
Implementing CLT in Developing Speaking Skills for the Second Year Students

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Abstract: This article provides information about implementing CLT in developing speaking skills for the second years students. Additionally, reader can get data about effective teaching speaking for sophomores, with the comparisons of traditional and modern methods.

Keywords: Speaking skills, methods,, communicative teaching, activity, social interaction, comparison, speech.

In the modern methodology of teaching foreign languages, the communicative method comes to the fore. For several decades, this approach to learning has gained a leading position in Western European and American methodology. First of all, a foreign language teacher teaches children the ways of speech activity, so we are talking about communicative competence as one of the main goals of teaching foreign languages. Ya.M. Kolker dwells in detail on the following point: "In recent decades, it has been customary to oppose traditional teaching of foreign languages with communicative and intensive methods" [9, p.11]. I.L. Beam believes: "Communicativity is the familiarization of the individual with the spiritual values of other peoples through personal communication and through reading" [3, p. 40].

Communicative teaching of foreign languages is of an activity nature, since verbal communication is carried out through "speech activity", which, in turn, serves to solve various problems in the conditions of "social interaction" of communicating people (I.A. Zimnyaya, G.A. Kitaigorodskaya, A.A. Leontiev). Participants of communication try to solve real and imaginary tasks of joint activity with the help of a foreign language. A.A. Leontiev emphasizes: "Strictly speaking, speech activity, as such, does not exist. There is only a system of speech actions included in any activity - entirely theoretical, intellectual or partially practical" [11, p.27]. The object of the research is teaching a foreign language. The subject of this work is the application of the communicative method for teaching foreign languages. The purpose of this study: to identify the advantages of the communicative teaching method in the formation of students' speaking skills. Speaking is an extremely multifaceted and complex phenomenon. First, it performs the function of a means of communication in a person's life. Secondly, speaking is one of the types of human activity. Thirdly, it is important to remember that as a result of the activity of speaking, its product arises - the statement. Both as an activity and as a product, speaking has certain features that serve as a guide in learning, because. suggest what conditions need to be created for the development of speaking, and are also criteria for assessing learning outcomes.

Let us turn to the specifics of a foreign language. First of all, a foreign language teacher teaches children the ways of speech activity, so we are talking about communicative competence as one of the main goals of teaching a foreign language. Ya.M. Kolker dwells in detail on the following point: "In recent decades, it has been customary to oppose traditional teaching of foreign languages with communicative and intensive methods" [9, p.48].

Communicative teaching of foreign languages is of an activity nature, since verbal communication is carried out through "speech activity", which, in turn, serves to solve the problems of productive human activity in the conditions of "social interaction" of communicating people [16, p.13]. Participants of communication try to solve real and imaginary tasks of joint activity with the help of a foreign language. A.A. Leontiev emphasizes: "Strictly speaking, speech activity, as such, does not exist. There is only a system of speech actions included in any activity - entirely theoretical, intellectual or partially practical" [10, p. 31].

Speaking is a type of speech activity through which (together with listening) oral verbal communication is carried out. Speaking can have varying complexity, ranging from expressing an effective state with a simple exclamation, naming an object, answering a question, and ending with an independent detailed statement. The most perfect is that speech, using which the speaker consciously correlates linguistic signs with the corresponding content due to the speech situation [10, p.15]. A.A. Leontiev presents the structure of speech action as a relationship of three phases:

- planning of speech action;
- implementation of speech action;
- comparison and control [10, p.27].

Based on the motive and other factors, a speech intention is formed. In accordance with the "Foreign Language Teaching Program in Primary School", oral foreign language is regarded, on the one hand, as a goal, and on the other, as a means of teaching. The program not only indicates a summary of the teaching of oral speech at each stage, but also provides approximate parameters for mastering listening, speaking in the forms of dialogic and monologue speech for each stage. This attempt - to establish the final requirements for skills and abilities, even if they are proposed on the basis of a generalization of the positive experience of teaching - deserves approval, because. Such an approach makes it possible to exercise effective control in the process of developing the relevant skills and abilities and identifies specific requirements in the form of foreign language proficiency standards at each stage of education.

In the course of the study, the methodological literature on the research topic was studied, the pros and cons of the communicative method were considered, and a lesson plan was developed. Thus, as a result of the study, we have identified clear advantages of the communicative approach in teaching speaking.

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