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DIFFERENT ACTIVITIES TO IMPROVE STUDENTS` SPEAKING SKILLS

Abstract: In this article, we tried to explain some activities to improve speaking skill during classes. Problems also mentioned and we gave some possible solutions to each problem.

Key words: Speaking skills, students, activities, knowledge, foreign language, motivation.

Language: English

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Introduction

Learning English requires four different skills, which every learner should practice. They are reading, writing, listening and speaking. Each skill has its own role while practicing English. Let me explain, what is reading for? Reading foreign literary books make your outlook more international and broad. In addition, being able to understand different notes in a foreign language can make you feel confident in abroad. Then what is writing for? You should be able to explain your opinions in both written and oral form. Listening is one of the most important skills in English. The reason is that while communicating in English firstly, you should understand your partner's words and then according to it you can response. Your knowledge of English is marked according to your speaking skill mostly.

Of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to a 'speakers' of that language, as if speaking included all other kinds of knowing, and many if not most foreign language learners are primarily interested in learning to speak [1, p 120].

One of the main problems of the education is the reduction of motivation, that is why the topic of preservation, and especially the increase of students' motivation, is extremely relevant.

An important task for the teacher is the formation and development of a competence approach, that is, the teacher should not only be able to present the study material to students, but also motivate them to perceive and assimilate this material. That is why one of the most important elements in the structure of the lesson is the motivational element. Don't forget that all people are different and you should not expect the same reaction from all students. There are four main divisions of people, such as melancholic, phlegmatic, choleric and sanguine. All these types have their advantages and disadvantages. While the choleric and sanguine people will loudly say something and pull their hands for an answer, melancholic and phlegmatic people will sit quietly and wait their turn.

Therefore, first of all, it is important to pass a course of general psychology to all teachers! This will help not only to understand and correctly evaluate the students, but will also allow you to focus on lessons

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better, creating a healthy and pleasant atmosphere in the lesson. Thus, motivating different students to interact and acquire knowledge. In order to generate motivation, it is necessary to use a wide variety of forms, methods, through which students will be involved in active work during the lesson. Among the elements of the lesson that attracted the most interest to students, one can note unusual forms of presentation of the material, the emotionality of the teacher's speech, the situation of the dispute and discussion, analysis of everyday life situations, games, competitions, quizzes, use of audio and video materials.

Analysis of Subject Matters

However, the most important component is, of course, the emotional mood. Creating a positive emotional attitude to the lesson and creating a success situation is an important task of the introductory part of the lesson. The teacher needs to direct all his experience to find a creative approach to solving the problem of creating the correct, and therefore the positive and psychological attitude of the students. A positive attitude is the inner faith «I will, I can!».

The key phrases in this mood are: «I can! I will do it! «Psychologists say that the positive attitude works in the range of 3-10 minutes after the» preparation «, accordingly, it is necessary to include positive settings for work several times in a standard 45-minute lesson.

Children learn the world through emotions, through emotional memory, which means that emotions play one of the most important roles in the formation of personality. At the lesson, it is the teacher who is the source of emotions for students. It is very important that these emotions are exceptionally positive. Only positive emotions stimulate the cognitive activity of students, their desire to participate in the course of the lesson, actively get involved in the work and interact with the teacher and classmates. Emotions create and can change students' attitudes not only to the teacher and the academic subject but also to their own forces, which means that the productivity of the student's learning activity depends on the positive attitude. The desire to learn, the desire to participate in the lesson, the emergence of bright thoughts and fresh ideas is possible only with positive students and a friendly teacher. Unfortunately, quite often there is a situation when it is a question of complete incompatibility and misunderstanding between students and the teacher.

The reason is the reluctance or inability of the teacher to understand, feel and anticipate the emotional state of the wards. Therefore there is a complete reluctance to study the subject, respectively, there is the problem of poor performance and non-attendance. It is widely reported in the pedagogical

literature about the professional image and culture of the teacher. It is sensitivity to the emotional mood of students and speaks of the high culture and professionalism of the teacher.

What can be considered as a positive «signs», «signals» with which the teacher gives an orientation to a positive attitude? It's a smile at the time of greeting, a friendly question, not a shout, but a quiet remark. An additional emotional attitude for students creates the appearance and manners of the teacher - a calm, clear speech, smooth gestures, a pleasant timbre of the voice.

Not everyone gets a nice voice by nature, but at the present time, there is a sufficient amount of exercises from leading specialists, with which you can correct the timbre of your voice. The teacher can influence the emotional background of his students in many ways. First, it causes irritation, sadness and despondency. Secondly, the state of joy and anticipation. And the third is to

leave them in a state of indifference. Needless to say, which method is the most productive for further interaction? The beginning of each lesson is an energetic charge when the teacher exchanges energy with his students. If the students have received negative energy from the very beginning of the lesson, one can safely say that the teacher will not achieve the goals of the lesson he sets himself.

Research Methodology

It may seem that once a «spoiled» lesson will not affect the learning process, however, after receiving such an experience, the student may «not allow» to train himself further because he either does not trust the teacher or is afraid of him. Mistrust and fear have nothing to do with respect, but actively and willingly children learn only from those who are respected. It's no secret that children and adolescents are more likely to relate to the subject, the better and respectful they are to the teacher. The teacher, in turn, should do everything in his power to do this, forget about personal problems, discomforts and bad mood. Undoubtedly, this is not easy, but it's not a coincidence that working with people is considered the most difficult. To maintain the correct line of conduct in the lesson is the highest pedagogical — pilotage and the professional duty of each teacher.

It should not be thought that the maintenance of a positive attitude involves self-indulgence and excessive softness. The positive background of the lesson does not exclude benevolent exactingness and unobtrusive, but obligatory control on the part of the teacher. As for the methods of work and certain activities that contribute to the creation of a positive attitude, it is necessary to especially note the use of the latest technologies in the classroom. This is an interactive whiteboard that allows students to offer a wide range of exercises and tasks, audio and video, thanks to which, the lesson becomes brighter, more

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dynamic, more interesting; this is a table game that gives rise to an atmosphere of competition and strengthens the team spirit. An excellent result is provided by various projects, during which students learn to feel as a member of the team, take responsibility for choosing a solution, share responsibility and analyze the results of their activities.

Before the teacher of English, there are special tasks and rules.

First, it is impossible to develop the interest of students in studying the language and culture of another country without love and respect for their own country, and accordingly, it is necessary to instill in students the right civil and patriotic feelings.

Secondly, at present, thanks to the worldwide computer network, we are armed with a huge arsenal of various teaching materials in English, so teachers are constantly looking for new ways of actively introducing it into the educational process, which means constantly developing professionally.

The fulfillment of the above tasks and conditions gives the opportunity to form and develop the necessary motivation for cognitive activity. It should be noted that to form and develop means - to create a positive background in which the student himself would like to develop activities for cognition and interaction.

During English classes teacher can organize a wide range of activities to improve students' speaking skills. However, when they play speaking activities there are some rules they should follow:

- **Learners should talk instead of teacher.**

As we know during speaking or discussion activity teacher is authority in class and most time is taken up by teacher's speech and pauses. Instead of this, students should speak as much as possible.

- **Involving the whole class.**

It is a usual situation that in speaking activities only a few talkative participants take part. Consequently, not all students are involved and the rest of the class remained without participation. To prevent this kind of problem, teacher should make all students speak during the lesson.

- **Motivating students to overcome psychological barriers.**

We set up psychological barriers to learning: We fear that we will be unable to perform, that we will be limited in our ability to learn, that we will fail. Teachers help students eliminate the feeling that they cannot be successful or the negative association they may have toward studying, and, thus to help them overcome the barriers to learning [2, p 73].

- **Organizing activity in an acceptable level.**

Learners should explain themselves in a comprehensible way to each other. Teacher should control the participation of students. The following activities can help teachers to improve their students' speaking:

Describing pictures

Each group has a picture, which all its members can see. They have two minutes to say as many sentences as they can that describe it; a 'secretary' marks a tick on a piece of paper representing each sentence. At the end of the two minutes, groups report how many ticks they have. They then repeat the exercise with the second picture, trying to get more ticks than the first time [1, p125].

Finding differences.

Students sit in pairs and each member of the pair has different pictures. They try to explain their pictures and find differences without showing the pictures each other. The activity help students work in groups and improve their speaking.

Characteristics in common. Students sit in pairs, preferably they choose a partner they do not know. They try to discover characteristics in common. It should not be obvious or visible like 'We both have black eyes' or 'We both study in the same class'. At the end of the lesson, they share their discovering. Solving the problem. Students work in groups and they are allotted different problematic situations to solve. They have a few minutes to discuss. Each member of the group participate during discussion. 'This is particularly suitable for people who are themselves adolescents or involved with adolescent education and is intended for fairly advanced learners. It usually works well, producing a high level of participation and motivation; as with many simulation tasks, participants tend to become personally involved: they begin to see the characters as real people, and to relate to the problem as an emotional issue as well as an intellectual and moral one.

Analysis and results

All the feedback stage, the resulting letters can be read aloud: this often produces further discussion [1, p 128].

There are also some activities to help students practice speaking. They are:

- *Telling stories;*
- *Telling jokes;*
- *Giving feedback;*
- *Describing someone or something;*
- *Giving a short lecture or talk;*
- *Retelling the plot of the film, video or book;*
- *Arguing for something or against something.*

Role-play activity also contributes to development of speaking skill. Especially, for beginners role-play is the most efficient way to practice every day English without hesitation. Moreover, learning by heart a dialogue increases students' ready-made combinations. Unfortunately, students may face up to some problems while

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speaking activity. The most common problems are the followings:

- **Thinking in mother tongue.**

Unlike other skills, speaking requires to be ready without thinking. Only a few minutes are available. However, after the topic is given students think about it in their mother tongue. Then they try to translate it and correct its grammar, word order and when it is fully translated, they can speak. However, by this time a long time may pass. They should learn to think in English. They should practice it so much that it will come naturally afterwards.

- **Inhibition.**

Learners are often inhibited about trying to say things in English in the audience: they are worried about making mistakes and are fearful of criticism; consequently, they will be shy and prefer not speaking.

- **Nothing to say.**

Learners often complain that they do not have any idea about what to say even in their mother tongue. They are lack of information. It prevent students to speak.

In order to solve these problems teacher should:

- **Use group works.**

Because, in-group work students feel more independent and can open psychological barriers.

- Teach students to think in English. In order to do this teacher should create an English atmosphere in the class.

- Provide students with more information. Before speaking students had better have reading activity. According to the information in the text, they can continue speaking activity.

To sum up, using this article, teachers can make their lessons more interesting and full of activities. This attracts students' attention and help to become the lesson more efficient. One of his speeches Henry Ford said: `Whether you think you can, or if you think you cannot – you are right`. Remember all depends on you. The creation of a comfortable emotional and psychological environment in the team is a necessary condition for an interesting atmosphere in the lesson, which in turn leads to increased motivation and, ultimately, to an increase in the effectiveness of the teacher and pupils.

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