

## METHODS OF TEACHING SPEAKING TO YOUNG LEARNERS.

*Xaydarova Nigora*

*Andijan State Institute of foreign languages. Scientific supervisor.*

*Umarova Nigora*

*Student of the group- 201*

**Annotation:** *This article highlights the effective strategies such as role - play, brainstorming, picture narrating and playing cards to turn speaking into more engaging part of a learning process. It emphasizes thematic teaching, group work and interactive activities to enhance speaking abilities and create friendly and engaging learning environment.*

**Key words:** *Communicative language, teaching, discussion, role - play, stimulation, information gap, brainstorming, interviews, story completion, reporting ,playing cards , ESL teacher , thematic teaching.*

English is the tool for human communication in the world, all people need to communicate with one another. They speak the languages as the way to transfer their thinking or their wants . Sometimes they use languages to give information. All of the countries stand with their own language, such as Arabic, Japanese, Thai and many more.

Listening, speaking, reading, and writing are the four skills required for teaching and studying any language. These abilities are interconnected and cannot exist independently. Listening and reading are called receptive skills, but speaking and writing are considered productive skills. Speaking is one of the forms of communicative ability. The functions of spoken language are interactional and transactional. It indicates that the spoken language (speaking) is utilized to sustain social relationships and to convey information and ideas. However, sometimes students can only understand the meaning that the interlocutor conveys without being able to reply because of a lack of English vocabulary and speaking ability. Besides, this can be based on a lack of self-confidence from students so they are often embarrassed or afraid to speak. Other issues that are frequently observed in the language classroom are related to individual learners' personalities and attitudes toward the learning process, particularly learning speaking such as low participation, keeping use of their mother language, having nothing to say because of fear of making mistakes, etc. Therefore, teachers must be able to encourage their students to have a learning spirit and also want to follow and complete learning according to the lesson plan that has been determined as well as provide students feel safe, belong love, and confident in the learning environment.

In addition to this, the main obstacle is the teacher always giving more explanation to the student. The student only sits and listens what the teacher explains, this is not a conducive class, there are very little student practices. Also facilities, vocabularies, student character and the methods of delivering information should be considered. There are many things that should be changed, for example: the teacher should try to achieve their speaking by doing experiment about student talk technique. That is a the method of speaking learning. The student will do more practices on their speaking than listening. With this method the creation of learning outcomes that are easy, interesting and effective in improving students speaking is created. Within giving the student talk technique the researcher predict the student, there will be an improvement in their speaking skill.

When we teach young learners, we constantly have to keep in mind the fact that world we have in front of us is a mixed class with variate abilities, expectations, motivation level, knowledge, and last but no list, different learning style. Thus, we need to vary our approaches and offer as much opportunity as possible to make the whole class find a little something to hold on to, expand and grow. Many Linguistics and English as second language (ESL) teachers agree on that student learn to speak in the second language by interacting. Communicative language teaching is based on real life situation that requires communication. By using different methods in ESL classes, students will have the opportunity of communicating with each other in the larger language scale. In brief, ESL teacher should create authentic activities, and meaningful tasks that promote oral language. This can occur when students collaborate in groups to achieve a goal or to complete a task.

Below are some more effective strategies to teaching speaking for young learners.

### **1. Discussion**

After introducing the main topic of the lesson , it is good for students to have some discussions in pair or in small groups for a short time ,since it can help not only by improving speaking skills but also help to broaden their horizons by sharing ideas and thoughts .In addition ,it is a good way to reduce hesitation and help overcome public speaking, because when students discuss different topics, step by step they lose shyness and gain confidence .

### **2. Role Play**

Student pretend they are in various social contexts and have a variety of social roles, in role play activities, the teacher gives information to the learners such as who they are and what they think or feel. For example, the teacher can tell the student that he is sick and should go to the doctor and tell him what happened last night. This technique can help improve verbal and non-verbal interactions and reduce fear of speaking in public.

### **3. Brain storming**

In this method, a teacher gives a topic and students are supposed to produce ideas in a limited time. Either individual or group brainstorming is effective and learners can come up with any ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

### **4. Interviews**

Students can conduct interviews on any topics with various people (for example job interview). It is a good idea that provides a rubric to students so that they know the types of questions they can ask or ask what path to follow but students should prepare their own interview questions to make the activity more engaging.

### **5. Story completion**

For this activity, a teacher starts to tell story, but after a few sentences the teacher stops narrating. Then, each student starts to narrate from the point where previous one was stopped. Each student can add new characters, events, descriptions, and so on. It helps to collaborate and improve imagination and memory.

### **6. Reporting**

Before coming to class, students are asked to read a newspaper or magazine and, in class they report what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friend in their daily lives before class. It works as an ice breaking technique and a good warm up activity

### **7. Playing cards**

In this game, students are divided into separate groups. Each group will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationship, spade represents an unforgettable memory, each student in group will chose a card. Then each student will write 4-5 questions about that topic to ask the other people in the group. This is a very creative way to make people think and play at the same time.

### **8. Picture narrating**

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by teacher as a rubric. Rubrics can include the vocabulary or structure they need to use while narrating. It is supposed to be a good thought provoking activity.

### **9. Activity with numbers**

Students write some important numbers about their life (birthday , amount of pets or toys ) and discuss with other students to predict about the meaning of this numbers This works as a good ice breaking activity and it is best to use in first classes to build a rapport.

**References:**

1. Hariyye Kayi .2006 . «The use of student talk in teaching». Research gate
2. David Nunan , 2004 . «Practical English Language Teaching». Speaking book
3. Natasya Istihar .2006. «Role playing as an effective tool for developing» TESL journal