



# SOME ASSUMPTIONS ON DEVELOPING LEARNERS' SPEAKING SKILLS AND FACTORS INFLUENCING ON IN

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## DISCUSSION

In today's globalized world, the language leaning have already become an integral part of our life as it is important for future carrier and life. It is a collaborative and integral process of learner, teacher, parents and surrounding sphere in condition of learning the language as a foreign or second language. Parents usually pay attention to their children's studying when they are already teenagers as they think that they are very young or they should play up to the age of twelve. Unfortunately, it is the real fact which we have faced to. They don't realize that how important is learning languages at early ages of learning when children are in whole physical and mental condition is referred to acquire the world and language of communication in it. However, children need support by teachers and parents at early stage of learning. As they are still young and of course the parents are the initiators of the language learning course for the child. Since they want their children to speak in a foreign language at least they should encourage or take interest on the process and progress in it. It is very important as the children feel upkeep and support. In its turn, it motivates them and assist them to overcome language obstacles.

Today enough attention is paid to teaching and learning foreign languages, especially to the English language. Here, by this article, we are going to tell you about an interesting fact which is connected with teaching and learning foreign languages at school. As you know, each of us learned a foreign language at school. Some of the people learned English, others French or German as a foreign language, but most of them cannot speak in that language. So, why they cannot speak in a foreign language although they have studied the language for five years? What is the main cause of it? And how this problem should be solved?

Firstly, the majority of parents think that teachers of foreign languages lack profound knowledge of the subject and efficient methodology of teaching it. They often complain that teachers cannot teach children with interactive style and 'wake their interest' on the subject. The pupil needs more motivation but teacher cannot give it to them. So, then we tried to know the teachers' opinion and asked their opinion on this problem. To my surprise, they told me that the problem was connected with textbooks. They think that the textbooks do not have interesting authentic material on conversational topics on the subject. We were not sure whether their point of view is reasonable. Then basing on our school years' experience we tried to make clear points on the question and why we ourselves could not speak English at school. We learned some new words and sentences at school but we did not know anything about English grammar because it was not on the school curriculum or even it was in school curriculum the teachers didn't teach us in correct way. And teachers had to follow the curriculum. Usually school textbooks didn't include authentic materials, useful language skill based tasks for classroom usage. In contrary the exercises were for translation from source language to target language or vice versa. Nowadays the same serious problem remains as it was at our times at some schools. Learning and teaching foreign languages with those textbooks were just only wasting time without learning anything. In our point of view enriching language materials in school textbooks as well as implementing new language skill based tasks to teaching process is the most effective approach to teaching and learning foreign languages.

Secondly, teachers should consider whether their pupils have inclination to study the language, if they do not have it, then teacher should make the children to study English by encouraging them. As it



was said in English proverb 'If there is a will, there is a way'. While listening to teacher's speech the interest to language learning awakens in learner's mind. If the teacher has an excellent speech, his pupils want to speak like their teacher and work hard on developing speaking skills. Once we were also inspired by our English teacher because she had an impressive speech and she always tried to speak English. Then we got used to listening English more and more. At last we could understand spoken English but we were still mute or afraid of speaking in English. Because there was barrier and no language atmosphere to breath in.

Moreover, family conditions also influence on children's mind. Most parents are never interested in their children's study. That is another reason for poor knowledge. Parents should pay attention to the study of their children. They must motivate their children to learn languages. They may do this by helping to their homework, checking their study, buying useful books for them or talking about their study with the teachers. But most parents seldom pay attention to their children's study. Even some parents find the study useless to their children. That's why children go to school just for the authority's demand or for learning to read, write and count by spending their valuable time.

All of these are the causes of the problem and what is the solution to it?

According to the first cause the solution to the problem is choosing appropriate course books for the learners language level, focused on developing all four language skills(reading, writing, listening and speaking) and language strategies(vocabulary, grammar and pronunciation) in harmony. Also all other skills and strategies should serve for developing speaking skills of learners because each of us learns language in order to be able to speak in it. In teaching process teachers should be aware of learners learning process, their learning styles, challenges they are facing to and facilitate learning process by authentic materials and useful tasks on them.

The solution to the problem from second point of view is using new innovative, informative and pedagogical technologies in teaching foreign languages as a main tool and language proficiency of the teacher which inspire learners with and opens the gate of opportunities and interest to learning foreign languages. In order to achieve all these, at first the teacher must be the lover of the language which s/he teaching, creative, ambitious, dedicated and feel responsibility for the teaching process sincerely. These features of the teacher are more useful for the learners than textbooks, curriculum or language material. We don't want to say that the textbooks, curriculum or language material less important items in language teaching or there is no need for them. We would like to point out that without teacher's professional skills and using them in language

classroom, they will only remain in papers or in computers, in other words there is no use from them for learners in learning process. That is why a lot attention is paid to the preparation of highly qualified specialists and skillful teachers from early years of our independence. The teaching and learning foreign languages are taken under control of the state policy in order to give profound knowledge for learners and supply them with necessary language skills in order to express their thought in foreign language fluently.

Approach to the problem from third point of view is more complicated for the teachers. The family of the learner, the life conditions in it, parent and children relations in the family, social and economic background of the family influence on learners outlook more than we could imagine. In order to overcome this challenge the teacher should be a psychologist, friend and an ideal person for the learner. We know that when learners have problems they usually try to avoid from the conflicts at home by going away from home, spending a lot of time together with friends or the most dangerous committing injuries for their life or etc. In these cases teachers must be friend or psychologist to help them.

Another situation is, when parents agree and the learner wants to study and learn languages at school but their family's financial state cannot support further studies. As a result of shortcomings in a family the learner loses hope for future and helps parents to earn money to keep body and soul together. In this case the teacher can help the learner with the knowledge s/he acquires by joining him to extra-curricular activities and setting him individual tasks to work at and shows the examples from life and hard work of famous people who came from ordinary families. Here teacher's role is instructor and facilitator.

In conclusion we would like to say that the time for teaching English through new effective ways has already come, we as future teachers from early years of studies at higher educational establishments should prepare ourselves for the future profession by enriching language knowledge and gaining professional skills of the teacher of foreign languages.

## REFERENCES

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