DEVELOPING ENGLISH SPEAKING SKILLS IN SCHOOL KIDS!

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Annotation: In this article, the issues of improving the speaking in school kids of primary school age and the use of English lessons based on innovative methods in shaping their worldview are discussed in detail. Fluency is taught with the help different methods and techniques , which are discussed and observed below.

Key words: fluency, propensity, vital, linguistic profiency, communicative competenceIn today's world, knowing how to improve speaking skills in child and speaking English has become crucial.

Oral English is increasingly becoming a prerequisite in children's education in Uzbekistan as fluency and linguistic proficiency become increasingly important. Because there is a high likelihood of success, the early years are vital for learning a language different than one's mother tongue. Children who begin speaking English at a young age have a propensity to become outstanding speakers as they get older, making them more effective. Oral language is one of the most important skills your students can master—both for social and academic success. Learners use this skill throughout the day to process and deliver instructions, make requests, ask questions, receive new information, and interact with peers.

The most famous of modern technologies, which are aimed at organizing the personally motivated cognitive activity of students, based on dialogic communication, is an interactive teaching technology. The term «interactivity» comes from the English words «Inter" and «act" and means «interaction». Interactivity in learning is understood by modern researchers as being in constant, active interaction, in dialogue mode, the common action of all participants in the learning process. [2] Interactive technologies are based on the direct interaction of students with the learning environment.

The learning environment acts as a reality in which the student finds himself as an area of mastered experience, and it is not just about connecting his observations, life experiences as an auxiliary material or illustrative addition. The learner's experience is the central activator of educational knowledge. The role of the teacher changes dramatically when using interactive forms. The teacher performs in interactive technologies in several main roles.

In each of them, he organizes the interaction of students with an area of the information environment.

In the role of an expert informant, the teacher sets out textual material, demonstrates a video sequence, answers questions from students, provides competent instruction, monitors the results of the process, etc.

In the role of organizer, he establishes the interaction of children with the social and physical environment (breaks down into subgroups, encourages them to independently collect data, coordinates the execution of tasks, preparation of mini-presentations, creates a "communication field", etc.). The teacher can apply not only the existing interactive forms and methods, but also develop new ones depending on the purpose of the lesson, i.e. actively participate in the process of improvement, modernization of the educational process.

For example, communication in English in high and high school is realized in acting out situations of real communication in the form of role-playing games. By participating in such games, educators can see the practical value of learning English. This becomes their motive for activities based on dialogic communication. The essence of interactive learning is that the educational process is organized in such a way that all students are involved in the process of learning, mastering the learning material, each makes his own individual contribution, there is an exchange of knowledge, ideas, ways of working.

The objectives of interactive forms of learning are to awaken students' interest, effective learning of educational material, independent search by students of ways and solutions to the educational task. In addition, learning to work in a team, be tolerant of any point of view, respect the right of everyone to freedom of speech, respect their dignity, formation life and professional skills, reaching a level of conscious student competence. The factors for choosing interactive forms and techniques in a certain group (class) are as follows: age characteristics of students, the psychological climate of the group (class), individual characteristics of students, their level of preparation; the goals and objectives that the teacher sets for himself in the lesson in order to achieve the desired result. For example, for children of primary school age, such a working technology as a game remains important.

It is she who is the motivating factor that leads to the necessary results. Therefore, we should be interested in finding and studying various games, organizing all kinds of game forms of work in English classes, so that children would be interested, and leaving the lesson, they would like to go back. Applying games in the lessons, the following tasks are solved: the control of knowledge becomes freer, psychologically free; students' painful reaction to unsuccessful answers disappears; the approach to students in learning becomes delicate and differentiated.

As practice has shown, studying in the game is liked not only by younger students. Every social interaction gives students a new opportunity to practice language.

Some of your students might need a little guidance from you to engage in conversations, so spark interactions whenever you can. Ask questions, rephrase the student's answers, and give prompts that encourage oral conversations to continue. As teachers, we should ensure that affective filters remain low. One of the main roadblocks for many students towards developing fluency is high affective filters present in the classroom. It is always good to preface at the start of an activity, that any corrections or suggestions are made to help students be understood, especially to ensure that students do not lose face when being corrected. Echoing is a great way to provide feedback because it is less direct. When students make mistakes while speaking, rephrase the incorrect statement in a grammatically correct way and say it back to the student in an encouraging tone. You could also save the corrections for the end of the class by doing mini-lessons. Perhaps you overheard many of your students omitting articles, using incorrect prepositions, making word choice errors, or using awkward phrasing. In this case, a mini-lesson at the end of an activity helps to reinforce any corrections or suggestions to the general student body rather than targeting and putting a student on the spot.

Final thoughts

Developing oral fluency takes time and effort on the part of the student, and effective planning, guidance, and patience on the part of the teacher. With that being said, we can see that many factors need to be considered before conducting speaking activities. Teachers need to determine the speaking skills that students need to work on and whether the students have sufficient or relevant input. It is also important to include useful lists of fixed conversational phrases or chunks and to teach strategies that can help students sustain conversations. We've also discussed the effectiveness of setting time limits such as the widely used 4/3/2 method and some key aspects of pronunciation. Finally, the way that feedback is implemented during speaking activities is of utmost importance, as this can make or break the success of a speaking activity as well as your students' ability to progress or develop fluency. By taking these factors into account, teachers can help their students to develop into more confident and competent speakers of English.