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## DEVELOPING STUDENTS' ABILITY TO SPEAK ENGLISH THROUGH EXERCISES

**Abstract:** This article is about developing students' ability to speak English through exercises. In this article it is spoken about the purpose of teaching a foreign language is to teach communication in a foreign language, orally and in writing, as part of a speech situation.

**Key words:** developing, ability, through exercises, a foreign language, to teach, communication, a foreign language, orally and in writing.

**Language:** English

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### Introduction

We learn English to communicate with other people. However, most of us have been studying the language for years, know a lot of words, can read and write, but we cannot use our knowledge in a conversation. How to turn this knowledge into a conversational skill? This will allow you to verbally use your knowledge in practice and greatly improve your spoken language. With this exercise, students in our course begin to speak English much faster than people who study in the classical way.

The purpose of teaching a foreign language is to teach communication in a foreign language, orally and in writing, as part of a speech situation. As you know, the method of verbal-speech communication is speaking. The goal of teaching speaking at school is to develop students' ability to carry out verbal speech communication in various situations in accordance with their real needs and interests.

Today, knowledge of at least one foreign language is simply necessary. But knowing a foreign language does not mean knowing grammar rules, vocabulary, or being able to use a dictionary. A language is necessary in order to communicate in it at ease as you speak your native language. It is about the formation of communicative competence, i.e. ability

and willingness to carry out both direct communication (speaking, listening comprehension), and indirect communication (reading with understanding of foreign texts, writing). The leading idea of the pedagogical experience I am introducing is the communication process, which is so necessary at the present stage of teaching students a foreign language.

Mastering the basics of communicating in a foreign language requires students to achieve a minimum sufficient level of communicative competence, which consists of speech skills, that is, listening, reading, writing, speaking and speech skills (lexical and grammar writing skills). Teaching oral speech (speaking) is a complex process, closely associated with the formation and improvement of lexical and grammatical skills, the ability to use them for the development of unprepared speech.

Success in teaching a language, as you know, consists of the mutual efforts of a student and teacher. And in order for everything to work out, everyone must do their job perfectly. So, on the part of the teacher, the first condition is a deep understanding of how to build the lesson and present the material so that the student can easily, interestingly and effectively.

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For the result: free communication and understanding of the language. How to achieve this?

But the thought of doing lexical and grammatical exercises does not please students at all. And most often it's rather difficult for a teacher to motivate students to complete them. Therefore, it is necessary to select such exercises that are as close as possible to real communication, helping to increase students' motivation for the lesson and its effectiveness. Performing exercises of this kind, students will practice vocabulary and grammar skills in speech situations, imperceptibly for themselves. Also, the implementation of such exercises helps to develop students' dialogical and monologic speech skills, and allows them to work out lexical material.

Exercises are one of the most important components of the work on creating foreign language skills, one of the components of the content of education in a comprehensive school. Like the entire educational system, they are built on the basis of didactic teaching principles using the most effective methods and techniques of teaching a foreign language and organizational forms of work that have proven themselves in practice.

The lexical content of exercises is a specific, specially selected lexical material, the assimilation of which is primarily necessary to achieve the set learning goals. Material for exercises, as a rule, is selected in such a way that, in addition to linguistic knowledge, it also provides country-specific information and thereby contributes to the development of student knowledge. Therefore, the exercises should be varied both in the types of speech activity and in language and illustrative material, as well as in terms of their conduct.

For myself, I deduced the following principle: before asking a student something, he needs to chew it, explain it completely and put it in his mouth. Then practice many times. And then ask unobtrusively. And even if he makes a mistake after that - then do not scold, but praise for the effort and start all over again. Here is such an approach. Students like it. And the results and attendance of the classes speak for themselves.

And the fear of making a mistake has been deeply living in us ever since, and even after many years it does not allow us to freely express our thoughts and speak a foreign language. And only getting rid of this fear, throwing out negative emotions and replacing them with positive ones, you can regain the ability to speak a foreign language easily and freely; just as we learned to speak English and expressed ourselves when we were very young — easily and directly, before we came to study at school.

English teachers often face the problem of “student silence” in a lesson in speaking skills. And how can one be taught to speak English if the student does not want to speak or speaks out only when the teacher asks him to do so?

The task of the teacher is to create conditions that would facilitate the communication of students. For this, the teacher must take into account the specific characteristics of this type of speech activity, such as: motivation, focus, activity, connection with the person and the person's mental activity, heuristic, independent, pace and situational. If there are goals and motives for communication, the characteristic features of the participants in communication, their age, level of development, etc. are taken into account, and then the act of communication within the framework of any speech situation will certainly take place.

For those who do not really want to delve into psychotherapy, I suggest the following way to overcome the language barrier. Imagine that you have met an Englishman or any English-speaking person who has recently lived in Tashkent studying and Uzbek is not his native language. Of course, he will make mistakes, speaking in Uzbek. But will you laugh at him? Will you offend him? Of course not. We all understand that this is not his native language, that it is difficult to learn Uzbek.

We, on the contrary, will most likely praise him for his desire and desire to learn a language. And, of course, if he is an interesting person and says interesting things — it will soon be completely irrelevant to us in what grammatical form he puts on his thoughts. We will listen to him and lively support the conversation, not paying attention to errors ... Conversation practice is the most effective method of understanding English as quickly as possible. So I recommend:

Take a few minutes a day to practice speaking in front of the mirror. Choose a suitable topic, set a timer for 3 minutes and discuss it with an imaginary interlocutor. The main goal of this exercise is to analyze your body language and learn to express your ideas without pauses and hesitations. One of the most effective exercises for improving pronunciation is to record your speech. This may sound funny, but it helps to understand your weaknesses. Try to fix the problem areas until you are completely satisfied with the result.

When teaching students all types of communication activities, various types of work should be widely applied. This can be a presentation, brainstorming, role-playing games, simulations, projects, cases, preparation of conferences as part of the classroom and a practical exit to these international conferences where students present their projects dedicated to solving scientific problems.

That is why the main feature of the communicative method is communicativeness, which includes a number of characteristics that allow the transition from the first social contacts to situations.

When learning a foreign language, most students experience difficulties in putting their knowledge into practice. Having a sufficient vocabulary on the topic, owning certain grammatical constructions of the

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language, they do not know where to start and in what sequence to speak. This is because it is difficult for students to start talking without support. In such situations, the use of conditional speech exercises prevents certain difficulties in constructing sentences, involves students with different levels of language training in the speaking process, and develops self-confidence and in their statements.

### 1. Training exercises:

At this stage, differential, substitution, constructive and transformational exercises are applied. At the same time, such exercises help to develop memory, thinking, attention, spelling writing skills, etc. The purpose of these exercises is to automate the actions of students with lexical units, the formation of lexical writing skills. To consolidate and automate speech samples, this type of speech visualization is used as an image. Working with it greatly helps students in an accessible and easy way to assimilate the image in such a way as to use it in oral speech. Visibility activates the work of students and contributes to the memorization of material.

### 2. Substitution exercises:

Awareness of the model is born, the design operation is being formed, the ability to reproduce on the basis of analogy is increasing, the structure is being filled with new technical units.

How to develop spoken language in English?

Active English teaching methods:

Round table:

The teacher formulates the problem and offers the students a task: to assess the significance of the problem, demonstrate all the pros and cons, determine the possible result, etc. Students should speak out on the question presented, argue their position and eventually come to a common solution.

Brainstorm:

This technique is also aimed at discussing and solving a problem. However, according to this method of teaching the English language, the audience is divided into two groups — “generators of ideas”, which actually offer ideas, and “experts”, who, after the end of the assault, evaluate the position of each “generator”.

Business game:

The teacher prepares a game on the topic studied and explains the rules to students. As a rule, the proposed tasks imitate tasks and situations of real communication, for example, searching and finding a job, concluding a contract, traveling, etc.

Thus, you can remove the problem, fear, complex, reveal blocked abilities. How to do this? I do this with the help of psychotherapeutic corrections: I find a stressful situation that has blocked you, discharges negative emotions in this situation, rewrites the plot to positive — and as a result, the talents are revealed, the problem goes away, the abilities are revealed. But it often happens that in our life we have gained not one, but many stresses and blocks. Then you have to rake them all a little. And, in the end, the result is always positive.

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