

Methods of Speaking as a Successful Means of Communication

Abdullayeva Lola Sadulloyevna
Teacher of TURON ZARMED UNIVERSITY

Hasanova Mekhrangiz Vahobjon kizi
The Student of Uzbekistan State World Languages University

Abstract: Speaking is considered as the productive and oral skill. Speaking is a cognitive skill, is the idea that knowledge become increases automatically through successive practice.

Keywords: Means of communication, communicants, oral language, pronunciation, fluency, accuracy, comprehension, productive skill.

1. INTRODUCTION

Speaking is not only having amount of vocabularies and knowing the grammatical structures, but also mastering all elements of speaking above. All messages we deliver will be acceptable by all communicants if we master those elements. Teaching speaking is one of process in improving speaking skill. Improving speaking skill can be started by teaching them how to pronounce the language. Then ask them to practice it to others English learner without afraid of mistakes. The teacher should be able to encourage students for speaking some sounds until they are required to use and do oral language.

2. LITERATURE REVIEW

Either five components are generally recognized in analyses of the speech process:

Pronunciation including the segmental features-vowels and consonants- and the stress and intonation patterns.

Grammar.

Vocabulary.

Fluency: the ease and speed of the flow of speech.

Comprehension. For oral communication certainly requires a subject to respond to speech as well as to initiate it.

Speaking seems intuitively the most important skill to master. The success is measured in terms of the ability to carry out a conversation in language. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is very important because by mastering speaking skills, people can carry out conversations with others, give ideas, and exchange information. Hence, by speaking in the classroom, learners should work as much as possible on their own. There are several techniques and strategies which are used by the teacher for teaching speaking. The technique or strategy should be interesting to interest students in

teaching learning process. One of the teaching strategies in teaching speaking is debate strategy. It is seen as an active learning process because students will learn more through a process constructing and creating, working in a group and also sharing knowledge. Thus, debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways.

"Speaking is considered as the productive and oral skill. Speaking is a cognitive skill, is the idea that knowledge become increases automatically through successive practice." "Speaking is the productive oral skill. It consists of producing systematic verbal utterance to convey meaning." Some scholars add that speaking is the

process of building and sharing meaning through use of verbal and non-verbal symbols, in a variety of contexts. It means that speaking is an interaction between speakers with listeners. Based on the previous definitions, the researcher concludes that:

- speaking is the process of sharing with others, knowledge, interests, attitudes, opinions or ideas. – The speaker's ideas become real to him and his listener. - speaking skill is the ability to say, to address, to make known, to use or be able to use a given language in the actual communication. In the light of these highlighted

definitions, the researcher can compose an operational definition of speaking skill in this study as speaking is the ability to produce meaningful utterances/ discourse orally to address other people and to be accurate in using grammar and vocabulary. Several language experts have attempted to categorize the functions of speaking in human interaction.

According to language features, effective speakers of English need to be able to use fluent connected speech. So the teachers should involve students in oral activities designed specifically to improve their connected speech. Students should be able to organize at least some supra-segmental features and devices in the same way if they want to be fully effective communicators. In the performance of certain language functions, it is necessary for the teacher to give certain words and language functions, such as agreeing and disagreeing, surprise, and so forth. Those elements are completely significant for mastering a speaking ability and giving students opportunities to be good communicators. On the other hand, the rapid processing skill is necessary for effective speakers, such as language processing, interaction with one or more participants, and information processing quite apart from our responses to others' feelings.

3. DISCUSSION

The theoretical and methodological basis of this article is general economic literature and scientific articles, researches of economists on issues of commercial activity, interviews with scientists and industry representatives, analysis of their written and oral opinions, expert evaluation, comparative analysis. conclusions, suggestions and recommendations are given. In the course of the study, along with general economic methods, special methods for data systematization were used, such as comparisons, theoretical and practical materials, and systematic analysis.

When it comes to the conclusion, the technique of debate plays a crucial role in improving oral proficiency of EFL learners in second language acquisition as well as contribute to the process of the language methodology .There exist many advantageous and positive sides of this technique in second language acquisition.

Firstly, the overall experience of the debate and the processes that the students go through while taking part in the debating activity seems to have increased the confidence level of the students to face the audience on any issue at hand and it seems to have increased their ability to put forward ideas and opinions formed after much investigation, research and discussions within the group.

Secondly, they help learners to gain new knowledge on the topic in question, generally, learners consider the increase in the level of confidence and critical thinking skills as being the more significant gains achieved through their involvement in the debate.

Thirdly, debate can actually be used as a teaching tool/technique in the classroom once students have acquired a reasonably good level of proficiency and facility in the language. It is obviously a technique that can motivate students to challenge one another and encourage them to explore and exploit their facility in the language for the purpose of exploring and expanding points of arguments with the express objective of winning over the audience and also to convince the opposing side to accept their stand on the motion being discussed and debated. In educational process using debates in the classroom provides students the opportunity to explore real world topics and issues. Debates also engage students through self reflection and encourage them to learn from their peers. They prepare students to be more comfortable engaging in dialogue related to their beliefs as well as their areas of study. In improving oral proficiency of EFL learners so as to learn second language the technique of debate and discussion plays a crucial role comprehensively in spite of some deficiencies.

Fourthly, this technique not only improve their oral fluency but also their personal confidence in order to make speech, debates reinforce the mutual collaboration among learners in every aspect of branch as well as it causes to make improvement of knowledge relating to diverse topics.

4. CONCLUSION

The use of debate in educational system is growing as both a curricular and extra-curricular activity largely because of its educational value. The most obvious benefit is the opportunities students have to develop and practice oral skills. These skills are extremely important to academic and personal development, yet few curriculum materials are available to support the teacher in fostering them. What makes debate especially valuable for fostering development of oral skills is that it is not only structured, but also interactive. Debate requires that participants listen, think and respond. It is not enough for the debater to simply memorize and perform a speech. Instead, debaters must listen to their opponents, engage in a questioning process and incorporate this information into their own presentations. It is also an excellent way to develop critical thinking skills. The process of researching a debate is one of examining the pros and cons of an issue, determining what the problems are and considering alternative solutions. The research and presentation of a debate is clearly a team effort, and participation in activities like debate explicitly develops the skills needed to work in teams.

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