

## TEACHING SPEAKING IN PRIMARY SCHOOL

*Teacher: Nizamova Nazokat  
Gulistan olympic and Paralympic sports training center*

**Annotation.** This paper focuses on the importance of teaching speaking skills in primary school. Speaking is one of the most essential language skills, as it helps young learners express their thoughts, feelings, and ideas in a foreign language. At the primary level, students learn best through interactive and enjoyable activities. Therefore, the use of games, songs, role-plays, dialogues, and visual aids plays a significant role in developing speaking ability. The paper also highlights the teacher's role in creating a supportive and motivating classroom environment where pupils are not afraid of making mistakes. Special attention is given to age-appropriate methods that encourage active participation and build learners' confidence in oral communication. Teaching speaking effectively at an early age lays a strong foundation for further language learning.

**Key words:** Speaking skills, primary school learners, oral communication, young learners, interactive activities, language learning, classroom interaction, games and songs, role-play, motivation, confidence building, teaching methods, foreign language teaching.

As we know, nowadays good teachers need to change some ways of teaching English language under school conditions as the old-approaches and longer meet the requirements of the last year. The historic changes took place in Uzbekistan, since there have been obtained.

In analyzing the views and different approaches of foreign linguists involved in the study of teaching speaking I've tried to give the clearer explanation to teaching speaking and learning speaking, identify key species to analyses the ways of teaching speaking and how to teach speaking in primary schools.

As Byron supports it, in chronological order, it is impossible to obtain results in speaking terms (output) if the learner does not receive comprehensible information (input) in the target language first. Ellis, who is the famous methodological scientist, states in one of his book that the learners need to understand input in order to learn from it.

When we ask teachers of primary schools about their aspirations for their pupils' English language abilities, 'speaking English with confidence' is almost always at the top of their wish list. They want their pupils to read well, have a wide vocabulary and a firm understanding of English grammar, but mostly they want to hear them speak and speak with confidence and enjoyment.

I think the next will be by stories, stories provide children with a context for speaking English. This is especially valuable if they aren't able to experience an immersive language-learning environment. Experiencing a story together in English places children in a small world where English is a given. The teacher as a storyteller reads a line and pauses. If the child is familiar with the story after having heard it a few times, she will be able to assume the role of storyteller.

Songs and rhymes are also effective teaching ways of teaching speaking for improving children's speech and they give children the chance to play with spoken English in a stress-free way. By listening to songs and singing them, children begin to hear the sounds of the language and experiment with the way the mouth works to produce those new sounds. They notice relationships between words that sound similar through the rhymes at the end of the lines, and how words in combination create rhythm.

In our country the given textbooks for the forms of 1<sup>st</sup> till 4<sup>th</sup> of primary schools was published several times. The analyzed textbook "Kid's English" compiled by S.S. Xan, L.H. Jo'rayev, O.N. Maxsudova and other authors contains fewer exercises, which is dedicated to develop speaking and vocabulary skills of learners.

Kid's English of form 1, 2 there are such lessons which belong to only oral tasks and activities, Kid's English of form 3, 4 there are such lessons which belong to all language skills and other contain different exercises, reviewing tasks and questions to analyze and confirm understanding are very important in determining the speaking skill comprehension.

In order to develop an efficient pedagogical proposal it was necessary to identify the most meaningful deficiencies that teachers present or face in the classrooms when teaching the English language. We acknowledge the different and vast variety of teaching realities in primary schools, as well as a great variety of weak points that these teachers have to deal with every day.

By analyzing I came info conclusion teaching speaking in primary schools are still something of a mystery but one thing we can be sure of is that words are not instantaneously acquired at least not for adult foreign language learners.

As I have come to the conclusion, pupils of primary schools must be taught by effective ways of teaching speaking teacher should be:

- friendly
- give explanations and instructions clearly
- as a parent
- feel self-confidence
- intelligent.

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