

KEY STRATEGIES FOR DEVELOPING STUDENTS’ SPEAKING SKILL

КЛЮЧЕВЫЕ СТРАТЕГИИ РАЗВИТИЯ РЕЧЕВЫХ НАВЫКОВ

СТУДЕНТОВ

TALABALARNING GAPIRISH KO‘NIKMASINI OSHIRISHNING ASOSIY

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Annotation: This article is about how foreign language learners must develop a good foreign language vocabulary in order to grasp what they hear and read and to express themselves fluently and appropriately. The students predominantly believed that vocabulary should be acquired in context and they tended to agree that vocabulary could be studied and put to use.

Key words: to be acquired, proficient vocabulary learners, to research, vocabulary acquisition, consistently, to adopt, authentic, correlated, to contribute.

Аннотация: Эта статья о том, как изучающие иностранный язык должны развивать хороший словарный запас иностранного языка, чтобы понимать то, что они слышат и читают, и свободно и адекватно выражать свои мысли. Студенты преимущественно считали, что словарный запас следует приобретать в контексте, и они были склонны соглашаться с тем, что словарный запас можно изучать и использовать.

Ключевые слова: приобретаться, владеющие словарным запасом, исследовать, приобретать словарный запас, последовательно, перенимать, аутентичный, коррелированный, вносить свой вклад.

Annotatsiya: Ushbu maqolada chet tilini o'rganuvchilar qanday qilib tinglagan va o'qigan kontenktlarini tushunishlari va o'z fikrlarini erkin va yetarli darajada ifoda

etishlari uchun yaxshi xorijiy til lug'atini rivojlantirish usullari yoritilgan. Maqolada yangi soʻzlar asosan kontekstda olinishi kerakligi tavsiya qilingan.

Kalit soʻzlar: oʻrganmoq, soʻz boyligini oʻzlashtirish, tadqiq qilish, soʻz boyligini oʻzlashtirish, izchillik, qabul qilish, autentik, oʻzaro bogʻliqlik, hissa qoʻshmoq.

It is widely accepted today that to learn English as second or foreign language, a person should set himself to the task of acquiring a huge amount of the lexicon of English. This article studies in corpus linguistics point out that the language which is used in speech and writing covers a high proportion of pre-fabricated language therefore, foreign language learners must develop a good foreign language vocabulary in order to grasp what they hear and read and to express themselves fluently and appropriately. [1,3]

Strategies in vocabulary development:

- Building of vocabulary for all learners essential, especially for ELL;
- To gain information from reading, knowing meaning of words important;
- Fluency is tied to vocabulary knowledge.

It is a very well-known fact that, research has largely sought the best strategy for vocabulary acquisition. In reality, however, learners tend to use a variety of strategies in combination. Students consistently adopt types of strategies based on their beliefs about vocabulary learning or on other pre-existing cognitive or social factors. Therefore, how different learners combine different strategies and how this affects their learning outcomes warrant studying, perhaps more than the effects of individual strategies.

The secret to vocabulary learning may include helping students see the relevance of strategy use in learning foreign language vocabulary, introducing them to the strategies used often by proficient vocabulary learners and most important encouraging them to develop their own effective strategies for learning.

How Do Children Learn Vocabulary?

- Teach directly and indirectly

- Repetitions
- Rich Context
- Incidental Learning
- Computer Technology
- Use multiple vocabulary instruction methods

Here are 3 great activities that you can use in a variety of ways to get your students talking and learning vocabulary in a short period of time. [4]

1. Investigative Journalist.

Investigative journalist is a classic pair work activity for a reason: it works! It can be used in a variety of scenarios and tailored according to specific grammar or vocabulary points that you've been reviewing in class. The basis of investigative journalist is for students to interview one another in pairs and present their findings. It can be used for groups at all levels from beginning to advanced, as long as you tailor it to their levels. Advanced students might benefit from a murder mystery version of the game, where each student is assigned a character to play and the game concludes with the murderer being succeed out as a result of the questions. Have fun with this game, and remember: if you give your students the tools to succeed, they'll surprises you!

2. Debate.

Debate is another classic that can incorporate pair or group work, depending on the size of your class. Create groups and assign each group or pair a side of an argument. Use pair work time to allow students to develop their argument and conclude with a class-wide debate. Debate is made even more interesting when you present students with authentic materials to use as support for their claims.

3. What's your secret?

What's your secret? Does a pair work activity that truly involves the whole class? In this game, which is a play on investigative journalist, each student writes a secret down on a piece of paper, things like: "I play the clarinet", or "I have a twin". The papers are placed in a hat and each student draws one: that's where the

game begins. What’s your secret? Can either be played by allowing students to mill about the classroom freely or by setting up a speed dating scenario, where each pair has 1 minute to speak before rotating. Students may ask one another yes/no questions they may not ask directly if what’s on the piece of paper is true about them or not. Students then must to whom the secret they drew belongs.

Students are also encouraged to learn material in greater depth than they might otherwise have done, and to think of creative ways to convince the teacher that they have mastered the required material. Naturally, this is true. It does not mean that nothing cannot be learned from class. If they want to talk incessantly about their pet, then simply incorporate that into the whole lesson. The more they talk, the better their English will become!

Reference

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