



## **DEVELOPING SPEAKING SKILLS IN PRIMARY SCHOOL THROUGH NON-TRADITIONAL TECHNOLOGIES**

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### **Annotation**

At present, in teaching a foreign language, the primary task is to master the skill of speaking in this language. In the educational system of many countries, including the Republic of Uzbekistan, the teaching of a foreign language has been introduced into the primary school curriculum. This thesis discusses some aspects of improving speaking in primary grades with the help of non-traditional technologies.

**Keywords:** non-traditional technology, English language, method, primary class, teaching.

### **INTRODUCTION**

The early years are the period when young children use language to learn not only about their world, but also about how language can be used for different purposes. This knowledge is called pragmatic knowledge [5].

One of the components of pragmatic knowledge is conversational skills. According to Otto's citation, Ninio and Snow, as well as Weiss, argue that how well children develop conversational skills can influence how well they interact with others [5]. To a certain extent, children acquire this knowledge naturally, but a qualified and trained teacher to work with younger students can help children develop their communication skills.

This article discusses the methodology for the formation of English language skills, and also offers exercises recommended for the development of speaking in English in elementary grades.

### **MATERIALS AND METHODS**

Articles of international experts on the methods of forming skills of foreign language speech competence were studied; analyzed, systematized and selected exercises that contribute to the development of English speaking skills of younger students. This work shows that non-traditional exercises that correspond to the language level, age and interests of younger students, while observing the methodology of teaching English in elementary school, contribute to the effective development of speaking skills of younger students.

### **RESULTS AND DISCUSSION**

The ability to speak a foreign language well is a difficult task that requires diligence on the part of students and support from the teacher.

In some situations, we use speaking to give instructions or perform certain actions. We may use speech to describe objects, to make polite requests, or even to entertain people and to make normal everyday



conversations. Each of the goals of speech implies knowledge of the rules that explain how spoken language reflects the context, situation, type of activity in which the speakers involved in the conversation take place, and their specific roles.

Approaches to teaching various aspects of oral language must be selected according to the nature of conversational interaction.

“Spoken language is the child's first, most important and most frequently used structured means of communication. It is the primary means by which each individual child will be able to structure, evaluate, describe, and control their experiences. In addition, and most importantly, spoken language is the primary mediator of culture, the way children find themselves in the world and define themselves with and within it” [3].

State educational standards define the following requirements for the A1 level of speaking in a foreign language:

- Request and give information;
- Request for help;
- Ask and answer simple questions;
- Describe where you live, family, friends and acquaintances;
- Introduce yourself and talk about what you like and dislike;
- Make a short presentation on a familiar topic [2].

The initial level of oral language use is based on communication with other people and is fundamental in the life of all people. However, communication with younger students is not the only way to increase their vocabulary. Jalongo cites Kerry's claim that about 80% of "teacher talk" in English classrooms is focused on the following tasks: give instructions, provide information or correct behavior, correct information from children [4]. When interviewing younger schoolchildren, it is necessary to remember about the “waiting time” that should be given to students in order to formulate an answer.

The ability to listen and the participation of all younger students in the discussion are key components in learning. It is the way children take in information through hearing and interpret that information. Teaching methodology for younger students is different from teaching adult students and even from teaching in high school.

The following are techniques that teachers can use in teaching English in elementary school to develop children's conversational skills:

- Communicating with younger students, you need to lower yourself to the level of their eyes. This will make it easier for them and keep them willing to communicate, as it's hard to keep up a conversation with someone when you have to constantly look up.
- Treat children with respect, listen to their speech with attention and concentration. Use more open questions to develop the thinking of younger students.
- Pay attention to all children in the lesson, especially those who have delays in the development of foreign language speech.
- Repeat your questions and return to discussions that encourage children to form their own opinions.



- Use "speech controllers" - toys, cards, funny timer, etc. to move the queue from one student to another when talking. This instills the ability not only to speak, but also to listen to the speech of other classmates.

- Limit time for small group discussions. As you build vocabulary and practice collaboration, you can increase the time. It is necessary to remember the specifics of this age and switch to another type of activity if the students lose interest in this task and are no longer so tuned in to the conversation.

- Replace the "Show and Tell" technique with "Show and Ask" when completing the task "Tell me about your friend / your hobby / favorite story." Ask the class to prepare a series of questions for the presenter. This method will help develop the ability to listen and ask questions [4].

When teaching a foreign language in modern lessons, the use of various digital technologies is already practiced, with the help of which it is possible to create a language, communicative environment in the learning process that is as close to reality as possible. Of these, the most common are the following technologies:

- development of oral speech skills using web applications (Web 2.0, Word clouds, Google Maps, Google earth);

- project method ("Digital storytelling");

- authentic audio and video courses [1].

One of the leading areas of information and communication technologies in modern education is Web 2.0 social services. Their use in the educational process allows you to organize a lesson at a new, higher level, namely, to make the educational process interesting, interactive, student-oriented and, not least, effective. One of the areas of social services is Internet tools, with the help of which participants in the educational process can create the materials necessary for learning. Social services allow you to structure and visualize information, embed images and videos, link links, mark dates, create images, etc.

Word clouds is one of the Web 2.0 social service tools. A word cloud is a graphical way to visualize the most frequently used or most significant words in a speech, in a poem, in a book, in a historical document, text, etc., which can be used in lessons to solve various educational problems. In the process of creating a cloud, you can customize the color scheme, use fonts at your discretion, choose the shape of the cloud, the location and direction of the words. All services are free and easy to use. There are many examples of Internet services generating word clouds and a description of their features. For example, the service Tagul, Wordle.net, Word It Out, ABCya.com, Tagxedo - Creator, Tagcrowd, Wordsift. A word cloud created with the help of Internet services is successfully used in the practice of teaching English at different stages of the formation of speech and thinking activity. The necessary technical means for preparing this kind of exercises are a personal computer (PC), Internet access, a screen or a printer. Word clouds can be created by the teacher and used as one of the techniques used in the lesson, as well as by the students themselves at home in preparation for the lesson or in the classroom if technically possible [2].

Thus, in the era of universal informatization, the role of information and communication technologies in teaching, including a foreign language, is becoming increasingly important. According to the federal



state educational standard, the main goal of teaching a foreign language is to develop the communicative skills and abilities of students, that is, the use of the language directly in practice, in communication. The modern conditions of the high-tech world, as well as the features and educational opportunities of today's generation of students dictate new requirements for the organization of education, including learning to speak a foreign language, using the most relevant technologies and means.

## CONCLUSION

As we can see, teaching children of primary school age requires the English teacher to use a variety of exercises to maintain motivation for learning the language. Using methods with elements of play, alternating activities, involving all students in the learning process, showing real participation from the teacher, demonstrating support during an oral presentation will help develop speaking skills and ensure the interest and desire of younger students to learn English.

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