

TEACHING SPEAKING: APPROACHES, CHALLENGES, AND STRATEGIES.

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Annotation: This passage highlights the importance of teaching speaking as a core aspect of language education. It emphasizes the unique, interactive nature of speaking compared to other skills, noting its reliance on real-time communication. The text stresses that speaking is vital for success across various life domains—academic, professional, and social—and requires a balanced approach that targets both fluency and accuracy. Moreover, it underlines the essential role speaking plays in second language acquisition, as it enables learners to function effectively in real-life situations.

Key Words: teaching speaking, language education, fluency, accuracy, second language acquisition, communication, professional skills.

Annotatsiya: Ushbu parcha til ta'limining asosiy jihati sifatida nutqni o'rgatish muhimligini ta'kidlaydi. U boshqa ko'nikmalarga nisbatan nutqning o'ziga xos, interaktiv xususiyatini ta'kidlab, uning real vaqtda muloqotga tayanishini ta'kidlaydi. Matnda ta'kidlanishicha, nutq hayotning turli sohalarida - akademik, professional va ijtimoiy sohalarida muvaffaqiyatga erishish uchun juda muhim va ravonlik va aniqlikka qaratilgan muvozanatli yondashuvni talab qiladi. Bundan tashqari, u ikkinchi tilni o'zlashtirishda nutqning muhim rolini ta'kidlaydi, chunki u o'quvchilarga real hayotda samarali ishlash imkonini beradi.

NUTQNI O'RGATISH: YO'NALISHLAR, MUAMMOLAR VA STRATEGIYALAR.

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Kalit so'zlar: nutqni o'rgatish, til ta'limi, ravonlik, aniqlik, ikkinchi tilni o'zlashtirish, muloqot, kasbiy mahorat.

ОБУЧЕНИЕ ГОВОРЕНИЮ: ПОДХОДЫ, ПРОБЛЕМЫ И СТРАТЕГИИ.

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Аннотация: В этом отрывке подчеркивается важность обучения говорению как основного аспекта языкового образования. Он подчеркивает уникальную, интерактивную природу говорения по сравнению с другими навыками, отмечая его зависимость от общения в реальном времени. В тексте подчеркивается, что говорение жизненно важно для успеха в различных сферах жизни — академической, профессиональной и социальной — и требует сбалансированного подхода, нацеленного как на беглость, так и на точность. Более того, он подчеркивает важную роль говорения в освоении второго языка, поскольку оно позволяет учащимся эффективно функционировать в реальных жизненных ситуациях.

Ключевые слова: обучение говорению, языковое образование, беглость, точность, освоение второго языка, общение, профессиональные навыки.

One essential element of language instruction is speaking instruction. Speaking is interactive and usually calls for real-time processing, in contrast to other language abilities. This ability is essential for social, professional, and academic achievement in addition to communication.

Therefore, fluency and accuracy must be prioritised in speaking training while taking learners' needs and settings into account.

Since speaking has a direct impact on learners' capacity to interact in authentic contexts, it is frequently regarded as the most crucial skill in the acquisition of second languages. Ur (1996) asserts that "speaking seems intuitively the most important of all the four skills [listening, speaking, reading, and writing]" (p. 120). One important measure of communicative competence is the capacity to talk clearly and appropriately in a variety of settings (Richards, 2008, p. 20).

Approaches to Teaching Speaking

Speaking was traditionally taught by drills, dialogues, and rote memorisation, particularly in the audio-lingual approach. More contemporary communicative techniques, on the other hand, place an emphasis on meaningful contact, task-based learning, and authentic communication.

Learners "develop communicative competence through participation in communicative tasks" (p. 55) when using a communicative approach, according to Nunan (2003). This comprises exercises that mimic language use in everyday situations and promote spontaneous speaking, like role plays, conversations, simulations, and problem-solving exercises.

Challenges in Teaching Speaking

Teachers often face several challenges in teaching speaking:

1. **Learner Inhibition:** Many students are reluctant to speak due to fear of making mistakes or being judged by peers (Brown, 2001, p. 270).
2. **Unequal Participation:** In large classrooms, a few confident students may dominate, leaving others passive.
3. **Mother Tongue Use:** Learners may revert to their first language when working in groups (Harmer, 2007, p. 345).
4. **Lack of Input:** Insufficient exposure to authentic spoken English can hinder learners' development of fluency and pronunciation (Goh & Burns, 2012, p. 36).

Effective Strategies for Teaching Speaking

To overcome these challenges and promote effective speaking skills, educators can apply several strategies:

- **Task-Based Learning:** Activities such as discussions, storytelling, and interviews encourage students to use language meaningfully (Ellis, 2003, p. 9).
- **Scaffolding Techniques:** Teachers can help learners by modelling, employing visual aids, or supplying sentence starters (Nation & Newton, 2009, p. 136).
- Teachers should balance fluency and accuracy by designing activities that promote both free expression and accurate usage (Thornbury, 2005, p. 43).
- According to Scrivener (2011, p. 224), constructive and continual criticism can help learners improve their speaking skills without feeling discouraged.

To summarise, teaching speaking is a dynamic and multifaceted process. It takes more than just encouraging students to speak; it also entails devising useful assignments, addressing emotional aspects, and establishing an environment that promotes both practice and performance. Educators may dramatically improve students' oral communication abilities by preparing ahead of time and using adaptable strategies.

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