

USING OUTSIDE-CURRICULAR LEARNING SOURCES TO DEVELOP STUDENTS' SPEAKING SKILLS

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Abstract. This article analyzes modern approaches to the development of speech skills in students, in particular, ways to increase the effectiveness of language learning through extracurricular educational resources. The author highlights the possibilities of forming students' oral and written speech based on extracurricular materials (works of art, audio-video resources, blogs and social networks).

Keywords speech skills, extracurricular activities, multimedia resources, language learning, interactive resources

There are specific complexities of teaching English in Uzbek schools, and their elimination is one of the important issues facing the methodology of teaching a foreign language. The leading goal of studying foreign languages, including English, in secondary schools is, on the one hand, the formation of communication and skills of oral and written speech in the language being studied, and on the other hand, the development of linguocultural competence. In other words, we are talking about the development of a secondary linguistic personality. As I.B.Ignatova wrote, this is possible only as a result of constant speech practice during training.

In modern education, the development of students' speech skills plays an important role. Language is formed not only through textbooks, but also in a broad social and cultural environment. Therefore, the use of extracurricular educational resources is important in enriching students' language culture. In particular, in today's digital world, through the effective use of various interactive, multimedia, textual and oral resources, students' vocabulary, ability to express ideas, and ability to communicate with the interlocutor are developed.

1. The main components of speech skills

Students' speech competence includes the following skills:

- Listening comprehension (reproductive listening, separation of basic information);
- Oral speech (expression of one's own opinion, eloquence);
- Written speech (compilation of text, meaningful presentation);
- Reading comprehension (logical analysis, expression of ideas).

2. Types of extracurricular learning resources

The following tools are useful for strengthening students' language skills outside the classroom:

a) Fiction and fairy tales

- Books (stories, fairy tales) appropriate for the age of students develop their language sensitivity.

- Through text analysis, they learn to understand the topic and evaluate the character's thoughts.

b) Audio podcasts and video tutorials

- Attention is paid to listening comprehension, pronunciation, and conversational tone.

- Cartoons, interviews, and language learning videos are useful.

c) Internet blogs and web resources

- Students can also start blogging themselves;

- Discussion and exchange of ideas are organized based on interesting texts.

d) Theatrical performances

- A culture of communication is formed through dramatic performances and role-playing related to the language;

- A harmony of emotional speech, movement and expression appears.

3. Practical approaches and techniques

- “One day - one word” method: The student learns a new word or phrase every day and uses it in oral or written speech.

- “Book club”: Students choose a work and discuss it every week.

- “Vlogs and oral stories”: Students record their diaries on video and share them on social networks.

- “Speech role-playing games”: Learning oral communication through questions and answers, interviews and improvisation exercises.

Experience and observations show that:

- Students who regularly use extracurricular resources are more active in speech activities;

- Their vocabulary, speech coherence, and emotional expression skills are much higher;

- The student's independent thinking and creative approach skills are developed.

Analysis of scientific literature (O. S. Akhmanova, I. A. Zimnaya, I. B. Ignatova, O. N. Prokhorova, T. V. Samosenkova, etc.) showed that working with the educational text in foreign language lessons can take various forms: reading, translation, repetition, listening, conversation on the read text and its discussion. At the same time, reading is given a leading place in the teaching process as a means of developing communicative speech abilities and skills and an element of cognitive activity.

Theoretical significance: the study identified the methodological potential of the interactive workbook as a method of organizing extracurricular reading in English. At the same time, the features of the perception of a foreign language text by bilingual students were identified. Practical significance: the interactive workbook developed for the study can serve as a model for creating similar manuals and can be used in extracurricular reading lessons in English in Uzbek schools.

Reading as an important aspect of learning English "Reading is a receptive type of speech activity that involves the acquisition of information from the text, including the reproduction of the author's intention in the process of reading" [2]. In teaching a foreign language, reading can be seen as both a goal and a means. The structure of the whole work depends on the point from which we define this process [3, pp. 264-277].

In order for Uzbek students learning English to successfully master foreign language texts, the following skills need to be developed:

A workbook is understood as "a multifunctional didactic manual with a printed basis, containing various types of tasks, both for independent work and for work under the guidance of a teacher."

Nowadays, in connection with the active introduction of modern pedagogical technologies, the issue of combining a traditional workbook with an interactive textbook is emerging.

Extracurricular educational resources are an important tool in the formation and development of speech skills in students. Through these resources, students feel a love and interest in the language, and independent learning skills are formed. Therefore, teachers need to widely introduce modern extracurricular methodologies into their practice.

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