

<https://conferencea.org>**TEACHING SPOKEN ENGLISH TO UPPER CLASS PUPILS****SamSIFL, English teacher, Rustamova Shokhista Sharifovna**

**Abstract:** Speaking is defined as an effective means for those students who learn a foreign language as a second for end of communication with other individuals or on the other hand speaking is a way of successfulness for learner of foreign language so as to make an easy communication with others.

**Key words:** speaking, effective, skill

According to Al-Ashri (2011) speaking is one of four skills of language learning that a student would like to achieve at that stage primarily. Meanwhile, speaking is an underdeveloped skill which is gained by foreign language learners through practice opportunities provided them in learning classes for using of his ears and eyes instead of their mouths. “Even worse, speaking is not included in English language tests. Emphasis is generally put on marking individual words, sentences and drilling on mini-dialogues at the neglect of training in longer discourse” (Al-Ashri, 201; p.4). Speaking is a qualification of a learner of language learning class for end of communication with others in the daily lives (Brown and Yule, 1983).

Frankly, speaking activity possesses of more significance among skills of language learning. It needs a lot of practice by foreign language learners; of course at least two factors have effective roles in the process of mastering speaking skill:

- a. Students contribution
- b. Language teaching method

Pupils should utilize from the opportunities that they find access to them. They should be active in mastering of skills of speaking activities. According to Al-Ashri (2011) students should be at the core of all activities in speaking class. Moreover, there are a few preventive factors that harm the process of speaking activities in the classes; namely being afraid of making mistakes, being laughed at by her/his friends, lack of confidence on their ability. So, language teachers are obligated to consider the problems in the classes. Teachers should use effective techniques and appropriate speaking materials. Meanwhile, they should create a sound classroom environment in which pupils can attend in all activities freely and independently. Of course, developing speaking is a challenge in all language learning centers. It requires enough practices in the sound class environment in order to achieve aims which stand before the learners of speaking skills. It is more important to express their views and opinions in the daily performance. It guides us toward the path of successfulness as well as development Al-Ashri (2011).

So it is the responsibility of teachers to provide a good atmosphere in the class, make equal opportunity for students to participate in the process of speaking activity without fear, and let them ask their questions freely. All this activity of teachers can promote the students' self-confidence to share their ideas in the class or in society. With doing this process as a responsibility of teacher, communication among students will be improved that is the appropriate way for students' success in the true life as well. Meanwhile, the teaching-learning process not only occurs between teacher and learner but it should be exercised between pupil and pupil as well. In many texts speaking is defined as an activity used by someone to communicate with others. It repeats everywhere and has become part of our daily activities. While a learner speaks, he interacts and uses the language to express his ideas, feelings and thoughts as well as sharing information to others through communication. As mentioned above, in the classroom, teachers must create the situations that can encourage real communication, many activities can be designed to make major element lively. Understanding activities are one of the techniques that can be applied in teaching speaking that is why it is one of potential activities that give students feeling of freedom to express them. It's also potentially useful to encourage them to interact with each other orally (Rudder, 1999 cited in Al-Ashri, 2011).

Conversation (Interview): Oxford Dictionary (8th edition), (2010), defines that conversation is an informal talk that it can involve, two persons or large number of people. According to Lazaraton (2001) another speaking activity which is emphasized more is conversation. She also says it will not be enough to force learners to generate lots of sentences, but they have to become more “met linguistically” aware of many features of language that they learn in order to become a competent speaker of that language. One of speaking activity which is especially suited to this type of analysis is conversation, which is the most basic oral communication. Regarding to this a conversation assignment can be useful. One way to move toward this activity Lazaraton (2001) declares is to assign learners to find a native speaker or one of the English instructors, friend or one of his classmates and arrange to tape-record 20 – 30 minutes communication with the people mentioned above. So, the native speaker or others who are mentioned above will play the role of an interviewer and will ask lots of questions from student and the learners may only answer his/her questions or vice versa. Therefore, the instructor should encourage the student before to come up with the question to ask the native speaker. In both cases, the result of this kind of communication will supply a model of spontaneous production from the learners analyze or for the learners’ analysis. After that, the student can copy the thing he or she recorded and later on can distribute among the other learners to analyze it or find the difficulties or mistakes that he had in his speaking during the interview. In my opinion instructors should not allow the learners to talk in their mother language when they are talking to instructors in the department or asking for help relating to the lessons. And learners they themselves should talk with their classmates in English in order to enhance their speaking abilities.

Advantages of Conversation: According to Chastain (1998), the main advantage of such kind of conversations are their flexibly. It can be short or long. It can be applied for different levels from beginner to advanced level. It can be used for every kind of topics superficial or profound topics and it can be used as an additional speaking activity as well. Another advantage of conversation (interview) is that it is not too much difficult like other activities for instructor to prepare and organize his class and learners for speaking activities. Such conversation can assist learners to realize that they can speak or communicate with someone else in the foreign or second language. Finally, it can help learners to feel calm in communication activities and increase their confidence to learn a second or foreign language.

To conclude, English teachers use different methods to teach spoken English. Based on my observations, teachers implement these methods in line with the way they have to be used. For example, they involve all the students in activities. Furthermore, teachers implement these methods by active involvement of all the students. They consider involving shamed students also in learning process of English speaking by implementing these methods. I suggest there should take more research to draw conclusions and make decisions about the appropriate outcomes of the mentioned research topic.

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