



# EFFECTIVE METHODS OF TEACHING ENGLISH SPEAKING AT A NON-LINGUISTIC UNIVERSITY

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## ANNOTATION

*Effective forms and methods of teaching students to speak English in high school are considered. A brief description of dialogic and monological speech is given. A number of problems are identified and analyzed when teaching foreign language spoken and measures are proposed to solve them. The nature of the effective task for the development of speaking is determined and a series of exercises is proposed that contribute to the development of oral speech skills of students and the formation of their communicative competence, solving the problems discussed.*

**KEY WORDS:** *knowledge, communication, learning, higher education*

## DISCUSSION

In the era of globalization and scientific and technological progress, an increasing number of people are beginning to study the English language, the knowledge of which is necessary for them to deepen their knowledge in the fields of science and technology, business, education, and social life. The role of the English language as a means of international communication for specialists with higher education is high. In their opinion, a good knowledge of a foreign language will contribute to success in their professional activities. The ability to communicate with business partners abroad, to negotiate independently, without resorting to the services of an interpreter, comes to the fore when learning a foreign language.

In this regard, teaching a foreign language involves the formation of communicative competence - the ability to communicate in a foreign language, necessary for intercultural communication. Consequently, one of the main tasks of a higher education teacher is to form students' communicative skills such as understanding and creating foreign language expressions in accordance with a specific communication situation, speech task and communicative intention.

There are three main reasons why a teacher should involve students in the process of speaking in class. The first reason is that speaking tasks are "rehearsal" for them, an opportunity to practice life conversational situations in the lesson. Secondly, during the performance of these tasks, students try to use all or some of the language tools they have learned. And here, both teacher and students can see progress in learning a foreign language. But along with the progress, linguistic difficulties that students encounter while speaking are revealed. And finally, the more students have the opportunity to activate the various elements of the language they have accumulated during the study, the more likely they are to learn to use these elements automatically. And this means that they can easily, without hesitation and not selecting, use these words and phrases worked out in the lesson in life situations [1].

Speaking as a type of speech activity is primarily based on language as a means of communication. The language provides communication between the interlocutors, because it is understood by both the one who communicates the information, encoding it in the meanings of the words selected for this purpose, and the one who accepts this information, decoding it, i.e. deciphering these



meanings and changing to Based on this information, your behavior. Oral-verbal communication can have a monological, dialogical or polylogical form, that is, the form of their complex interweaving [2]. The simplest form of spoken language is dialogue, that is, conversation supported by interlocutors who jointly discuss and resolve any issues.

For conversational speech, replicas are exchanged between speakers, repetitions of phrases and individual words behind the interlocutor, questions, additions, explanations, the use of hints that are understandable only to the speakers, various auxiliary words and interjections. In dialogic communication, communicative roles alternately change, as a result of which mutual understanding gradually develops, it becomes possible to coordinate actions and behavior of communicating, without which it would be impossible to achieve results in joint activities. If we give the task to create a dialogue and divide the students into pairs, we should impress upon them that this is not a simple mechanical division into two people, but a division into two interlocutors.

Monological speech has a greater compositional complexity compared to dialogic speech, it requires the completion of thought, stricter adherence to grammatical rules, strict logic and consistency in the presentation of what the person who makes the monologue wants to say. The communicative task of the speaker is to capture the attention of the listener, to receive his message, to receive a reaction to it, to take into account the situation of communication, the personality of the listener when making statements. Consequently, teaching foreign language speech also involves mastering a certain communicative technique. When selecting or developing training tasks for the formation of verbal-speech skills for the development of communicative speech, it should be borne in mind that they, as their contents and the execution procedure, to the maximum extent correspond to real communicative actions.

Speaking has always been regarded as the most popular type of speech activity. For many students this is a basic skill. The task of students speaking in a lesson can be extremely easy. If the lesson has a friendly atmosphere, good interpersonal relationships, the level of English is good and the same for everyone, then students will participate in the discussion easily and willingly if we offer them a fascinating topic and effective tasks. However, this is ideal. In practice, this situation is very rare. The level of language training may be different, perhaps the task that we picked up was not pleasant. And sometimes the organization of the assignment is wrong. Speaking skills, like any other skills, do not form on their own; for their formation, it is necessary to use special exercises and tasks, which are designed

to ultimately form and polish the ability to navigate in natural communication situations. They are an important component of the course of study (training) [3].

It should be noted that make up effective speaking assignments and then completing them are more difficult than composing listening, reading or writing assignments. First you need to determine what "effective speaking task" means. The salient features of successful speaking tasks are:

- Students say a lot. The largest part of the time allotted for this assignment is occupied by the students speaking;
  - Equal participation. Each student gets the opportunity to participate in the discussion. Everyone speaks relatively equally (not one or two students);
  - High motivation. Students want to talk because they are interested in the topic of conversation and they have something to say;
  - Language of an accessible level. The level of language training is available for conducting conversations. They express their thoughts in an understandable language, at an accessible level [4].
- The following exercises are of most interest to students.

1. The task for informational imbalance includes the process of information exchange, that is, at first the participants own only a part of the general information, and then as a result of verbal interaction each receives a more complete amount of information. Students work in pairs. For example, the topic "Employment" is being discussed. Both students receive cards of one job application, each of which contains different information. Asking each other questions, they fill out their cards. This material makes students ask a large number of questions in order to complete their assignment. Such exercises encourage communication. With their help, specific vocabulary on the topic is worked out [5].

2. The task of ranking information provides for the distribution of information received according to certain criteria. For example, students are offered a list of adjectives that describe a person's personality traits. In groups, they have to choose the three most important (in their opinion) adjectives that characterize a friend, girlfriend, teacher and arrange them in order of importance. The ranking of information is accompanied by a discussion, and finally by its presentation with justification and subsequent exchange of views. Here, replicas of consent are worked out - disagreement, argumentation procedures and expression of one's own opinion.

3. Assumptions are related to recognizing a person, subject, or process using common questions that need answers

"Yes or no". For example, students work in small groups. A student is issued a card with the name of a



famous person. The remaining members of the group should know the alleged person [6]. These types of exercises motivate and program speech interaction.

4. Role play assignments involve students in various social and psychological roles, and contribute to the development of the communication process. The authors developed a technology for holding a game event and tested it in the classroom [7].

5. Tasks for discussion in a group include discussion of a range of issues on a specific topic (for example, "Environmental Safety"), exchange of statements, supplementing, clarifying information and considerations. Discussion participants must express their reasoned agreement or disagreement with respect to the issues discussed. Great importance is attached to the ability to carefully listen and understand the interlocutor, enter into a discussion, ask questions, move on to a new aspect of the problem being discussed, evaluate the replicas of the interlocutors.

6. Tasks for design work are "independently planned and implemented by students in which speech communication is woven into the intellectual and emotional context of other activities" [8]. For example, the creation of a radio program on the topic of "News" could be a creative project. Students appoint an editor who is responsible for coordinating the preparation of "stories", "Interview" for the release.

7. Tasks for oral communication develop the skills of monologue utterance on a given or freely chosen topic. For example, a student is invited to prepare an oral report on the ecological state of his city, on the cultural traditions of the region, etc.

It should be remembered that when developing such exercises, one of the main requirements for their structure is that they should provide not only action, but also interaction.

However, if there are effective assignments in the lesson and their proper conduct, there is the problem of a "silent student" who has great difficulty in assignments for speaking foreign languages and opposes any possibility of developing her oral communication skills in the lesson [9]. Based on the analysis of domestic and foreign methodological literature, the main difficulties should include motivational problems, such as:

- Retardation / uncertainty. Unlike reading, writing, or listening assignments, speaking assignments require instant reaction. There is a pause before the student can say something in a foreign language. This pause may be due to several factors: anxiety about what will be said wrong or bad, fear of losing one's face in front of a group, shyness to draw attention to oneself;

- Fear of making mistakes. Students are embarrassed to speak a foreign language, afraid to make mistakes, be criticized by the teacher and ridiculed by students;

-nothing to say. You can constantly hear complaints from students that they don't know what to say on their topic in their native language. They have no interest (motive) to express their thoughts, to invent something, except for the feeling of guilt for what they need to say;

- Not enough words to speak. Students do not have enough linguistic and speech means to solve the task.

Based on the publications of domestic and foreign methodologists and our own experience, we will try to outline ways to overcome difficulties in teaching this aspect and make some recommendations on how to make a "silent student" speak.

To remove the factor of inhibition / uncertainty, use the work in small groups. This increases the percentage of speech for a certain period of time and reduces the inhibition of a student who does not want to speak in front of the whole class. Of course, when working in groups, it is impossible for the teacher to follow how everyone says, and therefore not all statements will be correct, but even so, the proportion of time devoted to positive, useful practice will be much more than if this task was carried out by each student in front of the whole group. The language level required for discussion should be lower than when performing other language tasks in the same group. Participants should easily remember words in order to speak fluently with minimal hesitation. Repeating the words before the discussion would be a good idea. Perform a series of exercises on such language structures (grammatical, lexical, phonetic) that, in your opinion, the student will need in this discussion.

Regarding the "lose face" in front of fellow students J. Harmer in his work offers the following solutions. First, planning, preparing, rehearsing for what you are going to tell. Therefore, the teacher needs to give students time to think about or to offer a small dialogue on this topic before the discussion. Secondly, the value of repetition: "Each new contact with a word or phrase helps to fix them in memory. When students complete a speaking task, they are just "rehearsing" it. The next implementation of this task will bring them closer to the desired result. Each rehearsal gives them more confidence "[10]. Aware of the fact that students may have a fear of making mistakes, try to convince students that for you, as a teacher, speaking correctly and correcting mistakes is not a priority.

To prove yourself in a discussion regardless of linguistic knowledge and skills is an invaluable experience for speaking, and mistakes are inevitable, the main thing is oral communication.

The key goal of learning foreign languages at school is to create opportunities for students to implement foreign language interpersonal and intercultural communication with native speakers,



that is, the formation of foreign language communicative competence [11].

Thus, the success of speaking a foreign language will depend on several factors. Are speaking assignments correctly selected and organized, do they create an internal need for communication; Do they provide useful practice for developing speaking skills? Is there any training in strategies for dialogic and monologic speech; how much each student gets the opportunity to practice speaking; how comfortable he is in the audience.

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