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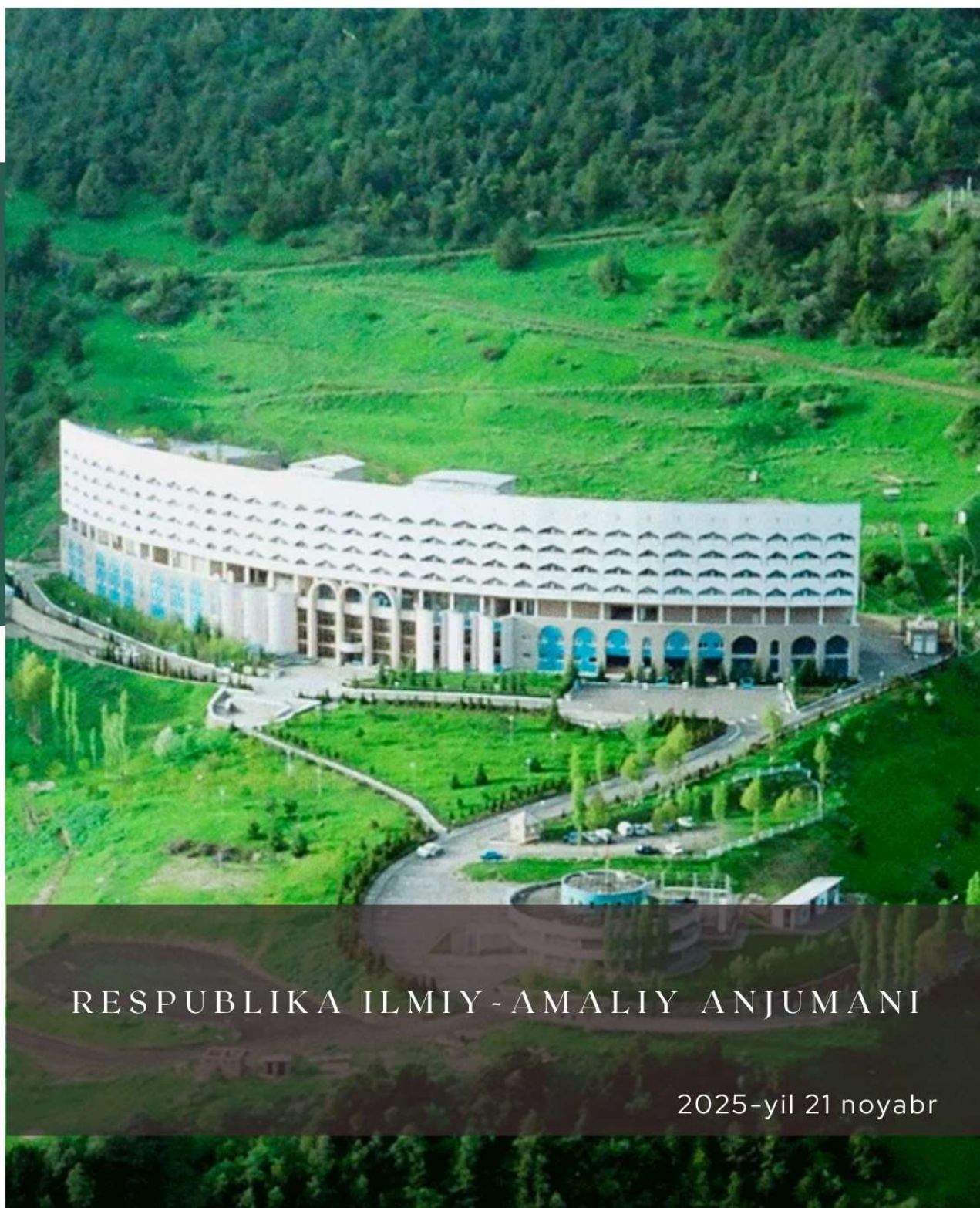
"JIZZAX VILOYATI IJTIMOIY-IQTISODIY RIVOJLANISHINING ASOSIY YO'NALISHLARI: MUAMMO VA YECHIMLAR"

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Globallashuv sharoitida davlatimizni yanada barqaror va jadal sur'atlar bilan rivojlantirish bo'yicha amalga oshirilayotgan islohotlar samarasini yaxshilash sohasidagi ilmiy-tadqiqot ishlariga alohida e'tibor qaratilgan. Zero iqtisodiyotning, ijtimoiy sohalarni qamrab olgan modernizatsiya jarayonlari, hayotning barcha sohalarini liberallashtirishni talab qilmoqda.

Ushbu ilmiy ma'ruza tezislari to'plamida mamlakatimiz va xorijlik turli yo'nalishlarda faoliyat olib borayotgan mutaxassislar, olimlar, professor-o'qituvchilar, ilmiy tadqiqot institutlari va markazlarining ilmiy xodimlari, tadqiqotchilari, magistr va talabalarning ilmiy-tadqiqot ishlari natijalari mujassamlashgan.

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ENHANCING ENGLISH LANGUAGE LEARNERS' SPEAKING IN PRIMARY EDUCATION THROUGH COMMUNICATIVE ACTIVITIES AND STRATEGIES

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Annotation: This article describes Enhancing English language learners' speaking in primary education through communicative activities and strategies with examples and with feedback from scholars.

Keywords: speaking skill, primary education, communicative activities, strategies, collaborative dialogue, creative projects, debates, English songs, communicative games.

Enhancing English language learners' speaking skills in primary education is an important part of providing a comprehensive education. There are a variety of communicative activities and strategies that can be used to increase student engagement and promote the development of English language learners' speaking skills.

One way to do this is to create learning environments that encourage collaborative dialogue and foster critical thinking. Teachers can foster student collaboration through the use of group work, collaborative tasks, and cooperative projects. Additionally, teachers can provide students with opportunities to practice their speaking skills in real-world contexts. This could be done through activities such as role-plays, debates, storytelling, or presentation of school projects.

Another way to enhance speaking skills is to create a language-rich environment. This can be done by providing students with materials such as books, written texts, films, or videos. Additionally, teachers can encourage students to come up with their own creative projects and incorporate them into their speaking practice.

These activities and strategies can help create an effective learning environment and support the development of English language learners' speaking skills.

There are a variety of materials that can be used to support English language learners' speaking in primary education. Books, written texts, films, and videos are all great materials for creating a language-rich environment and promoting critical thinking and collaboration.

Teachers can use coursebooks, such as textbooks or online resources, to reinforce language learning. They can also supplement coursebooks with other materials that may be more tailored to the students' interests or that provide more context for the language.

Additionally, teachers can use materials such as songs, podcasts, and television shows to provide students with a broad range of authentic language and cultural cues. This helps to make the language relevant and interesting to the students, encouraging them to practice their speaking skills.

Finally, teachers can create activities and tasks that involve creative projects. This can give students an opportunity to practice their speaking skills while expressing their creativity and interests.

By utilizing a variety of materials, teachers can create an engaging learning environment and effectively support English language learners with their speaking skills.

Communicative activities are a great way to develop English language learners' speaking skills in primary school. These activities involve real-world practice and give students the opportunity to engage with language in meaningful ways.

One effective activity is role-play. This can involve students acting out a certain scenario, with each student taking on a different role. This activity can help students become more confident in their speaking abilities and practice verbal communication with their peers.

Debates can also be a useful activity for English language learners. Debates allow students to practice their speaking skills in an engaging and challenging way.

Additionally, debates can help students learn to effectively construct and defend arguments.

Another effective activity is storytelling. This can involve students creating stories or reading stories out loud. This activity can be used to practice the structures and conventions of the language while also allowing students to bring their own creativity and imagination to the task.

So, having students present their school projects is an effective way to give students the opportunity to practice their speaking skills in a real-world context.

These activities can help English language learners develop their speaking skills and become more confident in their abilities.

According to Chomsky, any subject endowed with the faculty of speaking can express himself correctly in his/her own language and interpret and understand what another subject in his/her linguistic society can communicate to him/her. Therefore, people have the capacity for speaking, as a result of this when people learn a new language, people do not reason coherently about it, although have the necessary mechanisms to express themselves in their own language, that is, called "linguistic competence". Thus, planning the development of the speaking skill and teaching strategies is necessary to make teaching more effective and meaningful. Furthermore, the role of oral skills is essential for language learning, as the success of language use, especially of a foreign language, can be measured based on this skill.
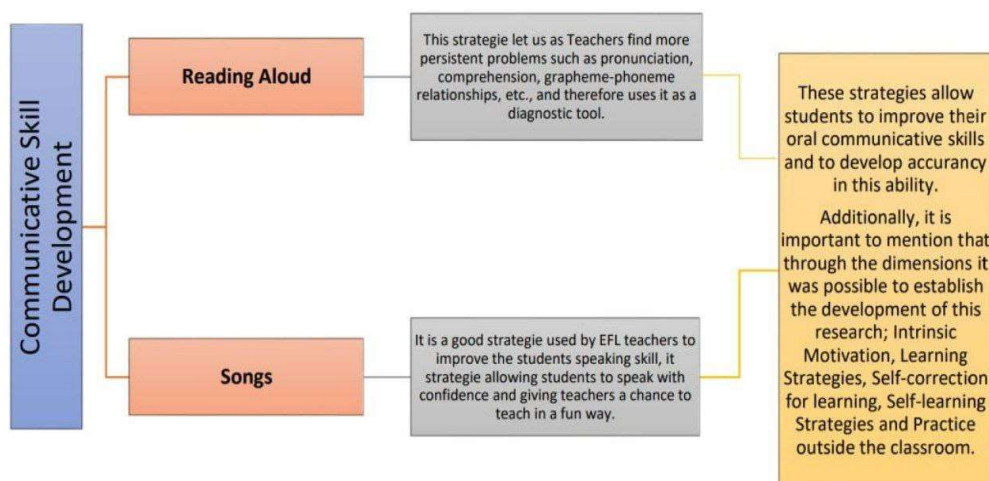
Speaking Learning Strategies

Reading Aloud. How can reading aloud help students learn this novel speaking strategy? Making accurate connections between graphemes and phonemes is essential in reading to speed up word recognition and to help pronounce and learn a new word. In the same vein, Birch & Fulop mention that reading aloud should be practiced to improve oral skills, in this way, learners can gain useful information about their speaking skill, the same author, also mentions that, reading aloud can help develop reading fluency. Therefore, when a teacher listens to a student reading

aloud, the teacher will be able to find more persistent problems such as pronunciation, comprehension, graphemephoneme relationships, etc., and therefore uses it as a diagnostic tool, it is the only way to verify that these connections are made correctly.

English songs. Morales appreciates that after singing, students have an opportunity to improve their English skills and practice their pronunciation, in addition, students have the opportunity to discuss several themes of the lyrics such as love, hate, vengeance, etc., students have the opportunity to practice dialogues to express opinions and reflections on the content of the songs. Similarly, contemplates music is a rhythm essential part of language learning for young learners due to, students enjoy learning and singing; thus, the same author refers to the use of music as an element that is much easier to imitate and remember and states that many songs give them the advantage of being part of the English-speaking culture. According to Orlova, these are some of the advantages of working in class with songs; it improves the effect of rhythm, accent, and intonation of the English language, it also helps to improve vocabulary and grammar; in this sense, teachers have a special preference for songs when they are exploring the use of verb tenses, another advantage is that dialogues can be taught, for this, songs, and mainly lyrics, are used as a stimulus for discussion in class, with this the students learn to listen to the melody which can become useful for understanding by developing writing skills.

In the study developed by Cuesta, students improved their oral production and showed relaxed, interested, and participative attitudes while working with the songs and, especially, when they focused on expressing their ideas freely rather than worrying about accuracy. To conclude, after having developed a musical project, Cuesta states that students showed behaviors, emotions, or feelings, especially interest or enthusiasm for the work related to the class.

Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication. It is very important to be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel.

Communicative game is a set of well fun-design activities can stimulate students' interaction in the classroom. These games require them to take part actively in classroom by speaking and writing in order to express their own point of view or give information. More than that, students' confidence will be automatically formed due to its concept in building habits of interaction. Game means "an activity with rules, a goal and an element of fun". In addition, game is "an activity in which the learners play and usually interact with others". They added that in order to express their own point of view or give information, the learners must speak or write as in

getting the meaning from others, they have to understand what people are saying or have written. Communicative Games can be an alternative way to overcome students' difficulties in learning how to speak English. In fact, they can improve their speaking skills. However, talking about communicative games cannot be separated from those two terms;" communicative" and "game". The word communicative refers to the communicative approach in which teaching-learning activity avoids the concentration towards grammar and vocabulary but emphasizes on the significance of language function. In other words, these activities will involve students in real communication, where the achievement of their communicative task is more important than the accuracy of language they use. Therefore, it can give positive impact towards students' motivation and classroom atmosphere which in line with Michael J Wallace, language games are used for increasing emphasis on the importance of motivation and the appropriate kind of positive effective atmosphere in the classroom. Breafly, it can be summarized that communicative game is a set of well-design activities which stimulates students' interaction in the classroom. These games require students to take part actively in classroom by speaking and writing in order to express their own point of view or give information. Then, their confidence will be automatically formed due to its concept in building habits of interaction.

In conclusion, it is analyzed that learners' perceptions of their oral skill in English and learners' motivation to participate in speaking activities in the classroom. Furthermore, after the analysis of the results, the study found that success in learning a language other than the mother tongue does not depend only on the learning materials or activities provided by the teacher, but also on the learners' interest, self-motivation, and autonomy.

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