

## Overview

### Teaching the english language speaking in higher schools

Solmaz Gurbanova, Zarifa Ahmadova.<sup>1</sup>

<sup>1</sup> *Azerbaijan State Academy of Physical Education and Sport. Department of Social sciences*

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Speaking is an essential aspect of any language, including English. During the period of globalization, scientific and technological progress, an increasing number of people is becoming to learn English, the possession of which is necessary for them to deepen their knowledge in the fields of science and technology, business, education, public life.

Since English is considered to be the lingua franca 1 of the world, it is essential that the students possess knowledge of the English language. In this regard, teaching a foreign language in higher schools is necessary for intercultural communication. The teacher is to possess knowledge of how to improve students' proficiencies in an efficient way. Therefore, one of the main tasks of the teachers of higher schools is to create in the students communicative skills. The students learn a lot more by interacting with others rather than just listening to a teacher. The most likely guarantee for students to develop their speaking skills is frequent use of the English language during class. The more the students get used to the English language, the more natural it seems for them to think in English and transform those thoughts into spoken and written English.

What is speaking? In fact, speaking is an action carrying out the information or

expressing feelings and emotions, person's thoughts in spoken language. Speaking is also "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" [1,p.288]. By the teaching of speaking is meant to produce the English speech sounds and sound patterns, use word and sentence stress, intonation patterns and the rhythm of the language, select appropriate words and sentences according to the audience, situation and subject matter, organize their thoughts in a meaningful and logical sequence and use language as a means of expressing values and judgments.

Speaking can be in the form of a monologic and dialogic (conversation) [2, p.568]. Monologic speech is characterized, for example, by completeness and unfolding, it can be a description, narrative. The simplest variety of oral speech is dialogue, that is, a conversation supported by interlocutors. In dialogical communication, communicative roles change alternately, as a result of which mutual understanding gradually develops; it becomes possible to coordinate actions and behavior. The problem of teaching monologic and dialogic speech at the initial stage of learning English is one of the most important problems in the methodology of teaching English. The training of monologic

speech is an extremely complex matter, and question-answer exercises are not the most adequate means of instruction. As for the dialogical form of communication - this is the most characteristic form for the manifestation of the communicative function of language. At the initial stage, the dialogic form of communication involves the ability to greet the interlocutor and respond to a greeting, as English speakers do. Monologic utterance is considered as a component of the process of communication of any level - pair, group, mass. This means that any monologic utterance is monologic in nature, always addressed to someone, even if this addressee is the speaker himself. Monologic speech has a great compositional complexity in comparison with dialogical speech, requires completion of thought, stricter observance of grammatical rules, strict logic and consistency in describing what a person who says a monologue wants to say. The communicative task of the speaker is to get the attention of the listener, to receive his message, to receive a reaction to it, to take into account in the production of statements the situation of communication, the personality of the listener.

Consequently, the teaching of a foreign language implies also the mastery of certain communicative techniques. When selecting or developing study assignments for the formation of oral-speech skills - for the development of communicative speech - one should keep in mind that they both, with their content and procedure of implementation, correspond to the maximum extent possible with real communicative actions. Speaking skills are to be developed in the process of learning the language. The teacher should conduct a thorough selection of topics for the discussion. The more clearly the purpose of the

discussion is formulated, the more students will be interested in participation. Before the discussion, provide students with material that can be an incentive to generate their own statements. To remove language difficulties, it is necessary to repeat the key words before the discussion. It is also necessary to use special exercises, tasks, to create a friendly atmosphere to raise the interest of the students. It should be noted that it is more difficult to write effective tasks for speaking and then to perform them rather than to write tasks for listening, reading or writing. The question is how to compose different methods for lessons, evaluate the exercises and give proper feedback to the students. There are endless possibilities for appropriate exercises to improve speaking. In order to evaluate exercises, the teacher needs to be prepared and know what to focus on in the exercise. Characteristic features of successful tasks for speaking are: Students speak a lot. The greatest part of the time allotted for this task is occupied by the speaking of students; Equal participation. Each student has the opportunity to take part in the discussion. Everyone speaks in a relatively equal degree (not one or two students);

High motivation. Students want to talk, because they are interested in the topic of the conversation and they have something to say. A list of some types of tasks that are approximate in their content to real communicative actions and aimed at developing and improving the skills and skills of oral speech is given below:

1. The task of information-gap activities includes the process of information exchange. Students work in pairs. For example, the topic "Application for work" is discussed. Both students receive cards of an application for

work, each of which contains different information. Asking each other questions, they fill their cards. This material forces students to ask a large number of questions in order to fulfill their task. These exercises encourage communication. With their help, specific vocabulary on the topic is worked out [3, p.296].

2. The assignment for ranking the information provides distribution of the information according to certain criteria. For example, students are offered a list of adjectives that describe the character traits of a person. In groups, they have to choose the three most important (in their opinion) adjectives that characterize a friend, a teacher, arrange them in order in terms of importance. Ranking of information is accompanied by a discussion and subsequent exchange of views

3. Guessing activities are associated with recognizing a person, subject, or process using common questions that require "yes" or "no" answers. For example, students work in small groups. A student is given a card with the name of a famous person. The remaining members of the group should know the alleged person.

4. Role play assignments involve students in the performance of various social and psychological roles; facilitate the development of the communication process [4, pp. 20-23].

5. Group discussion tasks include discussion of a range of issues on a specific topic, exchange of statements. Participants in the discussion should state their reasoned consent or disagreement with respect to the issues under discussion.

6. Project-based activities are "independently planned and implemented by students, in which speech communication is woven into the intellectual-emotional context of other

activities" [5, p.276]. For example, a creative project can be the creation of a radio program on the topic "News". Students appoint an editor who is responsible for coordinating the preparation of "stories", "interviews" for the release.

7. Tasks for oral communication develop the skills of monologic utterance on a given or freely chosen topic. It should be remembered that when developing such exercises, one of the basic requirements to their structure is that they must ensure not only the action, but also the interaction. Realizing the fact that students may have a fear of making mistakes, try to convince students that for you, as a teacher, the correctness of speaking and correcting mistakes is not a priority. The main thing is oral communication. How a teacher should proceed with correction of spoken errors is a very important question. The teachers should be extremely cautious about correcting students' spoken errors. Wrongly pronounced words could be brought up in class but the teacher should not say who made the error. It does not matter for the teachers to correct every error "as long as it can be understood by a native speaker". Evaluation is also an important part of teaching in general. There are two main reasons why teachers should evaluate their work: 1.To improve students' learning; 2.To improve their own teaching. The students can improve their communication and speaking skills working in groups together with other students and playing real-life situations in the target language. To achieve the goal of speaking well, the students need to improve their language fluency, pronunciation. Fluency comes from practice. To get to the aim, there should be made speech of long, complicated sentences. For example, to build more fluent speech, a helper could be

discussions, presentations, role plays, negotiations, debates, interviews and meetings.

Pronunciation is the ability to say words properly with the correct sounds in the correct places. To make words sound correctly, it can take time to develop the pronunciation.

Thus, the success of speaking in a foreign language will depend on several factors. The tasks for speaking should be correctly chosen, organized and provided useful practice for the development of oral communication skills.

The awareness of the specifics of the difficulties in speaking and the use of the proposed measures to overcome these difficulties will necessarily lead the teacher to the desired result. It should be remembered that "speech activity cannot be taught, it can only be learned" [6, p.276]

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