

USE OF SPEAKING SKILLS IN TEACHING ENGLISH IN HIGHER MILITARY EDUCATIONAL INSTITUTIONS

Nuriddin Gofurjonogli Voxobov

Senior Lecturer, Academy of the Armed Forces of the Republic of Uzbekistan

Annotation: This article analyses to determine the effectiveness of using different teaching strategies, styles and methods and English speaking classes in higher military educational institutions. Emphasis is placed on the relationship between speaking and other skills and how to effectively integrate them, as well as how to improve students' speaking skills.

Keywords: speaking skills, grammatical translation method, direct communication method, audio-linguistic method, and integration.

Introduction: English as an international language has been widely recognized by state educational institutions in our country in the last five years, especially the need to improve students' communicative competence is of great importance. In the current study, special attention is paid to the analysis of various methods, methods and techniques that can be used for better acquisition of speaking skills. The study aims to study the importance of these methods in the language classroom and the possible results of their application in teaching practice. Oral communication skills are one of the speech activities; therefore, empirical research analyzes the views of language learners on how they prefer to communicate in the foreign language being studied. This defines the concept of speech as the main means of interaction aimed at the development of communicative competence in everyday communication, and this will be the main goal of this study, which will be conducted through two specific experiments.

Main Part: The role of speaking skills in language teaching. The ability to speak in the field of teaching foreign languages requires special skills. Braun describes vowel shortening and elision as phenomena that make speech fluency difficult. Points out that elements such as slang and idioms also make speech acquisition difficult. Regarding the impact of speech, Baker and Westrup note that speech has positive effects on students academically and professionally.

Foreign language teaching methods and their connection with the development of speech skills. The principle of grammatical translation. According to the teachers who use the grammar translation method, the main goal of learning a foreign language is to be able to read literature written in the target language. For this, students need to learn the grammatical rules and vocabulary of the language being studied.

The principle of direct communication. The purpose of this principle is manifested in learning how to use a foreign language for communication. This method has one main rule: translation is not allowed. In fact, as its name suggests, this method consists in directly conveying the meaning in the foreign language being studied using visual aids, without referring to the native language of the students.

Principles of audio-linguistic method. The audio-lingual method, like the direct method, is based on an oral approach. However, unlike acquiring vocabulary through situational application, the audio-lingual method exercises students through the use of grammatical sentences. It also has a strong

theoretical basis in linguistics and psychology, unlike the direct method. Charles Fries of the University of Michigan used the principles of structural linguistics in the development of the method, which is why it is sometimes called the "Michigan method".

Principles of community language learning. Community language learning encourages teachers to think of their students as 'individuals'. Individual learning means that teachers have some understanding of the relationship between not only their students' intelligence, but also their emotions, physical reactions, and instinctual defenses. The principles of community language learning are derived from the general counseling-educational approach developed by Charles A. Curran. Curran has studied adult education for many years. He was also influenced by the humanistic psychology of Carl Rogers, and he found that adult language learners often feel a little apprehensive about learning a new language. In this regard, Harmer suggests some of the following exercises related to speaking: scripted role-playing, dialogue games, prepared conversations, questionnaires, simulations and role-playing.

This article covers the following steps:

Stage I - collection of theoretical data;

Stage II - conducting questionnaires;

Stage III - teaching process;

Stage IV - conducting the final test.

In order to achieve more successful results of the experiment, the main attention was paid to the following issues:

- What methods are most often used in teaching speech?
- To what extent do students become more competent if they can expand their exposure to different approaches?
- Can students learn effectively when traditional methods are combined with modern methods in the educational process?

The sample for the study was selected from the second-year students of the Uzbekistan State University of World Languages. The participants consisted of twenty middle-level students who were equally divided into two groups. The groups were divided into groups according to the (modern and traditional) approaches of education adopted during the experimental period.

The results of the study showed that teaching English in higher military educational institutions through various techniques in speech classes had a beneficial effect on the academic development of students, and the learning process of students improved as a result of their teaching practice. Most of the students said that the experimental lessons were very useful they noted. In particular, the use of the general physical reaction method and the direct communication method limiting the use of the mother tongue was approved, as a significant improvement in the students' oral competence was observed.

Also, another important factor to improve oral communication by minimizing the role of the teacher in the course of the lessons was noted, in which it is necessary to focus on more student-led lessons, in which the participants appear as active learners, increase the level of language proficiency. Students say that in order to achieve fluency like a native language, students need to work on themselves, taking the necessary instructions from the teacher. In this way, they clearly expressed their opinion about the importance of finding self-learning strategies, which is the most important point in the further development of academic knowledge acquisition. As a final remark, it can be concluded that the result of using effective strategies for the development of speaking skills and language acquisition was highly appreciated.

Conclusion: In the experiment, the students were satisfied with the experimental lessons provided and enjoyed the speaking lessons during the reading and learning process, which helped to achieve the intended learning outcomes. The results of the study helped clarify several important conclusions for language teachers and English language learners. It has been shown that the use of various effective strategies allows students to develop speaking skills, reduce problems in understanding a foreign language and correct the pronunciation of certain words, learn new words, vocabulary and speak fluently. The analysis of the pre- and post-test results of the research participants showed that some of the above-mentioned methods are effective in developing students' speech.

REFERENCES

1. Rakhmanberdiyeva K. S. FORMATION OF INDEPENDENT EDUCATION IN STUDENTS //BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMYI JURNALI. – 2022. – С. 328-330.
2. Djampulatova N. THE ROLE OF THE COACHING APPROACH IN TEACHING A FOREIGN LANGUAGE //Journal of Academic Research and Trends in Educational Sciences. – 2023. – Т. 2. – №. 1. – С. 191-195.
3. Raxmanberdiyeva K. S. TALABALARGA CHET TILI O ‘QITISHDA MUSTAQIL TA’LIM TEXNOLOGIYASI TAHLILLARI //Scientific progress. – 2022. – Т. 3. – №. 2. – С. 194-197.
4. Темиров Н. С. Социальная зрелость выпускников сельских школ Республики Узбекистан (социолого-педагогический и этнопедагогический аспект). – 1994.
5. Темиров Н. С., Наркабилова Г. П. Проблема культуры общения, коммуникативности и социально-коммуникативной деятельности обучающихся в государственной образовательной политике //традиции и инновации в национальных системах образования. – 2021. – С. 563-567.
7. Temirov N. S. The life values of rural school students in Uzbekistan //Russian Education and Society. – 1997. – Т. 39. – №. 10. – С. 21-31.
8. Sokhibakhon Yakubovna Abdullayeva. (2021). THE EFFECTIVE USE OF VIDEO TASKS IN THE GERMAN LANGUAGE LESSONS. *Emergent: Journal of Educational Discoveries and Lifelong Learning (EJEDL)*, 2(08), 1–5. <https://doi.org/10.17605/OSF.IO/QG2X7>
9. ABDULLAYEVA SOKHIBAKHON YAKUBOVNA. (2021). FORMATION OF LOCAL BUDGET REVENUES IN THE MODERNIZATION OF THE ECONOMY. *JournalNX - A Multidisciplinary Peer Reviewed Journal*, 6(10), 189–191. Retrieved from <https://repo.journalnx.com/index.php/nx/article/view/251>
10. Saidakbarova, Saodat Parkhadzhanovna. "Classification of English and Uzbek idioms depending on gastronomic codes." *Asian Journal of Research in Social Sciences and Humanities* 12.5 (2022): 51-55.
11. Barno Baxadir Qizi Tajiboeva PRACTICE CRITERIA IN EDUCATIONAL INNOVATIVE CHANGES // Scientific progress. 2023. №5. URL: [https://cyberleninka.ru/article/n/practice-criteria-in-educational-innovative-changes\(дата_обращения:_11.07.2023\)](https://cyberleninka.ru/article/n/practice-criteria-in-educational-innovative-changes(дата_обращения:_11.07.2023)).
12. Abdullayeva, Markhabo Rakhmonkulovna. "The appearance of the term" education dictionary" in world linguistics." *Chet tillarni o „qitishda dolzarb muammolar” mavzusida o „tkazilgan xalqaro ilmiy-amaliy konferensiya* 5.26 (2023): 117-122.

13. Raxmonkulovna, Abdullayeva Marxabo. "Esp/eap o'quvchilarining maxsus lug' atga bo'lgan ehtiyojlari." *"Maxsus va akademik maqsadlarda xorijiy tillarni o'qitish: muammolar va istiqbollor"* Mavzusidagi Respublika ilmiy-amaliy anjumani materiallari 6 (2023): 15.
14. MARXABO ABDULLAYEVA. URAK LAFASOV. O'kuzbeklarga xos ta'lim-tarbiya haqida. Tadqiqotlar jahon ilmiy-metodik jurnali. 16 Issues. Pages 167-169
15. Saidakbarova Saodat Parkhadjanovna. Discovering culture through the gastronomic phraseology (in English and Uzbek languages) Материалы конференции The XVIII International scientific and practical conference Modern view and research. 2020/6 Ст.193-196
16. Abdullayeva Marxabo Raxmonkulovna. Esp/eap o'quvchilarining maxsus lug'atga bo'lgan ehtiyojlari. "Maxsus va akademik maqsadlarda xorijiy tillarni o'qitish: muammolar va istiqbollor" Mavzusidagi Respublika ilmiy-amaliy anjumani materiallari 2023/6/15.Pages 196-204
17. Solievich T. N. Specific aspects of improving the quality of education in higher education institutions //ACADEMICIA: An International Multidisciplinary Research Journal. – 2022. – T. 12. – №. 9. – С. 31-34.
18. Temirov N. S. The school students of Uzbekistan: Image of the family //Russian Education & Society. – 1996. – T. 38. – №. 8. – С. 80-89.