journals, periodicals and reports that inspire modern scientists, engineers, technologists and technocrats are published in English.

Reading, writing, listening and speaking are all interconnected in a language learning environment. Literacy, however, is essential to the success of education. Productive skills do not exist entirely independently of receptive skills. Passive skills are an essential part of language skills and the basis of some categories of productive skills.

Both types of active skills, that is, speaking and writing, share some activities, and some belong to only one of them. Nowadays, in the age of the Internet, there are more innovative and lively ways to practice active skills [6; p. 266-273].

Results And Discussion

Today, all over the world, the teaching of foreign languages, especially English, has become an integral part of education in all its branches. We can even find two main types of English language teaching methodology as teaching English using traditional and modern methodology.

But in the newest period all over the world educators tend to use modern methods all the time. This becomes clear when we look at the results achieved with these two methods. As the results show, modern methodology allows students to communicate in real language in a non-traditional way.

It is obvious that one of the goals of any methodology in teaching a foreign language is to increase the level of a student's foreign language proficiency. However, the traditional methodology is based largely on reducing the integrated process of using a foreign language to subsets of discrete skills and areas of knowledge in isolation from each other. Based on this, traditional methods are closely related to language teaching, which is used in a specific area related to the life of students.

Learners must actively acquire knowledge of the language through its use, as experiences are constantly being transformed.

Language control includes the ability to understand messages and implement them in context. The development of language control is impossible without creativity, where students experience the use of a new language as an important social skill. Various activities are associated

with the literary, historical, philosophical, sociological or other content of the language being studied.

The new environment provides additional opportunities for learners to see and hear themselves as they try to use the language in authentic ways. As far as testing is concerned, it should not be punitive, it should be a learning experience that is part of the current course, involving students in the development of interesting problems, being motivational and a means of growth for students.

Interactive methods allow you to enter another culture, developing tolerance for differences without mixing your own sense of identity. Using interactive methods also means taking the language and learning it outside of the classroom as the world opens up to multiple travels, technologies and common interests.

Language learning is a developmental process. Students use existing knowledge to make the incoming information comprehensive, and they must actively use new information, while the introduction, interactive methods, the teacher must take into account the students' preferred learning style and in many ways the teaching style in order to achieve optimal learning in the classroom. Therefore, many experts call this methodology the communicative language approach. Another group of authors proposes a different idea.

They note that foreign languages are taught not just so that the student can write to a foreign pen friend, but to broaden his horizons by introducing certain ways of thinking about time, space and quantity, as well as attitudes to the problems that we face in everyday life.

English has become a medium of expression in digital media. However, some of them are accepted only by users of foreign languages and not by their teachers. The ability to write develops only through regular experience of all kinds of writing. If students are given the opportunity to make choices and make decisions about what they do, they will be more motivated to participate in learning activities [3; p. 192].

Speaking and writing are communicative tasks and involve an audience. Therefore, the message must be organized in such a way that it is transmitted efficiently. A student's language proficiency may vary from grade to grade depending on the type of assignment and the learning context. It is very important to ensure that expressive skills are not prejudiced, as they can become the object of ridicule from fellow students.

Learning English is undoubtedly an advantage and added value for many reasons, but very few people have the time and ability to go the formal route to study centers learning English is necessary for many reasons, including: progress or advancement in work, English is dominant language in the world and is the official language of most countries, the need for language also when traveling abroad, where every country will speak English, openness to other cultures, etc.

Communication is very important for all beings. Animals and humans alike use their own separate languages to communicate with each other because no one can survive without communication. Communication skills are part of speaking and writing. These are additional factors that complete the communication process. Communication is the exchange of thoughts and ideas for the purpose of conveying information. The goal of communication is to communicate one's beliefs, ideas, thoughts or needs with clarity in order to reach a consensus or mutually acceptable solution.

A teacher who communicates well with students can inspire them to learn and participate in class. This research is being conducted to explore the use and significance of using films for the acquisition and development of language skills, especially listening, writing, reading and speaking skills. The most common problem is that there are fewer expressive skills being introduced, since the materials and most of the lesson are taught in English, mostly students use receptive skills. All materials from whiteboard explanations to presentations and teacher notes are written in English language.

Students must read a lot. Since the classes are mainly taught in English, it can be concluded that they also use listening and note-taking. Speaking might be the most neglected skill in the classroom, as observers barely notice students speaking English.

They answer in English mostly only if they can be answered with one or two words. Moreover, most students are not confident in speaking in English, because even if they try to ask or answer a question in English, forming a complete offer, they quickly abandon the test and return to the safety of their mother tongue. Although students clearly have problems with English, teachers do not seem to force or encourage students to try to speak English.

English is the common language among all countries in the world, so we must learn it. There are many ways to acquire a language and improve language skills for students. The simplest and most popular way is watching movies, because this way is a great idea, a good and good start, and an alternative way for people who do not have the time and opportunity to go to learning centers and for those who do not want to learn a language in traditional academic way.

We all love watching movies, so why wasn't there a way to learn English?

Education is not just about watching movies, however if a student enjoys learning a language through movies, then it is a great method to use movies as an English learning tool for students to improve their language skills, especially speaking, listening, writing and reading. It's also a great way to learn English slang, grammar rules and phrases, and learn how to use them. For this reason, many English teachers now use films in the classroom [2; p. 31-35].

If you want to start using movies as an English learning tool in class, there are a few important things to keep in mind. Take a few children's films first, or select films you've already seen. Watch this movie with subtitles and write new words and phrases for you in a notepad to find their meaning later.

Using movies in the classroom is a new and very enjoyable experience for students. Various surveys show that students enjoyed their assigned classroom activities. The students were more motivated to see and hear the real life situation than to follow the actions in the assessment book. The general impression of teachers is that films have a positive effect on language learning. They believe that the use of films in combination with reading has helped students become active participants in the classroom. Teachers claim that films can increase communicative competence, they improve student interaction in the classroom, and provide students with more opportunities to use English. Many well-known linguists are of the opinion that with the help of cinema, students learn the slang that people exchange with each other.

Students may come to class with many language problems such as misunderstanding, limited vocabulary, and other problems. And the film could help them overcome these problems.

Using film in language teaching is a great learning activity and a great learning tool. Students will receive and learn the language in a live, interactive, realistic way [1; p. 3-7].

When a student watches a movie, he merges his mind with the characters he sees in the reality he controls, this method is the "parent" for learning any new language. He recognizes words in context, in dialogue and discussion in analogue, this is a kind of use of the word, before storing its value.

Another advantage is that through watching films one can learn and understand the culture of another: one of the foundations that make us able to understand any language is to know and understand the culture of the language. In addition, there is a study of various dialects and different pronunciations of words. Other advantages are that you can learn the meaning of a word without using a dictionary [4; p. 7-10].

The most important point is to increase the stock of vocabulary, strengthening and maintaining the words in your mind. Another benefit of using movies is learning phrases and proverbs in spoken language. In addition, the ability to listen, the level of reading and writing improves. The films provide examples of English used in "real" situations outside of the classroom. This is very useful, especially when watching a movie without translation, because it creates a better accent. Develops understanding of spoken English.

There are, however, some disadvantages of learning a language through films:

- firstly, the film is an informal conversation, so sometimes TV series and films show a lot of swear words or other unacceptable in our society and our culture;

- secondly, they do not follow many rules, which means the language is closer to slang and for this reason will be initially wrong. The conversation goes faster, and then it becomes difficult for a non-native speaker to understand the accent.

Also, you have to pause and play the scene over and over again to understand exactly what was said.

Conclusion

In summary, it is essential that English teachers provide students with oral competence skills. In addition, the teaching methods of teachers in communication colleges need to be enriched, as a large number of students want more interactive sessions to improve their language skills.

It is absolutely necessary to create conditions that ensure the development of the student's productive skills of expressive self-expression. It can be concluded that today the student must fight the world. Honest employees must acquire innovative skills for expression - accurate and correct language and effective expression of thoughts.

To succeed in this viable world, the student must be a multifaceted individual. It has now become adamant for him to develop superior expressive skills to cope with an ever-changing world.

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